

**RELATIONSHIP BETWEEN ENTREPRENEURIAL
ORIENTATION, ENTREPRENEURIAL EDUCATION,
SELF-EFFICACY AND ENTREPRENEURIAL
INTENTION AMONG UNDERGRADUATE STUDENTS
AT NIGERIAN UNIVERSITIES**

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**MASTER OF SCIENCE
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AT NIGERIAN UNIVERSITIES**

By

MUKHTAR BABA

**Dissertation Submitted to
Othman Yeop Abdullah Graduate School of Business,
Universiti Utara Malaysia,
in Fulfilment of the Requirement for the Master Degree**

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ABSTRACT

Like most of the developing countries, Nigeria is facing the problem of youth unemployment. Among the strategies used by these countries to overcome this problem is to get their youths to be engaged in entrepreneurial activities with the ultimate objective of becoming self-employed and self-reliant. Similarly in Nigeria, the government has introduced several policies aimed at eradicating poverty by encouraging self-employment among youths. One of such policies is the introduction of entrepreneurship education into the curriculum of higher education which is aimed at promoting and inculcating entrepreneurship amongst the university students. Hence, this study examines the determinants of entrepreneurial intention among undergraduate students at Nigerian Universities. Primarily, this study explored the role of entrepreneurial orientation, entrepreneurial education, and self-efficacy on students' intention to become entrepreneurs. A total of 242 students who have taken business related subjects from Bayero University Kano (BUK), Nigeria and Bauchi State University Gadau (BASUG) participated in this study. The results showed that all the independent variables; entrepreneurial orientation, entrepreneurial education and self-efficacy are significantly and positively related to entrepreneurial intention. The findings of this study provided useful inputs for the Nigerian Ministry of Education with regard to designing a more beneficial and comprehensive entrepreneurship related course contents and curriculum in Nigerian universities. This is aimed at preparing the students for self-employment as entrepreneurs which will assist the government's efforts in overcoming youth unemployment and poverty in Nigeria.

Keywords: Entrepreneurial intention, entrepreneurial orientation, entrepreneurial education, self-efficacy

ABSTRAK

Seperti kebanyakan negara-negara membangun, Nigeria menghadapi masalah pengangguran belia. Antara strategi-strategi yang digunakan oleh negara-negara ini untuk mengatasi masalah ini ialah untuk mendapatkan belia mereka untuk terlibat dalam aktiviti-aktiviti keusahawanan dengan tujuan menjadi bekerja sendiri dan jagaannya. Begitu juga di Nigeria, kerajaan telah memperkenalkan beberapa dasar yang bertujuan membasmi kemiskinan dengan menggalakkan bekerja sendiri di kalangan belia. Salah satu dasar-dasar tersebut adalah pengenalan pendidikan keusahawanan ke dalam kurikulum pengajian tinggi yang bertujuan untuk menggalakkan dan memupuk keusahawanan dikalangan pelajar-pelajar Universiti. Oleh itu, kajian beliau meneliti penentu niat keusahawanan dikalangan pelajar-pelajar yang mengikuti kursus Sarjana Muda di universiti-universiti di Nigeria. Terutamanya, kajian ini diterokai dengan peranan orientasi keusahawanan, pendidikan keusahawanan, dan kemampuan pelajar niat untuk menjadi usahawan. Seramai 242 orang pelajar yang telah mengambil perniagaan berkaitan subjek dari Bayero University Kano (BUK), Nigeria dan Gadau Universiti Negeri Bauchi (BASUG) mengambil bahagian dalam kajian ini. Hasil kajian menunjukkan bahawa semua bolehubah bebas itu; orientasi keusahawanan, pendidikan keusahawanan dan kemampuan dengan ketara dan secara positif berkaitan dengan keusahawanan niat. Hasil kajian merupakan ini menyediakan input yang berguna kepada Kementerian Pelajaran Nigeria Malaysia untuk merekabentuk kandungan kursus dan kurikulum keusahawanan yang lebih bermanfaat dan komprehensif di institusi pengajian tinggi Nigeria. Ini bertujuan menyediakan pelajar untuk bekerja sendiri dengan menjadi usahawan yang akan membantu usaha kerajaan dalam mengatasi masalah pengangguran remaja dan kemiskinan di Nigeria.

Kata kunci: Niat keusahawanan, orientasi keusahawanan, pendidikan keusahawanan, kemampuan diri

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DEDICATION

To my Father, Alhaji Yerima Imam and my Brother, Ahmed Yerima

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LIST OF ABBRIVIATIONS

BASUG: Bauchi State University Gadau

BUK: Bayero University Kano

EE: Entrepreneurial Education

EI: Entrepreneurial Intention

EO: Entrepreneurial Orientation

HCP: Health Care Personnel

NAPEP: National Poverty Eradication Program

NBS: National Bureau of Statistics

NDE: National Directorate of Employment

NPC: National Population Commission

OYAGSB: Othman Yeop Abdallah Graduate School of Business

SE: Self-efficacy

SMEDAN: Small and Medium Enterprise Development Agency of Nigeria

SPSS: Statistical Programme for Social Sciences

SEE: Shapero Entrepreneurial Event Model

TPB: Theory of Plan Behaviour

UNICEF: United Nations Children Fund

UUM: Universiti Utara Malaysia

USA: United State of America

WDI: World Development Indicator

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

During the last decades, entrepreneurship as a field of research has attracted researchers, agencies, and policy makers. The primary reason for this interest is the increasing need for entrepreneurs whose their efforts in creating novel ideas and making such ideas into lucrative businesses would boost country's economic development (Turker & Selcuk, 2009). Other reasons for the rising concern in the issue of entrepreneurship include the rising rate of unemployment and poverty that becomes clearly during post economic slump era of the early 1980's; the slowdown or decline of the agricultural market activities and the recognition of the capacity of small and medium sized businesses to provide a far-flung employment and job opportunities to prevent unemployment and eradicate poverty (Alarape, 2009).

Moreover, governments, academicians as well as researchers believed that entrepreneurship is a significant way to economic improvement for both developed and developing countries (Keilbach, Tamvada, & Audretsch, 2008; Zeleam, Temtime, & Pansiri, 2004). Therefore, most of the policymakers focus on inspiring and motivating entrepreneurship as it is closely associated with innovation and contributes towards economic growth through job and wealth creation (Orhan & Scott, 2001).

Today's small businesses, precisely the new ones, are the drivers for entrepreneurship activities, providing not only employment, social and political stability, but it also provides creative and competitive power (Thurik & Wennekers, 2004). In order to encourage greater involvement in entrepreneurial activities, policymakers, researchers,

and pedagogues need to highlight the factors influencing behaviour and ways to energize entrepreneurial intentions (Turker & Selcuk, 2009).

However, one of the challenges facing most of the developing countries of the world today is how to engage their teeming youths gainfully employed. The rising rate of unemployment among graduate youths as a result of setbacks in getting jobs that matched with their professions and anticipations has accordingly become the main goal of intense to both academicians as well as manager evaluation (Aliman & Jalal, 2013). Furthermore, an asymmetry that exists between ratio of demand for labour and that of the total number of graduates seeking for jobs also causes to a strong level of the rate of unemployed youth (Ismail, 2011).

Therefore, this becomes a major challenge facing developing nations. For example, in Nigeria, every year myriad of youths are graduating from various colleges and universities without matching job opportunities for them (Akanbi, 2013). The issue of entrepreneurship movement in Nigeria could be imputed to instability within a political setting and poor executions of socioeconomic policies of consecutive government, which contributed to the problem of high level of unemployment in Nigeria (Ogundipe, Kosile, & Ogundipe, 2012).

The rising rate of unemployed youths is a major cause of losses in human capital (Lawanson, 2007). Human capital is related to the number of times a person has worked. The higher an individual stay unemployed the lower the human capital of that person. This means human capital diminish when someone is unemployed (Awogbenle & Iwuamadi, 2010). Perhaps, the main challenge facing unemployed youths is their use of

political and military goals (Awogbenle & Iwuamadi, 2010). These youths become goons in the society by engaging in anti-social and hidden political activities.

Similarly, statistics showed that Nigerian economy is going through without employment, as the persistent rise of the labour force outstrip the employment opportunities (National Bureau of Statistics, 2014). Furthermore, the majority of the unemployed population is predominantly by the youths who are mostly senior secondary school qualification holders and graduates of higher institutions. The complex unemployment data showed that the rate of unemployment rose from 21.1 per cent, in 2010, to 23.9 per cent in 2011 (NBS, 2014).

However, as a result of the aforementioned statement, the country experienced decline in the productivity level, high level of inflation, high rate of poverty, and various forms of violence among youth (Agbim, Oriarewo & Owocho, 2013). Therefore, this pushed the government to inaugurate diverse policies as well as programs aimed to reduce poverty by encouraging skill attainment, inspire innovation spirit, as well as self-independent among youth (Agbim et al., 2013).

Some of these programs include; “Community Bank, Directorate of Food Roads, and Rural Infrastructure (DFRRI), National Directorate of Employment (NDE), People’s bank, Better Life for Rural Women, Family Support Program, National Poverty Eradication Program (NAPEP), Small and Medium Enterprise Development Agency of Nigeria (SMEDAN)” (Awogbenle & Iwuamadi, 2010). Recently the introduction of entrepreneurship development as a curriculum in every tertiary institution across the country (Ekpe & Mat, 2012).

However, many Universities and polytechnics were established in Nigeria to produce qualified and skill manpower for government, private sectors and also for self-reliance to achieve sustainable growth in the economy (Ekpe & Mat, 2012). Unfortunately, most of the curriculum does not have entrepreneurial contents which could have encouraged students to be self-reliant after graduation (Okafor, 2011). As a result of the increase of unemployment among the Nigerian youth, the federal government under the Federal Ministry of Education introduced and makes it compulsory for every University to develop Entrepreneurship Development Education/Programs in its curriculum.

Despite the efforts made by the government, but still the majority of the student who undergo entrepreneurial programs do not implement their education into self-reliance due to lack of experience and or exposure (Ekpe & Mat 2012). This indicates that being self-reliant is relates to individuals' intention rather than education. Therefore, investigating and understanding individuals' intention to start his or her own business would be significant to both academics as well as policy makers.

According to Azjen (1991) Intention is the predictors of executing a specific behaviour. The Theory of Planned Behaviour (TPB) shows that individual intention is the best way to predict a behaviour; hence entrepreneurial intentions is the best way for understanding the process of entrepreneurship (J Kickul & Krueger, 2004). Therefore, this study will investigate some antecedents of students' entrepreneurial intention by measuring three independents and one dependent variable. Hence the study will investigate the relationship between students' entrepreneurial orientation, self-efficacy, education and entrepreneurial intention.

1.2 Problem Statement

To date, various factors that influence individuals' intention towards entrepreneurship have been discussed, these include entrepreneurship education (Bae, Qian, Miao, & Fiet, 2014; Davey, Plewa, & Struwig, 2011; De Jorge-Moreno, Castillo, & Triguero, 2012; Iacobucci & Micozzi, 2012; Jones & Matlay, 2011; Oosterbeek, van Praag, & Ijsselstein, 2010; Packham, Jones, Miller, Pickernell, & Thomas, 2010; Pickernell, Packham, Jones, Miller, & Thomas, 2011; Solesvik, 2013); Personality (Dehkordi, Sasani, Fathi, & Khanmohammadi, 2012; Nga & Shamuganathan, 2010; Zarafshani & Rajabi, 2011), gender (Achtenhagen & Tillmar, 2013; Ashe & Treanor, 2011; Bhandari, 2012; Dabic, Daim, Bayraktaroglu, Novak, & Basic, 2012; de la Cruz Sánchez-Escobedo, Díaz-Casero, Hernández-Mogollón, & Postigo-Jiménez, 2011; Yordanova & Alexandrova-Boshnakova, 2011) and self-efficacy (Boyd & Vozikis, 1994; Drnovšek, Wincent, & Cardon, 2010; Mauer, Neergaard, & Linstad, 2009; Mobaraki & Zare, 2012; Pihie & Bagheri, 2013; Zhao, Seibert, & Hills, 2005).

In summary, these studies found that personality traits, entrepreneurial educational, gender and self- efficacy have a great influence on individuals' intention to start a business. However, despite the aforementioned studies of the factors that influence individuals' intention to embark into entrepreneurial activities, only little attention has been paid into Western African countries especially Nigeria. Nigeria is the African most populous country with the population of about 140 million. Besides, statistics showed that Nigeria has a youth population of 80 million representing 57% of the total population of the country (Awogbenle & Iwuamadi, 2010). Moreover, out of this youth population, 64 million found to be unemployed while 1.6 million are underemployed (Awogbenle & Iwuamadi, 2010). Each year thousands of youth graduated from various colleges and

Universities across the country without matching jobs for them and these youths do not engage themselves in to any entrepreneurial activities.

One of the major challenges of the Nigerian education curriculum is inability to prepare students or graduates to be self-reliant or entrepreneurs (Agbim, Oriarewo, & Owocho, 2012). As a result, most of the Nigerian graduates prepared to be employed rather than being self-reliant or self-employed. Statistics show that unemployment rate in Nigeria as at 2011 is about 23.90% (National Bureau of Statistics, 2014), and the majority of them are youths who are graduates from either colleges or Universities (NBS, 2014). Thus, the result of this is always creating various types of criminality, ethnic and religious crisis, which always youths are marked for (Akanbi, 2013).

In line with this, the Nigerian government under the federal Ministry of education altered all most all the course contents/curriculum at different level of education by changing it to entrepreneurial content so that youth would be self-reliant after graduation (Akanbi, 2013). However despite the aforementioned attempt by the government, majority of the graduates are still unemployed. This suggests that entrepreneurship activities are related to individual intention to act rather than programs.

Hence the study of individual intention to perform a given task becomes necessary for understanding their entrepreneurial intentions. Intention is a predictor of individuals' to act a given behaviour (Ajzen & Fishbein, 1980). A study conducted by Ekpe and Mart (2012) found that social environment moderate the relationship between entrepreneurial orientation and entrepreneurial intention. But their studies focus only on female students in Nigerian Universities.

Therefore, the present study will investigate the relationship between entrepreneurship orientation, self-efficacy, education and entrepreneurship intention

among the undergraduate student in Nigerian Universities, whereby data will be collected from both female and male students in business related specializations.

1.3 Research Questions

Based on the discussion about the need for this research to be carried out, the following questions are to be addressed:

- 1 What is the relationship between entrepreneurial orientation and entrepreneurial intention?
- 2 What is the relationship between entrepreneurial education and entrepreneurial intention?
- 3 What is the relationship between self-efficacy and entrepreneurial intention?

1.4 Research Objectives

Generally this study aims to investigate the role of entrepreneurial orientation, education and self-efficacy on entrepreneurial intention. Specifically the following are the objectives of this study:

- 1 To investigate the relationship between entrepreneurship orientation and entrepreneurship intention among students of Nigerian universities
- 2 To examine the relationship between entrepreneurship education and entrepreneurship intention among the students in Nigerian Universities
- 3 To investigate the relationship between self-efficacy and entrepreneurship intention among the male students at Nigerian Universities

1.5 Significance of the Study

The increase of young entrepreneurs in Nigeria would induce the economic growth of the country and it could help Nigeria to achieve its transformational agenda. Youth entrepreneurship is one of the factors that can lead to economic advancement of a country. Unfortunately, most of the Nigerian youths, graduates in particular do not choose self-employed as a career due to lack of experience and or exposure (Ekpe & Mart, 2012). Therefore, the present study would be significant to the youth, especially undergraduates on their career choice, thereby keying out their strengths and weaknesses and of course their intention to become entrepreneurs. This would give a better choice for students' career development. They are capable to identify their attributes, their perceptions of entrepreneurial program and self-efficacy; this will help in keying out their intentions to become entrepreneurs.

Moreover, the findings of this study would be significant to the government as well as other agencies for policy implementation regarding entrepreneurial development programs within and outside the Universities. By keying out the antecedence of students' entrepreneurial intention, policy makers would find it easy to provide necessary support for them. By investigating deepness into the students' entrepreneurial intention, policy makers would get practical information that could help them design courses that have entrepreneurial content that would lead to students' engagement towards self-reliance in the future (Ooi, 2008).

1.6 Scope of the Study

The aims of the present research is to examine the relationship between entrepreneurship orientation, entrepreneurship education self-efficacy and entrepreneurship intention. The study would cover two Nigerian public universities one each from the Northeast and Northwest geopolitical zones of Nigeria. The researcher chose these universities because of the following reasons;

(i) Almost all Nigerian public Universities offer similar curriculum, (ii) These two Universities were among the first generation Universities in Nigeria, their business schools are among the top 10 in the country. (iii) The researcher chooses from two different geopolitical zone because of some cultural and family background of these people differed.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Introduction

The aim of this chapter is to review various studies or literature related to entrepreneurship intention. To be specific dependent and independent variables will be discussed in this chapter, these are; Entrepreneurship intention, perceived self-efficacy, and entrepreneurship education.

2.2 Entrepreneurial Intention

Intention is a predictor of individuals' action (Ajzen, 1991). Intention catches motivational factors which stimulate individuals' behaviour, showing the individuals' effort in planning to convert his/her behaviour into action/practice (Liñán & Santos, 2007). Thus, the chances of having a performance of any behaviour depend upon the intention to perform such behaviour. According to Krueger, Reilly, and Carsrud (2000) intentions are the only most important predictor of any planned behaviour, entrepreneurial behaviour included. This means having knowledge about the antecedents of intentions would lead to the understanding of any intended behaviour. Entrepreneurial intention refers to as the willingness of a person to execute entrepreneurial behaviour, to involve in entrepreneurial activities, or to be self-reliant (Dohse & Walter, 2010).

This means that, without intention someone may not likely to engage in self-employment. Other variables such as Personal and situational generally believe to have an indirect effect on entrepreneurship thereby effecting main attitudes as well as motivation to behave (Krueger Jr, Reilly, & Carsrud, 2000). For example, the influence of role models to entrepreneurial intentions would only be effective if beliefs and

attitudes (perceived self-efficacy) were changed (Krueger et al., 2000). It takes guts, and having inner courage and ambition for someone to start his or her own business. An individual may possess certain qualities or having potentiality of being an entrepreneur, but he may not make any conversion to entrepreneurial activities unless he/ she has such intention (Ismail et al., 2009).

According to Bird (1988) Intention to become an entrepreneur refers to a state of mind of an individual for the purpose of establishing a new firm or adding more values to the existing firm. This indicates that intention is a vital determinant of successful venture creation as well as firm sustainable growth. Bird (1988) further argued that entrepreneurship intention procedure frequently starts from personal needs and wants, as well as values and beliefs of an entrepreneur. Similarly, people do not embark upon a new venture as a reflex, but they intentionally enter into it (Krueger et al., 2000; Krueger, 2007).

Therefore, investigating individuals' intention to be self-employed would offer a worthwhile brainwave for researchers to realize entrepreneurial stages and forecast entrepreneurship activities in a successful way by keying out forerunners of entrepreneurship intention (Davidsson, 1995; Ismail, et al., 2009; Kolvereid & Isaksen, 2006; Krueger, 2007; Liñán, 2004; Peterman & Kennedy, 2003).

To date, various studies were conducted on entrepreneurial intentions. However, the debates still continues on which, among the theories is comprehensive because their focuses of study and attributes varies in one way or the other. For example, the psychological approach concentrated on some personality attributes/traits as determinant factors of intention to be self-employed, these include; risk taking, goal oriented, high need of achievement, internal locus of control, etc. (Bygrave, 1989; Ferreira, Raposo,

Rodrigues, Dinis, & do Paço, 2012). They all believed that to be an entrepreneur an individual must possess certain psychological attributes. While the behavioural approach, on the other hand focus on certain behaviour by joining intention with followed the action (Ajzen, 1987, 1991). They argue that personal attitude, perceived behavioural control, as well as perceived feasibility are the determinants of intention to be self-employed (Kolvereid, 1996).

2.3 Models of Entrepreneurial Intention

There are several intention models offers in social psychology, which proven to predict values for many behaviours. Such models provide theoretical frameworks that specifically depict the nature of fundamental and principles of intentional behaviour. A meta-analyses result revealed that attitude anticipates intention while intention successfully forecast behaviour, attitude (Kim & Hunter 1993). Similarly, Krueger et al., (2000) argue that intention models demonstrate how the external influences affect intention and finally venture creation. Accordingly, it is suitable in this study to consider some intention models. Hence the next section discusses some models regarding intention.

2.3.1 Theory of Planned Behaviour (TPB)

The famous Theory of Planned Behaviour (Ajzen, 1987; Ajzen, 1991) was used by many researchers and authors to describe the individual's intentions towards becoming entrepreneurs (Krueger et al., 2004; Ekpe & Mat, 2012; Kolvereid, 1996 Tkachev & Kolvereid, 1999; Engle, Dimitriadi, Gavidia, Schlaegel, Delanoe, Alvarado & Wolff, 2010). According to this theory, individual intentions to execute any behaviour rely upon

on three perceptions. These are “attitude toward a behaviour, subjective norms, and perceived behavioural control” (Krueger et al., 2000; Linan & Santos, 2007).

According to Linan and Santos (2007), two of these constructs personal attraction as well as perceived behavioural control are exchangeable with that of Shapero and Sokol (1982)’s event model, these are perceived feasibility and desirability. The theory of planned behaviour (Ajzen, 1991) however, is used to describe the behaviour of humans, which include their norms, attitude, and perceptions in behavioural control. This means the extent to which humans evaluate behaviour favourably or otherwise, norms here refer to social or environmental pressures that will force an individual to act or not to act behaviour.

Therefore, the Theory of Planned Behaviour shows that individual intention is the best way to predict a behaviour; hence entrepreneurial intentions is the best way for understanding the process of entrepreneurship (Krueger, 2004). Moreover, in several studies pertaining classification of behaviours as well as intention towards employing such behaviour, attitude shows about 50% of the variance regarding intention (Krueger et al., 2000).

Furthermore, Autio, Keeley, Klofsten, Parker and Hay (2001) indicate that the TPB constructs explained variance of about 21% of intention to be self-employed. Similarly, in another study conducted by Linan and Chen (2009) discovered about 55% of variance in intention to start a business. In general, the more favourable these antecedents (attitude, subjective norms and behavioural control) are towards the behaviour, the firmer should be the individuals’ intention to perform it (Scholten, Kemp, & Omta, 2004).

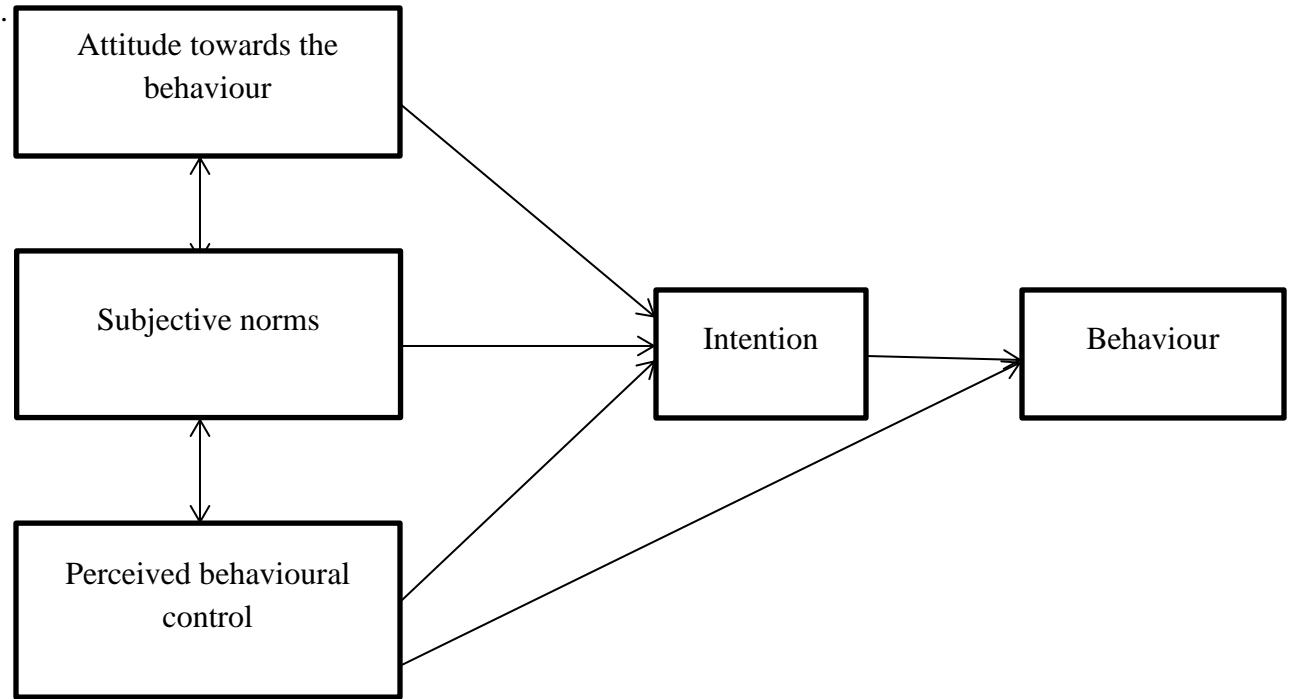


Figure 2.1: Theory of Planned Behaviour.

Source: Ajzen, I. (1991) Theory of planned Behaviour. *Organizational Behaviour and Human Decision Processes*, 50, 179–211.

2.3.2 Entrepreneurial Event Model

Another model base on the intention is Event Model which explains the perception of the feasibility and desirability to capture opportunities (Shapero, 1982). The Model stated that apathy direct people's behaviour until something displaces such apathy or inertia (Krueger et al., 2000). This mean people with high level of need toward becoming entrepreneurs may not achieve their intention due to the existence of any barriers. According to this model Any of these displacements has the potential to cause a shift in one's life path and could act as a major force that pushes someone to engage in the start-up of a business (W. Wang, Lu, & Millington, 2011). These displacements are called “trigger events” in the SEE model

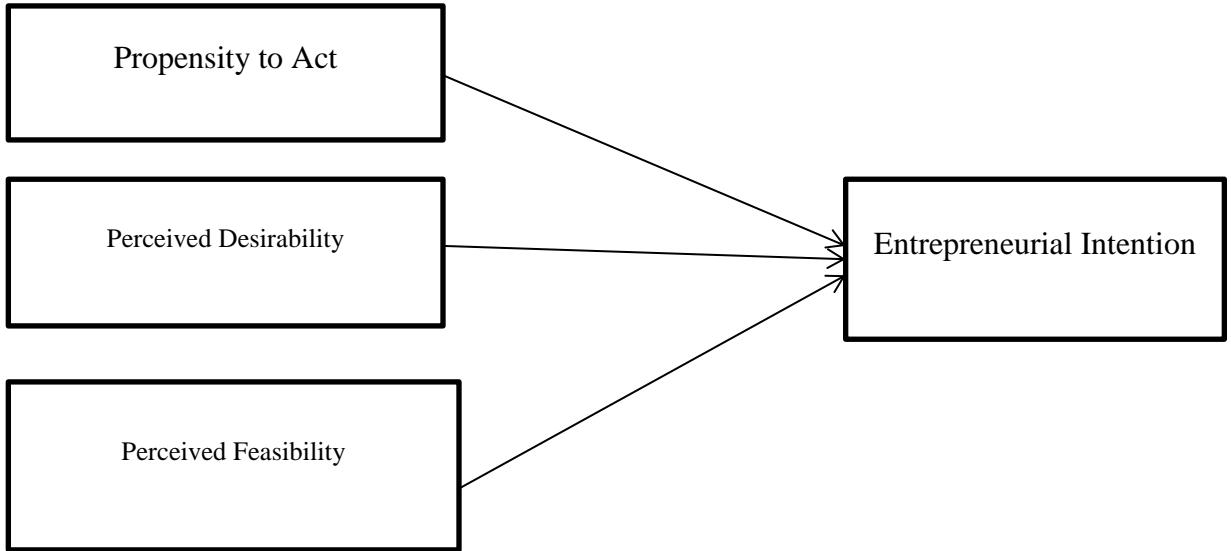


Figure 2.2: Entrepreneurial Event Model

Source: Shapero, A., & Sokol, L. (1982). The social dimension of entrepreneurship. In: Kent, C.A., Sexton, D.L., & Vesper, K.H. (eds.) *The Encyclopedia of Entrepreneurship*. Englewood Cliffs, NJ: Prentice.

Another theory that describes entrepreneurial motives is an institutional economic theory. The central concern of this theory is informal and formal factors, the informal factors include attitudes, norms, etc. (Krueger & Brazeal, 1994) and the formal factors include government policies, assistance, a state's law, and cultural environment etc. (North, 1990). The theory of social networking (Singh, Hills, Hybels, & Lumpkin, 1999) states that people become entrepreneurs only when the business networks are accessible to them. They believe that the only way to get business information, resources, contacts, etc. is through social networking (Burt, 1997; Granovetter, 1992; Neergaard, Shaw, & Carter, 2005). Krueger et al. (2000), compared both Ajzen's (1991) and Shapero's (1982) models, and offered a substantial statistical support for both models. In general, intentions are the main best predictor, while other variables like; personal and situational

provided a small amount of explanatory power for entrepreneurial behaviour (Dabic et al., 2012; Krueger, 2007).

2.4 Entrepreneurship Orientation and Entrepreneurial Intention

Development of the concept of entrepreneurial orientation has been associated with the work of (Miller, 1983) where he defined it at the firm level. According to him a firm that is called entrepreneurial must employ market and product innovation, and takes in charge moderately risky investments (Wu, 2009). He used three dimensions to attribute a firm which is entrepreneurial, these include; innovation, taking risks as well as proactive. Some authors (Rauch, Wiklund, Lumpkin, & Frese, 2009) defined the term as “the strategy-making processes that provide organizations with a basis for entrepreneurial decisions and actions”. Furthermore, Entrepreneurial orientation has become a vital construct that has been widely used in literature related to entrepreneurship. Studies confirm that at firms’ level, entrepreneurial orientation has some influence on the performance of the firms, their profitability, level of growth as well as product innovations (Avlonitis & Salavou, 2007; Moreno & Casillas, 2008; Tang, Tang, Marino, Zhang, & Li, 2008; Wiklund & Shepherd, 2003).

However, Lumpkin and Dess, (1996) argued that entrepreneurial orientation is considered to have five proportions which always been used for attributes as well as identifying the primary processes of entrepreneurship orientation. According to them these dimensions are risk taking, “being innovative, “proactive”, “competitive aggressiveness” and “autonomy”.

Moreover, Rauch et al. (2009) went further to explain these five behaviours as follows; Autonomy; this refers to taken action independently by entrepreneurial leaders

and making sure it reach fruition. Firstly, competitive aggressiveness; refers to the firm's strong effort to be more successful than its rivals. Secondly, the term innovativeness refers to the firms' tendency of being creative through new products and or service innovation as well as being leaders in technology through research and development. Thirdly, Proactive behaviour means "An opportunity-seeking, forward-looking perspective characterized by new products and services ahead of the competition and acting in anticipation of future demand". Lastly, Risk-taking; this has to do with being bold enough to venture into new business, to obtain borrowing a huge amount and/or committing much resources into a new business venture in an environment that is not certain.

Researchers have found that in general the entrepreneurial orientation construct including these five dimensions can be considered collectively (Lumpkin et al., 2009; Runyan et al., 2008) or separately (Lumpkin & Dess, 1996; Lumpkin & Dess, 2001; Wang, 2008) depending on context. Furthermore, the above dimensions were used to measure the firms' entrepreneurial performance where by the firms with high scores in these dimensions would be considered as entrepreneurial (Bolton & Lane, 2012).

However, since the individual's attitude or behaviour is used to define a small or entrepreneurial organization, the entrepreneurial orientation aspects or dimensions could be applied to an individual (Bolton & Lane, 2012). For example, when investigating students' intention to become entrepreneurs, applying these five dimensions to them would not only be reasonable, but useful when designing efficient method for them (Bolton & Lane, 2012). Therefore, an individual entrepreneurial orientation is always

regarded as individuals' personal qualities and or attitudes that will enable him to be self-employed.

Studies confirm that individual personal attributes or traits could increase person's probability of being an entrepreneur, (Domke-Damonte & Faultstich, 2008; Harris & Gibson, 2008; Raposo, do Paço, & Ferreira, 2008). Because individual traits last longer and are not subject to frequent changes they are always associated with persons entrepreneurial intention (Rauch & Frese, 2007; Zhao, Seibert, & Lumpkin, 2010). A study conducted by Marques, João and Ferreira Lages (2013) in the health sector, where they studied 367 health care professionals (HCP). The study investigates their entrepreneurial orientation and their motivations to become entrepreneurs, thereby comparing entrepreneurial HCP's with non- entrepreneurial HCP's cognitive and psychological features. Their result found that those who start up business possess certain psychological attributes that assist their entrepreneurial activities.

To be specific, Health Care Professionals with an intention to be self-employed in the near future can be regarded as people who have certain qualities such as "creativity", "innovation", "self-achievement", autonomy, and social status. Moreover, the present research will look at the entrepreneurial orientation at the individual level, thereby investigating certain characteristics of students in relation to their intention to start businesses.

2.5 Entrepreneurial Education and Entrepreneurial Intentions

This refers to the training given to an individual's regarding entrepreneurship. Is a skill and or knowledge by which individual possesses in a given field over a period of time (Ekpe & Mart 2012). According to Ediagbonya (2013) entrepreneurship program is a type of training which help participants in developing their entrepreneurial attributes by

supporting them with services to successfully embark into new ventures. Thus, entrepreneurship education go beyond guiding someone on how to start and run a venture, by inspiring students' creativity, critical thinking and advancing their sense of self-worth and accountability (Fatoki, 2014).

However, there are several views regarding the meaning of entrepreneurial education which as a result the teaching of entrepreneurship falls into different ways (Farashah, 2013). According to (Heinonen, 2007) the aims of entrepreneurship education fall under these three categories which are; learning for the purpose of having knowledge of entrepreneurship; another category is learning for the objective of acting or behaving as an entrepreneur, and lastly learning for the purpose of becoming an entrepreneur.

Furthermore, the work of Fayolle and Gailly (2008) came up with almost similar categories of processes of learning entrepreneurship, he categorized the processes into three, the first category is learning for the aim of becoming entrepreneurial person with the anticipation of having attitude and intention changes towards becoming entrepreneur; in the second category, the purpose of learning is to be an entrepreneur by getting skills and knowledge as well as focusing on technical or professional aspect; and last category is learn for the purpose of being an academician, here the focus is on research.

However, irrespective of the purpose of acquiring entrepreneurial knowledge, the importance of such knowledge to entrepreneurial activities will not be overlooked. Dohse and Walter (2010) argued that entrepreneurial courses have a positive relationship with the intention to be self-employed. They further provide three reasons which entrepreneurial courses become antecedents of entrepreneurial intention. First, students who participated in entrepreneurial classes, learn techniques of generating ideas on how to start a business, (e.g. Innovative technique) and analysed whether such idea is

worthwhile (e.g. Business analyses). Another reason is that, the total number of subjects ponders the level of departments' consideration of self-reliance as an authorized career choice.

Lastly, entrepreneurship education offers students a way to improve business ideas and make same opportunities lucrative than others. According to Jo and Lee (1996) entrepreneurial education and experience could help an individual to get higher returns from entrepreneurial businesses. Studies revealed that, when compared with developed countries; entrepreneurs in less developed nations (women in particular) have less experience in terms of conducting business. This is similar to the saying of Ibru (2009), where he argued that, in developed countries, entrepreneurs are highly educated than other underdeveloped nations. For example, in the USA the interest of entrepreneurship as a field of study were started during the early 1980s, and this contributed to the introducing of several courses as well as degrees at different levels (Iacobucci & Micozzi, 2012). This trend was later followed by most of the European countries (Iacobucci & Micozzi, 2012).

More recently, studies have shown the vital role played by entrepreneurship education in encouraging the entrepreneurial spirit among students (Iacobucci & Micozzi, 2012). This means, those students who participated in entrepreneurship programs or courses have the highest probability of engaging in self-employment after graduation than those who did not attend (Packham, et al., 2010). According to Menzies and Paradi (2003) entrepreneurial education, more specifically in the area of science and technology, is significant for the enhancement of students' innovation skills.

Furthermore, the literature states that experience in business plays an importance role towards successful entrepreneurship (Antoncic, 2006), while studies found that of a

minimum of three year business training or experience is enough to assess an individual entrepreneurship (Carter and Shaw, 2006; Antoncic, 2006; Salman, 2009).

Other studies found that education/training and skill acquired in tertiary level has a positive influence on individual's performance in entrepreneurship (Cheston & Kuhn, 2002; Kuzilwa, 2005). Similarly, in a study conducted by Basu and Virick (2008) found that education can influence students' posture regarding entrepreneurship and their entrepreneurial self-efficacy. Thus, absence of entrepreneurship education brings to low level of students' entrepreneurial intentions (Franke & Lüthje, 2004).

A study conducted by Jones, Jones, Packham and Miller, (2008) on some Polish students shows that, they lack anterior entrepreneurial experience; as a result, they welcomed the idea to participate in entrepreneurial education. The results of the study reveal that, both students irrespective of gender an equal aged 18-24 prefer self-employment as a future career. Therefore, the result indicates that entrepreneurship education influence entrepreneurial intention and students' career ambition. Moreover, a similar study was conducted in Iran by Farashah (2013), where data were collected from 601 Iranian students who participated in one to four entrepreneurship education and training.

The results of the study show that entrepreneurial education has a significant relationship with the intention to start a business with the P value of 0.015. Furthermore, the result suggests that if someone participates in one entrepreneurship program, the probability of having intention to start a business will also rise by 1.3 times. That is the increase in ones' participation will cause the rise of about 1.3 times more.

However, despite the above studies shows the significant and positive relationship between entrepreneurial education and intention to embark into businesses, but how it

does influence attitudes and intention towards becoming entrepreneur are still inadequate (Harrison & Leitch, 2005). Some researchers, for example, (Bolton & Thomson, 2004) are of the view that, entrepreneurial education is ineffective, thereby putting more emphasis on personality traits. However, among the policy makers as well as academicians, there is a likelihood of having a positive answer on whether entrepreneurship can be taught (Fayolle & Gailly, 2008).

2.6 Self-efficacy and Entrepreneurial Intention

Self-efficacy plays a main role in goal setting theory by influencing goal commitment and performance (Locke & Latham, 1990). According to Bandura (1982), self-efficacy is the belief that one can successfully execute. It becomes an important concept for explicating the changes in the evaluation procedures and also choices environs the increase of intention towards becoming entrepreneur and decision that follow to convert such intention into action or behaviour. The term self-efficacy emerged from the work of Bandura (1977b) the theory of social learning, and it denotes to an individual's belief regarding his or her ability or capacity to execute a particular task.

Similarly, Bandura (1982) defined the term self-efficacy as a task specific construct, which means that individuals can only have self-efficacy in certain field or area. For example; the self-efficacy of a particular individual can be high in a specific area/field but could be low in another domain.

Furthermore, the concept of self-efficacy is related to Ryans (1970) s' self-perception. According to him self-perception of how an individual perceives his capacity/capability has some influence in his intention. Likewise, self-efficacy has some impact on how

individuals belief in themselves, regarding attainment of a particular goal (Boyd & Vozikis, 1994). People's ability of selection, ambition, exertion and perseverance when facing difficulties is influenced by their self-perception (Bandura, 1991). This means that, if a particular person believe that he or she cannot perform some task or perceived such task as beyond his or her capability, that person will not perform such behaviour or task, although perceived social demand regarding such behaviour may be present (Akanbi, 2013; Boyd & Vozikis, 1994).

However, people having self-belief regarding their competencies as well as their ability to employ/ apply those competencies in carrying out a particular task are connected with self-efficacy. These feelings have been exact or otherwise become estimation on how to mobilize individual's cognitive, their physical as well as their emotional resources to execute a particular task (Maddux & Gosselin, 2003).

Therefore, the concept of self-efficacy is wide and all-encompassing, this because is related to individuals feeling and belief smoothly accomplishing and carrying out certain task for achieving desired results (Bandura, 1999). Some researchers used self-efficacy and the concept of locus of control interchangeably. Self-efficacy differ from the concept of locus of control, while the former could be generalized and it covers several situations, the latter (self-efficacy) could be attributed to task specific concept (Gist, 1987). Thus, a persons' internal locus of control may be high and strong, but his self-efficacy regarding a particular task may be low or poor.

Moreover, some researchers believed that individual's self-efficacy belief could be increased and strengthen through different ways. For example, Bandura, (1982); and Bandura, and Wood, (1989) revealed that self-efficacy belief can be increase through four ways; the first way is through mastery experience, secondly, a person may develop self-

efficacy belief by modelling, that is learning by observation; the third way of obtaining self-efficacy belief is through persuasion, that is social and lastly is through the judgment based on ones' physiological status.

However, as individual's self-efficacy beliefs lead to intention to perform action it can be applied to forecast and study individuals' entrepreneurial behaviour choice as well as perseverance (Olakitan, 2014). Moreover, when consider self-efficacy as the main factor influencing intention to start a business, is refers to as entrepreneurial self-efficacy (Boyd & Vozikis, 1994; Chen, Greene, & Crick, 1998; Krueger & Brazeal, 1994). Entrepreneurial self-efficacy becomes a significant concept of realization and or interpreting successful entrepreneurs (Drnovšek, et al., 2010). Several studies support the influence of entrepreneurial self-efficacy on starting a new business as well as the process of business growth (Baum, Locke, & Smith, 2001; Krueger Jr, 2003; Segal, Borgia, & Schoenfeld, 2005).

One of the famous contributions regarding entrepreneurial self-efficacy implies the functions it performs in the intention towards becoming self-employed. For example, Boyd and Vozikis (1994) widen the work of Bird (1988)s' entrepreneurial intention model by suggesting the mediating function of self-efficacy in finding the intensity of both entrepreneurship intention as well as possibilities of transforming such intention into action. Thereafter, so many researchers continue to investigate the impingement of individuals' self-efficacy on their intention to be self-employed. For example, studies found that, entrepreneurial self-efficacy is one of the most important individual traits that determine intention to become to become an entrepreneur (Barbosa, Gerhardt, & Kickul, 2007; de Pillis & Reardon, 2007). And these findings were consisted with earlier findings (Segal et al., 2005; Chen et al., 1998).

Some literatures viewed the term Self-efficacy as the ability or power to produce a desired effect, and are believed to be one of the essential factors of the entrepreneurial intention (Guerrero, Rialp, & Urbano, 2008; Liñán, Urbano, & Guerrero, 2011; Sánchez, 2011) states that one of the vital determinants of successful entrepreneurial behaviours is self-efficacy.

Some researchers were of the viewed that, entrepreneurial self-efficacy helps entrepreneurs to manage precariousness as well as difficulties in the process of entrepreneurship (Kumar, 2007; Wilson, Kickul, & Marlino, 2007). This indicates that, those with entrepreneurial self-efficacy have the potentials and they are capable of engaging in entrepreneurial activities (Boyd & Vosikis, 1994; Pihie & Bagheri, 2011). Further analysis on the influence of self-efficacy on intention to become entrepreneurial, Gatewood and associates discover that self-efficacy positively affects the growth of ascription of nascent entrepreneurs in order to come up with new ventures (Gatewood, Shaver, Powers, & Gartner, 2002). According to Kurueger (2000) relate self-efficacy with the concept of perceived feasibility and also entrepreneurship intention formation. When used meta-analysis, (Rauch & Frese, 2007) discovered that entrepreneurial self-efficacy regarding new business start-up is an important in raising the possibilities of starting business activities.

Moreover, more recently Olakitan (2014) conducted a study on 228 students in one of the private Universities in OYO state Nigeria. He measured students' self-efficacy in relation to their intention to become entrepreneurs. He also employed 16 items to measure this variable, and the findings show that, the relationship between entrepreneurial self-efficacy and students' intention to start a business is significant with the P value of.05 (P<0.05).

In similar study conducted earlier by Akanbi (2013) when used the sample of 470 students who were vocational based in some public colleges of education in Nigeria, found similar results with P value of 0.05 signifies level. This shows that entrepreneurial self-efficacy among students has a positive effect on their intention to be self-employed. However, some studies regarding entrepreneurial self-efficacy in relation to business start-up made emphasis on the gender dimension effect on self-efficacy. For instance, Chen et al., (1998) discovered that, the possibilities for having higher entrepreneurial self-efficacy among male students than their female counterpart, and the result were later be consisted with many studies (Wilson et al., 2007). Further research however, shows differences in gender as well as past experience has significant effect in the increase of individual self-efficacy among males, but with regards to intention to become self-employed, the result shows females have high intention to become entrepreneurs than their men counterparts (Jill Kickul, Gundry, Barbosa, & Whitcanack, 2009; Wilson, Kickul, Marlino, Barbosa, & Griffiths, 2009). Therefore, to cab it up, entrepreneurial self-efficacy plays a major effect in individuals' intention to become an entrepreneur.

2.7 Research Framework

The framework of the research indicates the conception of the study, which highlights the relationship between independent and dependent variables. The framework of the present study is the result of a comprehensive review of relevant literature by the researcher, thereby selecting these variables from several studies. An entrepreneurship intention stands as dependent variable and is the main aim of the present study. Other independent variables include; entrepreneurial orientation, entrepreneurial education and perceive self-efficacy. This research will investigate whether these variable influence students'

intention to become entrepreneurs. However, these variables were tested differently in different studies, to determine whether they have a relationship with the dependent. Entrepreneurship orientation (Ekpe & Mart, 2012) Entrepreneurial education (Ahmed et al., 2010; Dabic, et al., 2012; Hamidi, Wennberg, & Berglund, 2008) and entrepreneurial self-efficacy (Wilson et al. 2007; Akanbi, 2013) are tested for intention. Therefore, Figure 2.3 below is the research framework proposed in this study.

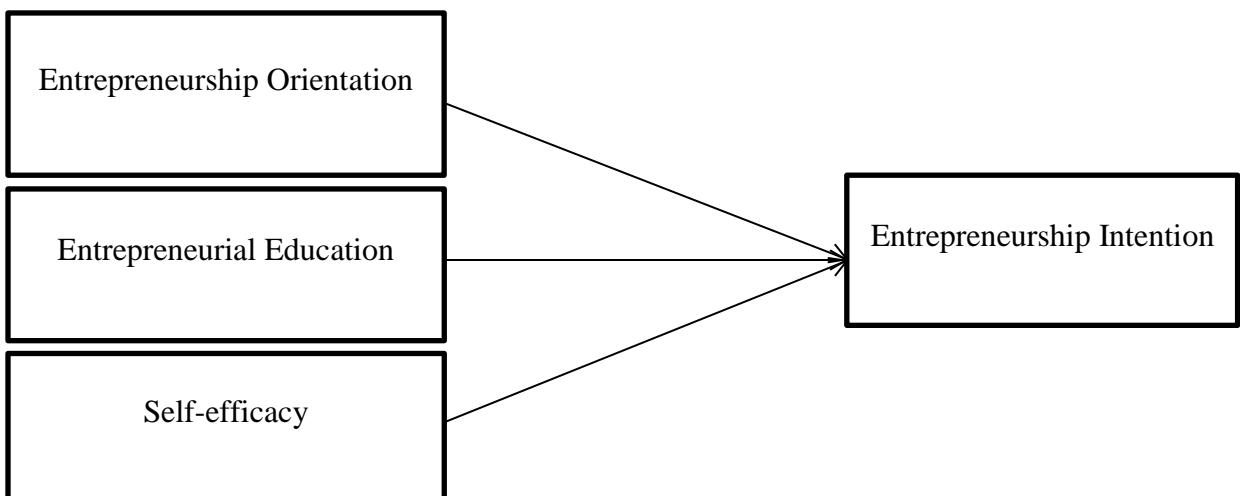


Fig.2.3.Research Framework

2.8 Hypothesis Development

Empirical studies indicate the impact of entrepreneurship orientation on individual intention to become self-employed. For example, studies found that, at individual level entrepreneurial orientation has a positive impact on intentions to start business (Domke-Damonte & Faultstich, 2008; Harris & Gibson, 2008; Marques, Ferreira, Ferreira, & Lages, 2013; Raposo, et al., 2008). However, studies confirm the positive influence of entrepreneurial education on students' intention towards starting business (Ahmed, et al., 2010; Davey, et al., 2011; Ekpoh & Edet, 2011; Keat, Selvarajah, & Meyer, 2011; Matlay, 2008; Packham, et al., 2010; Pickernell, et al., 2011; Solesvik, 2013; Souitaris, Zerbinati, & Al-Laham, 2007).

The last variable in the framework is perceived self-efficacy which is also proving to have positive effect on student's intention to start a business. For example a more recent study conducted in Nigeria by Akanbi (2013) on vocational based college of education in Nigeria, the result shows a significant value, which suggests that self-efficacy influence students' intention to become self-employed. However the result is consisted with the prior studies (Wilson et al. 2007; Krueger, 2000; Kickul et al., 2007). Correspondingly, next section discusses the hypotheses development in detail thereby relating each independent variable with the dependent variable.

2.9.1 Entrepreneurial Orientation and Entrepreneurial Intention

Several studies were carried out on entrepreneurial orientation at the firm level to measure the performance of the firm (Lumpkin & Dess 1996; Richard, Barnet Dwyer, & Chadwich, 2004; Richard, Wu, & Chadwich, 2009; Wang, 2008). Most of these studies were conducted based on the five dimensions suggested by; Lumking & Dess (1996) these are; ability to innovate, desire to take risks, having autonomy, competitive aggressive, and lastly proactiveness. Their findings indicate that firms whose scores on these dimensions shows their level of performance would also be high. Thus, there is a significant relationship between entrepreneurial orientation and the performance of the firm.

However, these dimensions were later suggested to apply them at an individual level in order to measure the level of entrepreneurial orientation of the individual (Bolton & Lane, 2012). This is because individual traits do not change much over a period of time; hence it would be determine the possibility for someone to start a business (Rauch & Frese, 2007; Zhao, et al., 2010). Therefore, realizing students entrepreneurial

orientation would assist in making the students' team more integrated (Bolton & Lane, 2012).

Moreover, a recent study carried out by Bolton and Lane (2012) on 1,100 Mid-South University students found that, the desire to take risks, proactive, Innovation are all correlated with entrepreneurial intention measurement, hence can be used to measure student's intention to be self-employed. A study conducted by Marques, João and Ferreira Lages (2013) in health sector, where they studied 367 health care professionals (HCP). The study investigates their entrepreneurial orientation and their motivations to become entrepreneurs, thereby comparing entrepreneurial HCP's with non-entrepreneurial HCP's cognitive and psychological features. Their result found that those who start up business possess certain psychological attributes that assist their entrepreneurial activities. To be specific, Health Care Professionals with an intention to be self-employed in the near future can be regarded as people who have certain qualities they are creative, self-achievers, innovative, and having social status. Based on the aforementioned discussions the present study proposed the following hypothesis:

H1: There is a positively relationship between entrepreneurial orientation and entrepreneurial intention

2.9.2 Entrepreneurial Education and Entrepreneurial Intention

According to Peterman (2000) students' participation in entrepreneurial classes will significantly raise their perceived feasibility of being self-employed. Similarly, Katz (2007) proposed that entrepreneurial education can increase values by raising the possibility of being successful in new business. Furthermore, in a study conducted by Gerba (2012) among 156 Ethiopian students from business and engineering fields

highlighted that those students who undergo entrepreneurship training possess a high level of intention to start a business after graduation.

Beside, Fatoki (2014) conducted a similar study in South African University to measure the level of undergraduate students' entrepreneurial intention. His study focused on 180 final year business students in the department of business management. His findings revealed that students from the business management field show a significant level of intention to be self-employed. This result is consistent with earlier findings (Gerba, 2012; Grubb III, Harris, & MacKenzie Jr, 2006; Souitaris, et al., 2007), where they discovered that students from the field of business management have a high favourable view in an entrepreneurial career. This indicates that entrepreneurial training will be the main aspect of having an attitude in entrepreneurship as well as intention towards becoming an entrepreneur in the near future (Fatoki, 2014). Therefore, based on the above studies, the present research proposed the following hypothesis:

H2: There is a positive relationship between entrepreneurship education and entrepreneurship intention among Nigerian students.

2.9.3 Self-Efficacy and Entrepreneurial Intention

The relationship between self-efficacy and intention to be self-employed have widely discussed in the literature. For example, studies confirmed that who possess a high level of self-efficacy would equally possess a high degree of intention to start a business (Segal, Borgia, & Schoenfeld, 2002; C. Wang, Wong, & Lu, 2002). This indicates that people whose self-efficacy is very high, they have a tendency to have a worthy idea (Wilson, et al., 2007). In a longitudinal study (Naktiyok, Karabey, & Gulluce, 2010) conducted among 245 University students in Turkey, found a positive relationship

between entrepreneurial self-efficacy and student's intention to be self-reliant. Their study also compared students from Turkey and U.S.A in terms of Self- efficacy and intention to start a business. The result shows that the sample from U.S.A shows higher than that of Turkey.

More recently, Olakitan (2014) carried out another study among 228 students in one of the private Universities in Oyo state, Nigeria. He found the significant relationship between students' self-efficacy and their intention to be self-employed. Based on these studies, the present research proposed the hypothesis as follows:

H3: There is a positive relationship between self-efficacy and students' intention to be entrepreneurs.

2.10 Chapter Conclusion

This chapter reviewed earlier studies which are relevant to the present study. The review puts more emphasis on the relationships between entrepreneurial orientation, entrepreneurial education, self-efficacy and entrepreneurial intention. The researcher adopted several definitions and models from the previous studies. However, the research frame work and hypotheses for the study were developed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Introduction

This chapter describes the methodology of the present study. The following would be presented in this part: population and target population of the study, sampling frame and sample size, result of the pilot study, data collection method, research design and data analysis techniques.

3.2 Research Design

The term research design refers to a master plan, pinning down the techniques as well as procedures of collections and analysis of required information (Zikmund, 2000). Business research has been categorized into three; these include exploratory, descriptive and lastly explanatory type of business research (Sekaran, 2003; Zikmund, 2000). The decision regarding selection among the three types has to do with the researchers' knowledge and lucidity regarding the research problem. Firstly, exploratory type is employed to collect information regarding a specific problem or issue at hand and hence the findings would not be conclusive. Therefore, this type of design can only help to understand a new remarkable development (Zikmund, 2000).

The second type is called descriptive which is used in a specific situation in which there is no comprehensive knowledge available regarding the issue being studied (Sekaran, 2010). Lastly, explanatory which is carried out in order to provide more details as well as explanations of how the variables being studied are related (Sekaran, 2010).

Based on the above categories, the current study employed explanatory type; this is because the study sought to explicate the relationship that exists between entrepreneurial orientation, entrepreneurship education, and self-efficacy and entrepreneurship intention. Thus, to offer more explanations about these relationships, three hypotheses were developed and demonstrated their significant level. Furthermore, the research employed a quantitative technique of collecting data, whereby questionnaires were distributed to the students (the respondents). The data was collected once; this means the study used a cross-sectional research design.

3.3 Population of the Study

According to Sekaran and Bougie (2010), study population refers to a total group of people, thing or event of researchers' interest to look into. The current study concentrated on two public Universities one each from Bauchi and Kano states, Nigeria. They are Bayero University Kano (BUK), Nigeria, and Bauchi State University Gadau (BASUG). The research population was selected because all the Nigerian public Universities have the same curriculum. Another reason for choosing these Universities is that BUK is among the first generation Universities in the country, and therefore is among the Universities with highest enrolments of students. Furthermore, this University is currently offering a Bachelor degree in entrepreneurship, which is among the research's target population. Also, the selection of BASUG is due to the fact that the researcher would easily have access to data, therefore used this opportunity to add more respondents. Moreover, the current study focused only on final year students from business related fields. This is because they have a solid knowledge regarding entrepreneurship; hence they are at the critical level to choose their future career (Ahmed, et al., 2010; Zain,

Akram, & Ghani, 2010) Therefore, the target population in this research is final year undergraduate students of business related disciplines. The population is 750 students from the two University business schools.

3.4 Unit of Analysis

Because the current study assessed the students' intention to become entrepreneurs, the unit of analysis employed in the study was typically individual students. Therefore, final year students from business- related area of studies considered as the unit of analysis in the current study.

3.5 Sampling size and Sampling Technique.

The set of individuals or respondents picked out from a bigger sample for survey reason is called a sample (Salant & Dillman, 1994). As mentioned in the previous section, the final year students from business-related areas in BASUG and BUK are 750. Based on this population, the present study used Krejcie and Morgan (1970) sample size determination technique to get a needed size. According to them, for a population of 750, the sample size of 254 would be used as shown in the Appendix C.

Therefore, the study adopted the sample size from the table of Krejcie and Morgan (1970). Furthermore, the current study applied convenience sampling method whereby the researcher will be able to contact only respondents who are ready to corporate in the study (Spector, 2008). Similarly, Canvana, Delahaye and Sekaran (2001) argued that convenience sampling is the best way to collect the basic data or information within a reasonable period of time to complete the study.

3.6 Data collection Procedures

The current study used both the primary as well the secondary sources of data collection. For the primary method, as mentioned earlier convenience sampling method was applied. Data was collected by distributing questionnaire to the participants (Final year students of business related specializations). In addition, the current study adopted this method because is considered to be an appropriate one, where by the respondents will answer the questions within short period without wasting their time (Sauders, Lewis, & Thornhill, 2009; Sekaran, & Bougie, 2010; Zikmund, Babin, Carr, & Griffin, 2010). Furthermore, to make it easy and fast, the researcher also collaborated with his colleague who is currently a PhD student at University Utara Malaysia (UUM) and also working at one of these Universities. Therefore, he assisted in distribution and explaining to the respondents on how to fill these questionnaires. Hence, the data were successfully returned back to the researcher for analysis. Secondly, secondary data were also used in the current study, whereby relevant literature was used as evidence in supporting the findings of this research.

3.7 Instrumentation

The present study employed quantitative procedure of obtaining data; as a result, all the data were obtained from the questionnaire which distributed to the participants. This study adopted some questions from previous studies to measure the variables. For instance, entrepreneurship intentions' measurement were adopted from (Liñán & Chen, 2009; Turker & Selcuk, 2009) Entrepreneurship orientation (Elenurm, Ennulo, & Laar, 2007), entrepreneurship education (Gurbuz & Aykol, 2008; Keat, et al., 2011; Lee, Chang, & Lim, 2005) and self-efficacy (Ehrlich, De Noble, Jung, & Pearson, 2000).

3.8 Questionnaire Design

The questionnaire of the current study was designed in such a way that the respondents could find it easy to understand and also provide answers based upon their perceptions (Zikmund et al., 2010). Moreover, as stated in the previous section, all the questions were adapted from past studies. However, for the purpose of this research, some of the questions were restated to make it easy for the respondents' to understand.

Two sections were provided in the questionnaire these are section A and B. All the information regarding demography was asked in section A of the questionnaire, while section B asked questions regarding three independent variables (Entrepreneurial orientation, entrepreneurship education and self-efficacy) and one dependent variable (Entrepreneurial intention). Furthermore, 5-point Likert scale was adopted and provided in the questionnaire ranging from (1) strongly disagree to (5) strongly agree.

3.9 Measurement of the Variables

As shown under the research frame work in previous chapter, the current study has four main variables to be measured these are entrepreneurial orientation, entrepreneurial education, self-efficacy and entrepreneurial intention. The present section discusses these measurement one after the other.

3.9.1 Entrepreneurial intention

The present study adopted four items from prior studies (Liñán & Chen, 2006; Turker & Selcuk, 2009;) to measure students' entrepreneurial intention. Example of such questions are; (1) "I plan to establish my own business in the foreseeable future after (2) I will start my own business in the near future, (2) "I am enthusiastic about starting my own business" (4) "I am confident that if I start business I will be successful (5) "Starting

my own business sounds attractive to me.” (6) I will make every effort to start and run my own firm”, students will be asked to respond to questions regarding entrepreneurship intention using 5-point Likert scale range from 1 (strongly disagree) to 5 (strongly agree)

3.9.2 Entrepreneurship Orientation

Entrepreneurship orientation was measured using a scale adopted from Elenurm, Ennulo, Laar (2007) and example of the sample of the measurement are as follows:

(1) “I am entrepreneurial because I have personal and original ideas” (2) “I am entrepreneurial because of my ability to let others be innovative” (3) “I am entrepreneurial because I keep my eyes open to implement ideas that have already proven to work well in other places”

3.9.3 Entrepreneurship Education

The measurement of entrepreneurial education was adopted from previous studies (Lee et al., 2005; Gurbuz and Aykol, 2008; Ooi et al., 2011), and sample of such measurements are: (1) “My University Course prepares people well for entrepreneurial career” (2) “Entrepreneurship course should be made compulsory in order to stimulate the entrepreneurial spirit in the campus (3) “More entrepreneurial and business educational programs would help students to start businesses

3.9.4 Self-efficacy

Six items were adapted from Ehrlich, Noble, and Jung (2000) to measure entrepreneurial self-efficacy, and 5-Likert scale was employed ranging from 1 strongly disagree to 5 strongly agree. Samples of the measurement are: (1) “I can work productively under continuous stress, pressure and conflict”; (2) “I can originate new ideas and products”;

(3)“I can develop and maintain favourable relationships with potential investors”; (4)“I can see new market opportunities for new products and services”; (5) “I can recruit and train key employees”; and (6)“I can develop a working environment that encourages people to try out something new”.

3.10 Pilot Study

The term pilot study refers to a prelude investigation carried out to assess the feasibility, time as well as the cost so as to forecast an appropriate study sample size and also to improve study structure before conducting the main study (Hulley, 2007). Conducting a pilot study is significant to the researcher because it reveals all the defects in the process of designing a proposed survey that could be addressed prior to committing time, energy and resources (Doug, Burton, Cuthill, Festing, Hutton, & Playle, 2006). Furthermore, the study is conducted to determine the extent to which the questions are valid and reliable to measure all the study variables (Sekaran & Bougie, 2010). However, based on the aforementioned statements, pilot study was conducted at Bayero University Kano (BUK), by distributing 30 questionnaires as suggested by (Malhotra, 1999). Table 3.1 1 below highlighted the reliability result of the pilot study.

Table 3.1 Reliability Statistics of the Research Variables

Variable	No. of Items	Cronbach Alpha
Entrepreneurial Intention	8	.83
Entrepreneurial Orientation	5	.71
Entrepreneurial Education	7	.70
Self-efficacy	6	.70

From the table above, the result shows that all the measures reached high reliability coefficient ranged between 0.71 to 0.833. Expert in research suggested that reliability of .60 can be considered as average coefficient, whereas 0.70 could be regarded as high reliability coefficient (Hair, Black Babin, Anderson, & Tatham, 2006; Sekaran & Bougie, 2010; Sekaran 2003).

3.11 Data Analysis Method

After a windup of data collection, the descriptive statistics was used for data analysis. The Software for Social Sciences (SPSS) version 20 was employed for data analysis. The software used to analyse the descriptive statistics of the variables being studied, such as mean, and standard deviation. Moreover, using Pearson, the correlation analyses was also presented which elaborated how the variables being studied are related.

However, because the result of the correlation did not provide sufficient information, a multiple regression analysis was conducted to examine the impact of entrepreneurial orientation, entrepreneurial education, and self-efficacy on entrepreneurial intention. Moreover, the use of multiple regressions is important when researcher seek to explain the relationship between the independent as well as dependent variables. This is because it shows how the independent variable(s) are able to predict the dependent variable. Hence regression was employed to test all the hypothesis using p-value of <0.05 significant level as suggested by (Cavana, Delahaye and Sekaran, 2000).

3.12 Chapter Conclusion

This chapter demonstrated and discusses the methodology employed in the current study.

It highlighted the design of this study, which focused on the techniques as well as the strategy of collecting data, population and sample of the research. Besides the measurement of the variables were presented in this chapter. The chapter also demonstrated the result of a pilot study and lastly the technique of data analysis was also discussed.

CHAPTER FOUR

FINDINGS

4.1 Chapter Introduction

This chapter discusses the findings of the present study. Firstly, the response rate has been discussed, followed by the descriptions of the respondents. Furthermore, the result of the reliability test of the variables was highlighted. Lastly the chapter ends with regression analysis for the study hypotheses.

4.2 Response Rate

A total of 254 respondents from two Nigerian Universities, have answered and returned the distributed questionnaires. These Universities are Bayero University Kano, Nigeria and Bauchi State University, Gadau Bauchi State Nigeria. However, as reported in Table 4.1, out of 254 returned questionnaires only 242 were finally used for the analysis. To be specific, after the data were returned a total of 12 uncompleted questionnaires were rejected for analysis. Therefore, with the total 242 out of 254, the valid rate of response is 95%, which is sufficient for the analysis of the present research. According to Sekaran (2003) for cross-sectional study, a rate of 30% could be accepted.

4.3 Profile of Respondents

This section deals with the description of the respondents of the present research. It contained the description of the respondents' profile. Two hundred and forty Two undergraduate students were participated in this study. The characteristics analysed include the gender of the respondents, their age, marital status, religion, specialization, business experience and parent business.

Table 4.1 Characteristic of Respondents

	Frequency	Percentage (%)
Gender		
Male	166	68.6
Female	76	31.4
Age		
20-30	179	74
31-40	54	22.3
41 and above	9	3.7
Marital Status		
Single	160	66.1
Married	78	32.2
Others	4	1.7
Religion		
Muslims	196	81
Christians	46	19
Specialization		
Business Administration	132	54.5
Accounting	55	22.7
Economics	55	22.7
Past Business Experience		
Yes	218	90.1
No	24	9.9
Parents' Business Experience		
Yes	198	81.8
No	44	18.2

From the Table 4.1 the result shown that out of 242 respondents, 166 which constitutes 68% are male. This is because the structure of Nigerian populations which shows that male constitutes 60 percent, while female are 40 percent. Another reason may be due to the nature of Northwestern Nigeria, where the research revealed that the number of

female enrolment in education is less than 20 percent (UNICEF, 2007). Another feature of the sample is age, which the result shows that 74% of the sample fall under the age of 20-30 followed by 31-40 which is about 22.3% and lastly the age of 41 and above represent 3.7% of the sample.

The reason for this result may be due the fact that, the majority of the students at undergraduate level are youths, which fall under the age of 20-30 years old. Similarly, table 4.1 reported some descriptions of the respondents regarding religion, where Muslims constitute 81% of the sample and Christian constitutes 19% of the sample, and this is because Kano and Bauchi state fall under the Muslim states in Nigeria.

Furthermore, another important aspect regarding the sample is specialization, which the result from table 4.1 revealed that, 132 representing 54% of the respondents are students from Business Administration and Entrepreneurship, while students from Accounting and Economics departments represent 22.7% each. This reason for this result is due to the nature of the population of the study where students from a business related field considered as target population of the present study.

Moreover, table 4.1 also reported business experience of students and their parent involvement in any business activities. The researcher asked these questions in order to know the extent to which self-employed parents influence their child's attitude towards entrepreneurship. The result highlighted that, 218 which is about 90.1% of the respondents has business experience. Also, students who's their parents engage in some business activities constitutes 198 representing 81.8% of the sample. This shows that, students whose their parents involve in entrepreneurial activities have some business experience.

4.4 Statistics of Study Variables

This section explained the mean score as well as the standard deviation of the four variables of the present study by using a 5 point Likert scale. These variables are; entrepreneurial intention, entrepreneurial orientation, entrepreneurial education and self-efficacy.

Table 4.2 Descriptive Statistics of the Research Variables

Variable	N	Mean	Standard Deviation
Entrepreneurial Intention	242	4.46	.45
Entrepreneurial Orientation	242	4.30	.43
Entrepreneurial Education	242	4.26	.44
Self-efficacy	242	4.25	.47

From the Table 4.2, the result shows that variables entrepreneurial intention, entrepreneurial orientation, entrepreneurial education and self-efficacy have their mean score of 4.46, 4.30, 4.26, and 4.25 respectively. Moreover, these variables have standard deviations of 0.45, 0.43, 0.44, and 0.47 respectively. Based on this result, the entrepreneurial intention shows a higher score of the mean of 4.46 which is above the remaining variables, followed by entrepreneurial orientation with the mean score of 4.30. However, entrepreneurship education has the mean value of 4.26 and this is relatively higher than self-efficacy with the value 4.25.

4.5 Reliability

This section described the reliability test employed by the researcher. The present study employed “the internal consistency reliability test” which found to be the common technique used by many researchers while testing reliability (Litwin, 1995). Table 4.3 shows the internal consistency of the variables employed by the researcher.

Table 4.3 Reliability Statistics of the Research Variables

Variable	No. of Items	Cronbach Alpha
Entrepreneurial Intention	8	.83
Entrepreneurial Orientation	5	.71
Entrepreneurial Education	7	.70
Self-efficacy	6	.70

From the table above, the result shows that all the measures reached high reliability coefficient ranged from 0.71 to 0.833. Expert in research suggested that reliability of 0.60 can be considered as average coefficient, whereas 0.70 could be regarded as high reliability coefficient (Hair et al., 2006; Nunnally, 1978; Sekaran & Bougie, 2010; Sekaran 2003).

4.6 Hypotheses Testing

The present study used both Pearson correlation and multiple regressions to test the hypotheses that were developed earlier in chapter two. Therefore, the study employed interval scale illustrated by the Pearson correlation matrix to measure the dimension and also the strength of the relationships between the variables (Sekaran, 2003).

4.6.1 Pearson Correlation

Pearson correlation believed to be the primary analysis of the multiple regressions. It was argued that, the items that were designed using one dichotomous and one continuous variable are measured using Pearson correlation (Pallant, 2002).

4.7 Correlation Analysis

This section describes the correlation analysis of the present study. Table 4.4 demonstrates the 6 relationships between the variables. Firstly, from the Table 4.4 below, the result shows that all the independent variables which are; entrepreneurial orientation, entrepreneurial education, and self-efficacy have positive and significant relationships with the dependent variable entrepreneurial intention ($r = .56, .53$, and $.49$, $p < .01$, each).

Moreover, Table 4.4 also reported the correlation among the independent variables as follows; entrepreneurial education and self-efficacy are positive and significantly related to entrepreneurial orientation ($r=.64$ and $p < .01$ respectively). Similarly, the relationship between self-efficacy and entrepreneurial education revealed both positive and significant values ($r= .47$ and $p<.01$).

Table 4.4 Correlation Analysis

Variable	1	2	3	4
1 Entrepreneurial Intention	1			
2 Entrepreneurial Orientation	.56**	1		
3 Entrepreneurial Education	.53**	.64**	1	
4 Self-efficacy	.49**	.64*	.47**	1

However, the correlation analysis does not always provide details regarding cause and effect of the variables. Therefore, for more relevant findings to further accept or reject the study hypotheses, the contributions of the regression analysis need to be conducted.

Hence the next section of the analysis would first be data screening for normality and multicollinearity and followed by a regression analysis.

4.8 Data Screening

As mentioned in the previous section, regression analysis needs to be carried out for better understanding of the contribution of independent variables to the dependent variable. However, several tests were conducted to make the data collected valid and also reliable. These tests include; normality test and multicollinearity assumption (Hair, Black, Babin & Anderson, 2010; Tabachnick & Fidell, 2007). SPSS V. 20 was used to screen the data for many values.

However, no missing value was found in data point see Appendix C. Similarly, another test to check for possible outliers was conducted, where the result shows that the data were free from any outlier. Furthermore, to test whether the data were normally distributed, the normality test was carried out by using normal probability plot. Appendix A shows good result; hence the assumption of normality was not violated.

Lastly, the present study followed the assumption of multicollinearity, whereby the data were tested to ensure the assumption was followed accordingly. This was conducted using Variance Inflation Factor (VIF) and tolerance to detect the highly correlated variables. However, from table 4.5 below the result for multicollinearity shows that the value of the VIF range from 1.73 (Entrepreneurial Education) to 2.3 (Entrepreneurial Orientation) where their tolerance value range from .43 (Entrepreneurial Orientation) to .57 (Entrepreneurial Education). Hence, following the suggested guidelines for testing multicollinearity (Hair, Sarstedt, Ringle, & Mena, 2012) $VIF < 5$ /

tolerance > 0.20 ; condition index <30 , Table 4.5 exhibited that the assumption of multicollinearity was followed.

Table 4.5 Collinearity Statistics

Variable	Tolerance	VIF
Entrepreneurial Orientation	.43	2.30
Entrepreneurial Education	.57	1.73
Self-efficacy	.57	1.73

From the table above, the result shows that the Variance Inflation Factor (VIF) of entire independent variables range from 1.73 to 2.30 indicating that all the variables are accepted for analysis

4.9 Multiple Regressions

According to Pallant (2002) multiple regressions is categorized into three. These are standard or simultaneous, stepwise and hierarchical or sequential multiple regression. Therefore, the present study employed multiple regressions to determine the relationship between the dependent and independent variables. In summary, the SPSS V.2.0 was used in conducting the analysis.

4.10 Regression Analysis

To examine the relationship among the variables, the present study conducted a regression analysis. Five predictor variables these are; entrepreneurial orientation, entrepreneurial education and self-efficacy contributed to entrepreneurial intention.

Table 4.6 exhibited that $R^2 = 0.390$, indicating that, the predictor variables contributed 39% to entrepreneurial intention. Furthermore, to confirm the hypotheses, the present study used one-tailed test to evaluate the relationship between the variables.

Also for estimation of variables' significant level, the present study used t-value as suggested by several research gurus (Lind, Marchal & Wathen 2013; Kumar, Talib & Ramyah, 2013). They argued that, if the t-value exceed 1.645, it indicates that there is a significant relationship hence the hypothesis could be accepted.

Table 4.7 demonstrated and summarized the result of the multiple regressions analysis conducted in this study whereby entrepreneurial intention stands as dependent variable.

Table 4.6 Model Summary

Model	R	R square
1	.624	.390

Predictor variables EO, E EDU, and SE

From the table 4.6 above the result demonstrated that, the predictor variables entrepreneurial orientation, entrepreneurial education and self-efficacy contributed about 39% of entrepreneurial intention, meaning that remaining 59% are were contributed by other variables which this study did not cover.

Table 4.7 Multiple regression result (Entrepreneurial Intention as dependent variable)

Hypotheses	Variables	Beta	SE	t-value	P-value	Findings
H1:	Entrepreneurship Orientation	.26	.08	3.47	0.01*	Supported
H2:	Entrepreneurship Education	.27	.06	4.05	0.00**	Supported
H3:	Self-efficacy	.19	.06	2.86	0.04	Supported

Note: *p<0.02, **p<0.05, ***p<0.01

From Table 4.7 above, the result of regression analysis indicates that, all the three hypothesized direct relationships have tested to be statistically significant. Firstly, considering entrepreneurial orientation and entrepreneurial intention model, findings has shown a statistical prove on the relationship between entrepreneurial orientation and entrepreneurial intention ($\beta = .267$ $t = 3.47$ $p = >0.02$). Hence the **Hypothesis 1**, which said entrepreneurial orientation is positively related to entrepreneurial intention, is accepted.

Secondly, regarding **Hypothesis 2** which proposed that, there is a positive relationship between entrepreneurial education and entrepreneurial intention, also proven to be statistically significant ($\beta = .270$ $t = 4.05$ $p = >0.01$). Thus, the hypothesis is accepted. Furthermore, this result highlighted that, attending training or classes regarding entrepreneurship could lead to students' intention to become an entrepreneur in the near future.

Lastly, the result has also supported the **Hypothesis 3** with a positive relationship between self-efficacy and entrepreneurial intention ($\beta = .191$ $t = 2.86$ $p = >0.05$). Hence the higher the students' general self-efficacy, the higher they have intention be self-employed

after graduation. Next section summarized all the proposed hypotheses and the decision regarding accepting or rejecting them.

4.10 Summary of Findings

This section summarized all the hypotheses tested in the previous section. Table 4.7 below shows all the three variables are positively related to students' intention to be an entrepreneur.

Table 4.8 Summary of Hypothesis Testing

Hypothesis	Statement	Decision
H1:	There is a positive relationship between EO and EI	Accepted
H2:	There is a positive relationship between EED and EI	Accepted
H3:	There is a positive relationship between SE and EI	Accepted

Based on the result in the table 4.8 above, all the three hypotheses proposed a positive relationships and the result was consisted hence the decision is accepted.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1 Chapter Introduction

The former chapter presented the result of the present study. The primary aim of this chapter is to talk about the findings of the study based on the research question, research hypotheses as well as literature reviews. The first section discusses the summary of the findings followed by the discussions of the results and implications of the study and lastly the conclusion.

5.2 Summary of Findings

The aim of the present study is to investigate the relation between entrepreneurial orientation, entrepreneurial education, self-efficacy and entrepreneurial intention among undergraduate students at Nigerian Universities. Towards the end of this study, three hypotheses standing for the constructs dimensional relationships were developed and tested. The findings show an empirical support for all the three hypotheses. The next section of this chapter discusses the findings and relates it with previous findings and theories.

5.3 Discussion of Result

The present section discusses the findings regarding all the direct relationships that exist between: (1) entrepreneurial orientation as independent variable and entrepreneurial intention as dependent variable; (2) entrepreneurial education as independent variable and entrepreneurial intention as dependent variable; and lastly (3) self-efficacy as independent variable and entrepreneurial intention as the dependent variable.

5.3.1 Entrepreneurial Orientation and Entrepreneurial Intention

H1: There is a positive relationship between entrepreneurial orientation and entrepreneurial intention.

Based on the result obtained in this study entrepreneurial orientation is positively related to intention to become an entrepreneur. The statistical finding shows the correlation of 0.56 between the two variables. This indicates that, the higher the individual entrepreneurial orientation such as risk taking, proactiveness and innovativeness the higher their intention to become entrepreneurs. Moreover, the findings also show the significant relationship between EO and EI with the p value of $0.04 < 0.05$.

However, this result is consisted with previous findings (Marques et al., 2012; Udding & Bose, 2012). However, the result might be due the fact that the study was conducted at the university level and also among business related fields. Gerba, (2012) argued that students from business related fields have more intention to start business than other students. This is because they were taught on how to manage risk, be proactive, be innovative and overall management of small businesses.

5.3.2 Entrepreneurial Education and Entrepreneurial Intention

H2: There is a positive relationship between entrepreneurship education and entrepreneurial intention

The present research supports the hypothesis with the positive relationship between entrepreneurial education and entrepreneurial intention. The results indicate a

correlation coefficient value of 0.53 which suggest that the increase of entrepreneurship related education will lead to a greater students' intention to become entrepreneurs. Furthermore, the findings also indicate a significant as well as positive relationship between entrepreneurship education and intention to become entrepreneur with the p-value of $0.00 < 0.01$. Hence the present result justified and also supports the hypothesis.

Moreover, this finding is particularly dwelled and supported by past literature, (Ooi et al., 2010; Fayolle & Gailly, 2004; Lee et al., 2005; Matlay, 2008). Furthermore, this result is the outcome of the necessary training and skills provided during the entrepreneurial classes. The education regarding entrepreneurship also assists the participants by preparing them to handle the future uncertainties, and also helping students to be the future entrepreneurs since they were thought regarding small business management, as well as risk management (Izquierdo & Buelens, 2008; Ahmed et al. 2010; Ekpoh & Edet, 2011; Zhou et al., 2012), leading to rise their business management capabilities in the near future (Peterman & Kennedy, 2003; Izquierdo & Buelens, 2008), and ameliorate their attitude towards self-employment which rises their intention to become entrepreneurs (Dell, 2008; Tam, 2009).

Similarly, the positive relationship between entrepreneurial education and intention to start business is due to the nature of this study. This is because the present study was conducted among business related students whose confirms to have more entrepreneurial intention than those from other disciplines (Gerba, 2012; Katz, 2007; Franke & Luthje, 2004; Grubb et al., 2006; Souitaris et al., 2007; Webb et al., 1982).

Therefore, the finding indicates the important contribution of entrepreneurship education in motivating and encouraging students' entrepreneurship behaviour. Also the

results highlighted that, the Universities as well as higher learning institution are indeed the training ground for potential entrepreneurs (Tam, 2009; Izedonmi & Okafor, 2010; Gelard & Saleh, 2010; Ooi et al., 2011)

5.3.2 Self-efficacy and Entrepreneurial Intention

H3: There is a positive relationship between self-efficacy and entrepreneurial intention.

This result supports and proves that self-efficacy is positively related to intention to start a business. The findings show a statistical correlation (0.49) between self-efficacy and entrepreneurial intention and also the p- value of $0.00 > 0.01$ which indicates the significant relationship students' self-efficacy and their intention to start a business.

This result is similar to previous studies (Olakitan, 2014; Chen et al., 1998; DeNoble et al., 1999; Krueger et al., 2000; Olarenwaju 2013; Segal, Borgia, & Schoenfeld, 2002; Wang, Wong, & Lu, 2002; Kristiansen and Indarti 2004; Baum et al., 2002; Krueger, 2003; Segal et al., 2005; Akanbi, 2013) and many more.

The reasons for this result may be due to the nature of this research, whereby the sample of the study is undergraduate students. Several studies found that level of education has indeed increased individuals' self-efficacy which in turn increases their intention to become entrepreneurs (Wilson, et al., 2007). Another reason is that, the majority of the sample of this study are male students were the literature prove to have a high level of entrepreneurial self-efficacy than their female counterparts (Chen et al., 1998; Chowdhury & Endres, 2005 Gatewood, Shaver, Power, & Gartner, 2002; Wilson, 2003; Wilson et al., 2007).

Similarly, final year or senior student has more entrepreneurial self-efficacy than junior students (Florin, Karri, & Rossiter, 2007), hence another reason for having significant result. In this regards, the result proves and show the important contributions of self-efficacy to intention to start a business and also education improve individuals' intention to be an entrepreneur.

5.4 Implications of Study

The present study examined the relationship between students' entrepreneurial orientation, entrepreneurial education self-efficacy and entrepreneurial intention. Moreover, the findings of this study have several implications such as: (i) Theoretical implication and (ii) Policy implication. The implications are therefore discussed one after the other in the following sections.

5.4.1 Theoretical Implications

The findings of the present study demonstrate that, entrepreneurial intention can be tested with entrepreneurial orientation, entrepreneurial education and self-efficacy. Moreover, the result of the current study would contribute to the literature as well as theory development in different ways. (i) Regarding entrepreneurial orientation on entrepreneurial intention, several studies were conducted.

Most of these studies focus on entrepreneurial orientation at firm level, where they used three to five entrepreneurial orientation dimension to measure the performance of a firm (Richard, Wu, & Chadwick, 2009). However, the present study applied these

three dimensions (Proactiveness, willingness to take risks and innovativeness) on individuals in order to measure their entrepreneurial intention.

Therefore, the findings contribute to the existing literature regarding entrepreneurial intention thereby introducing individual entrepreneurial orientation into the model. (ii) Most of the studies of entrepreneurial intention were conducted outside African continent. Specifically, the studies were conducted in developed countries of Europe America and Asia. Therefore, the present findings in Nigeria, which is the largest country in Africa, would contribute to the entrepreneurial intention literature. (iii) Other researchers may use the proposed research framework in their future studies.

5.4.2 Policy Implications

The findings of the current study would practically contribute to the government and policy makers and also to the University management in making policies. For example, the present findings regarding entrepreneurship education which shows a positive relationship with students' entrepreneurial intention is insights for government. The result which demonstrated that, the increase of entrepreneurial training/program could lead to a greater increase of students' intention to be self-employed. Furthermore, the findings prove the role in which self-efficacy played as well as entrepreneurial orientation have on students' intention to start businesses. Moreover, all the three independent variables are correlated and the results also show the role of education in improving both entrepreneurial orientation as well as self-efficacy.

Therefore, based on the aforementioned statements, the findings of the current study provide insight to the government and also to the Nigerian Ministry of Education to

design comprehensive entrepreneurship related course contents in their curriculum at all the level of education. This will pave the way and make the environment friendly for entrepreneurial activities and venture creation. Once the students have knowledge on entrepreneurship, they would automatically be encouraged to be entrepreneurs (Gelard & Saleh, 2010). However, for government to ensure venture creation on new generation there is a need for the provision of fund, other supporting structures as well as removing the stumbling block in the path of entrepreneurial career (Bagheri & Pihie, 2011).

Similarly the present result suggests to the Universities that, one of the ways to enhance the entrepreneurial mind-set among students is by providing entrepreneurial education in an early stage (Scholten et al., 2004). This could also lead to entrepreneurial self-efficacy which will also increase their intention to become entrepreneurs (Akanbi, 2013). The findings also would help the instructors and tutors to design their course contents to be practical-oriented and proactive enough to students' entrepreneurial intention (Ismail, et al., 2009). Furthermore, more programmes and workshops related to entrepreneurship should be organized within the campus, so as to improve students' knowledge in the areas of business proposal and managing small businesses (Ismail et al., 2009).

Lastly, the finding of this study is insight to the guidance and counselling experts within the Universities. This finding provides insight to them to take notice of some of the variables such as entrepreneurial orientation dimension and self-efficacy while counselling their students and or building their intention to be self-employed.

5.5 Limitations and Recommendations for Future Studies

Several limitations have been discovered in the present study, and this will provide insight for future researchers. (i) Regarding the sample size of this study, which are undergraduate students at Nigerian Universities (n= 242) considered to be small. This study was also conducted within the business related specialization; hence the findings will not represent the opinion of the students from other field of studies. Thus, future researchers should use the largest sample so as to represent the opinion of students from other disciplines.

(ii) This study was conducted in two Nigerian public Universities which are located in the Northern part of the country. However, because of the cultural and religious differences between the south and Northern parts of the country, there is need for the future researchers to expand their studies to the other region.

(iii) Sampling technique is another limitation of this study. The convenience sampling method was used in this study and the data collected from the two Universities would not represent the whole Nigerian undergraduate students. Therefore, the use of the probability sampling technique is needed so that the data would be applied to the entire undergraduate students at Nigerian Universities.

(iv) The present study employed only three variables as antecedents of students' intention to start businesses. Besides, there might be other variables which lead to entrepreneurial intention of students. Thus, others should consider such variables and applied it to Nigerian undergraduate students. Similarly, future studies should introduce mediator or moderator in the present framework, as this would further the understanding

of students' intention to be self-employed. Lastly, a time constraint is another important aspect to consider in limitation of the present study.

As mentioned earlier in the literature, entrepreneurial action could be predicted using entrepreneurial intention. However, due to time constraint, the current research only investigated students' intention to start a business, but not monitors actual action as this will take longer period. Therefore, future studies should go further to investigate whether this intention lead the actual action among Nigerian youths.

5.7 Conclusion

Youth unemployment has become a universal issue facing most of the developing nations, Nigeria inclusive. To solve this problem, countries started engaging their teeming youth in entrepreneurship activities so as to become self-reliant. In Nigeria specifically, the government introduced several policies aimed to eradicate poverty by encouraging self-employment among youths. Among these policies is the introduction of entrepreneurship education into the curriculum of higher education.

However, despite this effort made by the government, most of the youth remained unemployed after graduation. This indicates that, becoming an entrepreneur is much more about intention than any other things. Several studies were conducted on the factors affecting students intention to start businesses, which includes; personality traits (Ahmed, Nawaz, Ahmad, Shaukat, & Usman; de Pillis & Reardon, 2007) education (Bae, Qian, Miao, & Fiet, 2014; Davey, Plewa, & Struwig, 2011) and gender (Achtenhagen & Tillmar, 2013; Ashe & Treanor, 2011; Bhandari, 2012; Dabic, Daim, Bayraktaroglu, Novak, & Basic, 2012) etc. However, most of these studies concentrated in developed

nation. Therefore the present study provides new area (Nigeria) and also include individual entrepreneurial orientation which is under research in students's entrepreneurial intention.

Based on this background, the current study conducted to examine some factors that lead to entrepreneurship intention among undergraduate students at Nigerian universities. These variables are; entrepreneurial orientation, entrepreneurial education and self-efficacy. The results show that, the three independent variables have positive and significant influence on students' intention to start a business. Similarly, the findings are relevant to the Nigerian Government as well as the Ministry of Education in designing policies that would encourage students' entrepreneurial mind set.

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