

**AN ASSESSMENT OF ENTREPRENEURIAL INTENTION  
AMONG POSTGRADUATE STUDENTS IN NIGERIAN  
UNIVERSITIES.**

**ADAMU ABDULLAHI IDRISU**



**UUM**  
**Universiti Utara Malaysia**

**MASTER OF SCIENCE  
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**By  
ADAMU ABDULLAHI IDRISU**

**UUM**  
**Universiti Utara Malaysia**

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## ABSTRACT

Governments in most developing countries are doing their best to ensure that graduates who are not employed should engage in entrepreneurship activities which can go a long way in reducing the problem of unemployment among the youths. Nigeria is among one of those developing nations with such problem. The government has introduced some many programmes and policies which are aimed at reducing poverty and will encourage self-employment among the youths. Yet, students are still lacking the intention of becoming an entrepreneur. Thus, this study aimed in examining the entrepreneurial intention among postgraduate students in Nigerian universities. The study used factors such as entrepreneurship education, environmental factors and societal entrepreneurship attitude to explore the student's entrepreneurial intention. Also, the study used a convenient sampling method with 254 questionnaires were administered to three universities. The result indicated that all the independent variables used (entrepreneurship education, environment factors and societal entrepreneurship attitude) has positive significant and are related to entrepreneurial intention. Finally, this study finding is important to the Ministry of Education on how to design a more comprehensive and benefice entrepreneurship courses and curriculum to these Nigerian universities. This will aim at preparing these students to be self-employed (entrepreneurs) which will reduce and assist the government in overcoming the problem of youth poverty and unemployment in Nigeria.

**Keywords:** Entrepreneurial intention, entrepreneurial education, environmental factor, societal entrepreneurship attitude

## ABSTRAK

Kerajaan di kebanyakan negara membangun, melakukan yang terbaik untuk memastikan graduan yang tidak mempunyai pekerjaan perlu terlibat dalam aktiviti keusahawanan bagi mengurangkan masalah pengangguran di kalangan belia. Nigeria adalah antara salah satu negara membangun yang menghadapi masalah tersebut. Kerajaan telah memperkenalkan beberapa pengaturcaraan dan dasar yang bertujuan mengurangkan kadar kemiskinan dan menggalakkan di kalangan belia untuk bekerja sendiri. Namun, pelajar masih kurang berminat untuk menjadi seorang usahawan. Oleh itu, kajian ini bertujuan untuk mengenalpasti minat di kalangan pelajar pasca siswazah universiti di Nigeria untuk menceburi bidang keusahawanan. Kajian ini menggunakan faktor-faktor seperti pendidikan keusahawanan, faktor persekitaran dan sikap keusahawanan masyarakat untuk menarik minat pelajar. Selain itu, kajian ini menggunakan kaedah persampelan mudah dengan 254 soal selidik telah diberikan kepada tiga universiti. Hasil kajian menunjukkan bahawa semua pembolehubah bebas yang digunakan (pendidikan keusahawanan, faktor persekitaran dan sikap keusahawanan masyarakat) mempunyai kesan positif yang ketara yang berkaitan dengan minat keusahawanan. Akhir sekali, dapatan kajian ini adalah penting kepada Kementerian Pendidikan tentang bagaimana untuk mereka bentuk kursus keusahawanan dan kurikulum yang lebih komprehensif dan bermanfaat untuk universiti-universiti Nigeria. Ini bertujuan untuk menjadikan pelajar-pelajar ini untuk bekerja sendiri (usahawan) yang akan mengurangkan dan membantu kerajaan dalam mengatasi masalah kemiskinan dan pengangguran belia di Nigeria.

Kata kunci: niat Keusahawanan, pendidikan keusahawanan, faktor persekitaran, sikap keusahawanan masyarakat

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## **DEDICATION**

TO MAY BELOVED PARENT, ALHAJI A.B IDRISU AND HAJIYA HAUWA  
ADAMU IDRISU.



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## TABLE OF CONTENTS

CERTIFICATION OF THESIS WORK	iii
PERMISSION TO USE	iv
ABSTRACT	v
ABSTRAK	vi
ACKNOWLEDGEMENT	vii
DEDICATION	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE	1
1.1 Background of the Study	1
1.2 The Historical Background of the Nigerian Higher Education	6
1.3 Problem Statement	8
1.4 Research Objective	11
1.5 Research Question	11
1.6 Significance of the Study	12
1.7 Scope of the Study	14
1.8 Organization of Chapters	14
CHAPTER TWO	16
2.0 INTRODUCTION	16
2.1 Historical and Conceptual Development of Entrepreneurship	16
2.1.1 Entrepreneurship	17
2.2 Entrepreneurial Intention among Postgraduate Student	18

2.3 Models of Entrepreneurial Intention	21
2.3.1 Shapero's Entrepreneurial Event (See) Theory	22
2.3.1.1 Propensity to Act	23
2.4 Ajzen Theory of Planned Behaviour	26
2.4.1 Attitudes towards Behavior	27
2.4.2 Subjective Norms	28
2.4.3 Perceived Behavioral Control	29
2.5 Entrepreneurship Education	31
2.5.1 Entrepreneurship Education and Entrepreneurial Intention	32
2.6 Environmental Factors	34
2.6.1 Environmental Support	34
2.6.2 Environmental Influences	35
2.6.3 Environmental Factor and Entrepreneurial Intention	36
2.7 Societal Entrepreneurship Attitude	37
2.7.1 Societal Entrepreneurship Attitude and Entrepreneurial Intention	38
2.8 Research Framework	39
2.9 Hypothesis Development	40
2.10 Chapter Conclusion	41
<b>CHAPTER THREE</b>	<b>42</b>
3.0 INTRODUCTION	42
3.2 Research Design	42
3.3 Population of the Study	44
3.4 Unit of Analysis	44
3.5 Data Collection Procedures	45
3.6 Sampling Technique and Sampling Size	45
3.7 Instrumentation	46
3.8 Questionnaire Design	46
3.9 Measurement of Variables	47
3.9.1 Entrepreneurship Education	47
3.9.2 Environmental Factors	47
3.9.3 Societal Entrepreneurship Attitude	48
3.9.4 Entrepreneurship Intention	48
3.10 Data Coding	49

3.11 Pilot Study	50
3.12 Data Analysis Method	52
3.13 Chapter Conclusion	53
 CHAPTER	 54
4.1 INTRODUCTION	54
4.2 Response Rate	54
4.3 Data Cleaning and Screening	55
4.3.1 Missing Values	56
4.3.2 Outliers	56
4.4 Normality Test	57
4.4.1 Histogram	57
4.4.2 Normal Probability Plots	58
4.5 Reliability Test	58
4.6 Profile of Respondents	59
4.7 Pearson Correlation Analysis	62
4.8 Multiple Regressions Analysis	64
4.9 Summary of the Findings	66
 CHAPTER FIVE	 68
5.1 INTRODUCTION	68
5.2 Findings Summary	68
5.3 Result of the Discussion	68
5.3.1 Entrepreneurship Education and Entrepreneurial Intention	69
5.3.2 Environmental Factor and Entrepreneurial Intention	70
5.3.3 Societal Entrepreneurship Attitude and Entrepreneurial Intention	71
5.4 Implications of Study	71
5.4.1 Theoretical Implications	72
5.4.2 Policy/Practical Implications	73
5.5 Study Limitations and Recommendation	74
5.6 Conclusion	76
 REFERENCES	 77

APPENDIX A: RESEARCH QUESTIONNAIRE	83
APPENDIX B: RESPONDENTS PROFILE	87
APPENDIX C: DESCRIPTIVE STATISTICS	90



## LIST OF TABLES

TABLE	PAGE
Table 3.1: Data coding entrepreneurship education	46
Table 3.2: Data coding environmental factor	46
Table 3.3: Data coding societal entrepreneurship attitude	47
Table 3.4: Data coding entrepreneurial intention	47
Table 3.5: Pilot study of the reliability statistic of variables	48
Table 4.1: Questionnaires response rate	51
Table 4.2: Reliability statistic of variables	55
Table 4.3: Descriptive analyses of respondent rate	56
Table 4.4: Correlation analyses	59
Table 4.5: Model summary	60
Table 4.6: Multiple regression result analysis	61
Table 4.7: Hypothesis testing summary	62

LIST OF FIGURES

FIGURE	PAGE
Figure 1.1: Bar chart of entrepreneurial training program	5
Figure 2.1: Shapero and Sokol	21
Figure 2.2: Theory of planned behaviour	25
Figure 2.3: Research framework	36
Figure 4.1: Histogram showing normality of the distribution	53
Figure 4.2: Normal P.P plot for testing linearity	54



## LIST OF ABBREVIATIONS

ABU:	Ahmadu Bello University
COSC:	Cambridge Overseas School Certificate
EE:	Entrepreneurial Education
EF:	Environmental Factor
EI:	Entrepreneurial Intention
GDP:	Gross Domestic Product
MBA:	Master of Business Administration
MSC:	Master of Science
NBS:	National Bureau of Statistics
NDE:	National Directorate of Employment
NPC:	National Population Commission
OAU:	Obafemi Awolowo University
OYAGSB:	Othman Yeop Abdullah Graduate School of Business
SEA:	Societal Entrepreneurship Attitude
SEE:	Shapero Entrepreneurial Event Model
SPSS:	Statistical Programme for Social Sciences
TPB:	Theory of Plan Behaviour
UN:	University of Nsukka
UNICEF:	United Nations International Children's Emergency Fund
UUM:	Universiti Utara Malaysia
USA:	United State of America
WDI:	World Development Indicator

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

Throughout the last decades, entrepreneurship as an area of research has enticed researchers, policy makers and agencies. The main reason for the high interest is as a result of the increasing need for entrepreneurs that have put more effort in creating new ideas and making such that these ideas are put into profitable businesses that would boost the country's economic development (Turker & Selcuk, 2009). Additional reasons for the growing concern about the issue of entrepreneurship include poverty and the rising rate of unemployment among youths that have become clear during the post economic decline era of the early 1980's; this decline or slowdown in the recognition of the capacity in a small and medium business and the agricultural market activities that provide a widespread employment and job opportunities to check unemployment and eradicate poverty (Alarape, 2009).

Nevertheless, the challenges currently faced by most developing countries in the world are how to involve their teeming youths in advantageously employed. The growing rate of unemployment among the graduate youths as a result of delays in getting jobs that harmonized their professions and expectations has therefore become the core goal of intense to both academicians as well as manager's evaluation (Aliman & Jalal, 2013). Moreover, an irregularity that exists between the ratio in demand for labour and the total number of graduates that are seeking for jobs also grounds to a strong level in the rate of unemployed youth (Ismail, 2011). One strategy which can be used to overcome this



problem is to increase the level of entrepreneurship spirit, particularly for unemployed graduates (Othman & Ishak, 2009).

Earlier, before the advent of colonial rule, unemployment was a rare phenomenon in Nigeria because the people were highly entrepreneurial and productively engaged, mostly in agricultural activities. However, the emergence of colonial administration in Nigeria introduced formal education, which enabled people to have the opportunity of being employed in the civil service after graduation. As such, the system of administration destroyed self-reliance, self-employment and entrepreneurial skills of Nigerians as they became permanently dependent on the colonial masters (Raimi and Adeleke, 2010). This has led to massive unemployment and craze in the contemporary times for ready-made jobs. This craze reached its height in the 1990's, leading to a phenomenal increase in the number of graduates seeking paid employment in the civil service and in the private sector of the Nigerian economy.

Nigeria is one of the developing nations which face the problem of youths graduate every year from various universities and colleges without getting a job that match them (Akanbi, 2013). For example, on March, 15<sup>th</sup>, 2014 over twenty thousand (20,000) graduate seeking for the job applied for the job in the Nigerian Immigration Service (NIS). In the process of the recruitment test over seven applicants died in the screening process as a result of (stampeding) high number of unemployed graduates in the country seeking for a job (Premium Times, 2014). Also the other issue that contributed to the high unemployment rate in Nigeria was as a result of poor implementations of the socioeconomic policies and the instability in the political setting of succeeding

government in Nigeria (Ogundipe & Kosile, 2012). It was also noted that one of the main challenges unemployed youths faces is that they were being used as political thugs during the election time (Awogbenle & Iwuamadi, 2010). These youths become gangsters and engage in secrete political and anti-social activities in the society. Therefore, this pressed the government to induct various policies which aimed at reducing poverty through the encouragement of stimulates innovation spirit, skill attainment and youth self-independent programs (Agbim *et al*, 2013).

However, the Nigeria National Bureau of statistics (NBS) stated that the unemployment rate in Nigeria is from 23.9% in 2011 to 29.5% in 2014. As of April 2014, Nigeria National Bureau of statistic (NBS) added that 5.3million graduates are said to be unemployed (Jobless) and only 1.8million of these graduates could manage to enter the labour market. With this raising statistic of unemployment among the youth, it will be of great advantage to engage the youths in entrepreneurship. This will go a long way in reducing the percentage of unemployed youths and equally raise the GDP of the Nation. Currently, Nigeria is ranked 37<sup>th</sup> in the world largest economy with a GDP of \$283million and in 2020 it is projected to be among the top twenty countries in the world. (National Bureau of statistic 2014).Entrepreneurship is one of the main options use by students when they graduate from school (Ekpoh & Edet, 2011). Student engaged in it because entrepreneurship offers a lot of benefits, such as starting their own private business and the possibility for getting substantial rewards (financial) than when they work for others.

This has shown how entrepreneurship development plays an important function or role in a nation's economic development and growth. Experts have proven that the economic

transformation in the United States of America that lead to the achievement as one of the best economic nation was as a result of entrepreneurial activities, so entrepreneurship is the bedrock of both developed and developing nations (Akinola, 2013). Similarly, Lucky and Minai (2011) added that entrepreneurship is a dynamism for both economic development and economy. It was noted that entrepreneurship development can create wealth, provide jobs and contribute meaningfully to a country's gross domestic product (GDP). Also Karimi, Chizari, Biemans, & Mulder (2010) added to the significance of entrepreneurship on the role it plays in solving problems faced by most developing economies, how it provide employment and the attraction it have drawn from the developing countries and how those countries have adapted with the various entrepreneurship programs.

Figure 1.1 below shows how students and graduates are participating in the entrepreneurial training program in Nigeria. It shows that there is high continuing and consistence in the entrepreneurial program which can lead the students to start up their own business. Since 2009, the level of participation has kept increasing year after year because it has been proven practically that these graduates cannot be employed fully in the civil service unless some of them get involved in entrepreneurship activities. These participants that undergo this type of training program were taught how to improve and establish their own business and also enable them on how to apply on small and medium enterprise development. After the program each participant was issued a certificate and a starter pack (money and facilities) which can assist them to start up their own business.

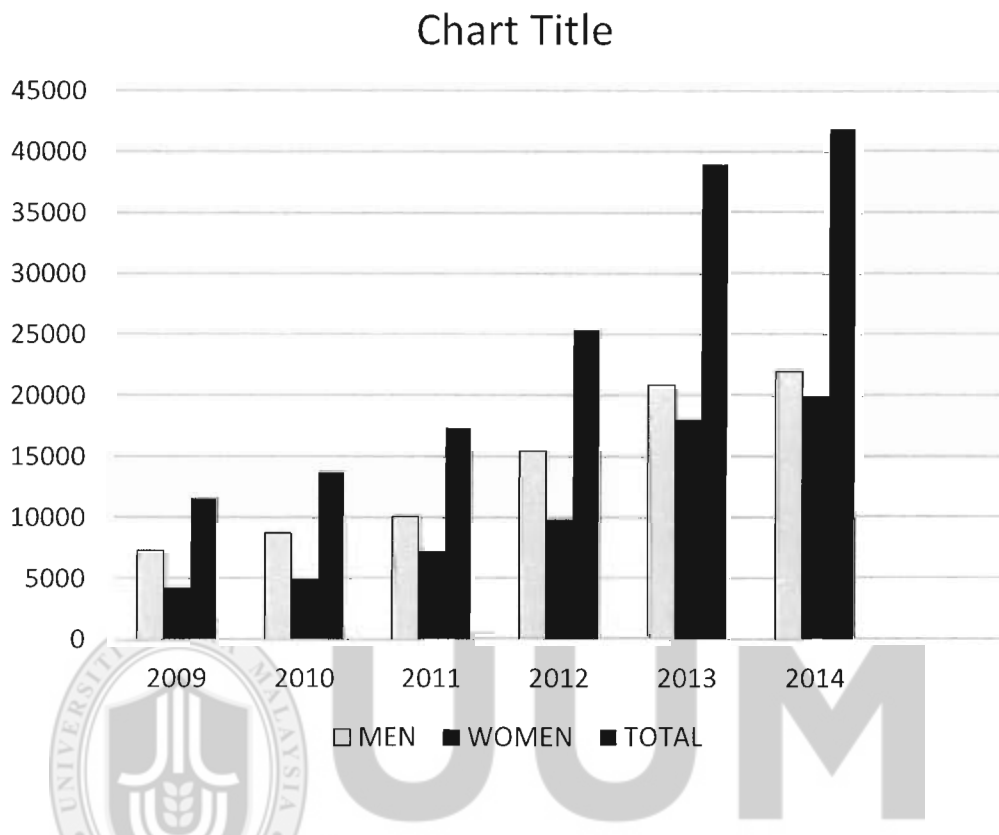


Figure 1.1

*Bar Chart of Entrepreneurial Training Program from 2009-2014 in FCT, Abuja, Nigeria.*

Source: National Bureau of statistic (2014).

In order to encourage the interest of entrepreneurship among youth in a country, the youths should embark on a gainful initiative, entrepreneurial education network through the interactive virtual development. This lead to a successful innovation, which can create a platform for entrepreneurial, youth to venture and engage in a business (Carvalho, 2013). However, researcher has come up with a research on whether entrepreneurial education can influence the general effectiveness and impact in entrepreneurial intention in youths (Von Graevenitz, Harhoff & Weber, 2010). Furthermore, so many colleges and

universities in Nigeria were established mainly to produce skill and qualified manpower for both private and government sectors to ensure self-reliance in order to achieve a sustainable economy growth (Ekpe & Mat, 2012). They further added that despite so many efforts put by the government; still many students that passed through these entrepreneurial education programs do not implement it into self-reliance because of lack of exposure and experience. This has shown that, for an individual to be self-reliant is related to intention.

According to Bird (1998), intention can be described as a state of mind of a person directing attention (e.g. action and experience) towards achieving specific goals and objects or “a path” where means are being achieved. Entrepreneurship intention (EI) was defined as an idea of being or starts up a proposed new business venture that will be implemented at a particular time and processed a view of execution (Davidson, 1995). Entrepreneurship is the process of undertaking business opportunities through riskier condition. It is the creation of something new by devoting valuable time and effort with financial and physical risk to get monetary rewards towards personal independence and satisfaction. The Entrepreneur is a person or innovator that uses the existing process to challenge the norms and combined the new resources and methods of commerce (Shah & Ali, 2011).

## **1.2 The Historical Background of the Nigerian Higher Education**

In the early 1940s, the establishment of universities and higher education institutions in Gold Coast (Ghana) and Nigeria was tabled by Elliot Commission. In 1945, the first

university was established in the southern Nigerian which was called university college of Ibadan, which was affiliated with Cambridge University London. At first, students from the university college of Ibadan were being awarded with a certificate with (COSC) Cambridge Overseas School Certificate as an external student from the London universities. As time goes on, there were issues arising on who to control, what should be taught in the university College, complaints arose from people demanding for the curriculum of education used in the university should reflect the social-cultural Nigeria background. However, in 1959 as a result of the above mentioned problems, the Nigerian government decided to set up a Commission to investigate into the matter and a need for higher education and post-secondary certificate. The outcome of the investigation served as a yield strict for the Nigerian education system. In 1962, the commission submitted their reports, and the government approved the commitment of four (4) universities in three regions; Northern, southern and western parts of Nigeria. In the western part there were two universities in Ibadan and Lagos respectively, one in Zaria the northern part which was "Ahmadu Bello University" while one from the eastern part which is University of Nigeria, Nsukka. These newly established universities were not in conjunction subjected to universities oversea; these universities were established to award students with degree based on the curriculum designed for Nigerians (Osinubi, 2003; Poplawski, 2009).

In Nigeria universities are being established either by state or federal governments which are being governed by senates and councils, categorized based on generations for their period of establishment. In the colonial era, the first generation of universities in Nigeria was established in Ibadan known as the University College of Ibadan, which has a branch

in university of London. In 1984, the Yaba Higher College in Lagos was also established as a result of the Elliot and the government commission which were set up to look at the need for a higher educational system in Nigeria. In 1948-1965, the second generation universities in Nigeria were established as a result of the commission. Since the commission was set up and came up with their result from the investigation, Universities were put in the concurrent list of the legislative where each region where warrant to establish their own universities. As at then, three universities were established namely, Ahmadu Bello University, Zaria (ABU), University of Nsukka (UN) and the Obafemi Awoluwo University, Ife (OAU). Twenty years after independence, the country had oil-boom and there was a need to establish more universities as a result of population growth. Seven more universities were added, four in the northern part of Nigeria, which are Bayero University Kano, University of Jos, University of Sokoto and University of Maiduguri. Two in the eastern part which are University of Calaber and University of Port Harcourt, while the last one was in the western part which was the University of Ilorin. (Poplawski, 2009; Arougundade, 2010).

### **1.3 Problem Statement**

There are rising concerns over the enticement state of young entrepreneur in Nigeria. The government and people of Nigerians are having substantial worries about the poor state which Nigeria entrepreneurship is in. One of the major challenges faced by the Nigeria education is the inability of the colleges and universities to prepare graduates and students to be entrepreneurs or to be self-reliant (Agbim, Oriarewo & Owocho, 2012). As a result of this, most students or graduates preferred to be employed by private or government sectors than to become self-employed or self-reliant. National Bureau of

Statistics (2014) has shown that the rates of unemployed people in Nigeria are students from universities and these students cannot be employed all by both sectors (private and government). So therefore, the Nigeria Federal Ministry of Education has to review the education curriculum of subject or courses which is being offered in the colleges and universities to see that student are been encourage and trained to be self-employed and self- reliant, if not it will create room for those student that are not able to gain employment to involve in criminal, religious and ethnic crisis which youths are used for (Akanbi, 2013).

Entrepreneurial activities have enhanced both social and economic development. The majority of the developing countries (Nigeria) depend solidly on the foreign nation such as the United States and others for their export and investments to boost its economy. (Griffith-Jones & Ocampo, 2009). Nigeria is set to be a vulnerable country if the government fails to encourage and provides incentives to youths to start-up a business. Past studies have shown few individual that have certain characteristics can venture and strived into setting up business enterprises (Akanbi, 2013; Agbim, Oriarewo & Owocho, 2012). But the reasons to why people established or what drive them into creating these new enterprises remain unanswered. The enthusiasm of the world today in which modifications keep on evolving is necessitated a rebirth of the events of entrepreneurship happening. Experience that established big firms which are no longer creating a net increase in the employment has drawn into considerations of encouraging new formations of business as it set to create new jobs. Thus, Opportunity becomes very important for people strive and set up their business that will make them self-employ (Owoseni, 2014). This will result in academic interest of entrepreneurship as an act of creating and making



new independent businesses. This follows a dire need to know the individual that stand a great chance of involving into entrepreneurship, but this has to go beyond wanting and inquiring to understand what makes individual start up new business ventures. Therefore, the study about entrepreneurial intentions is very necessary because it helps and offers a better means of explaining entrepreneurship.

Also, it is very critical to understand and focus on the factors which affect student's intentions to startup a business venture in the future. Henderson and Robertson (2000) added that working environment also create and motive individual, especially the graduates to have the intention of starting up their own business. Furthermore, to identify motivation and the perceived or actual barriers in the formatting of new businesses is very important. With the increasing number of students graduating from Nigeria colleges and universities without being employed have become a nightmare for the government to handle. Despites highest academic qualification of these students, but still unemployed. According to the new president of Nigeria Muhammad Buhari, when he was been interviewed by BBC (Hausa) on youth development and empowerment, where he estimated over two million graduates from Nigeria University and colleges are still unemployed eight months after their graduations. However, the numbers of start-up business are increasing, but it's not all graduates that have the opportunity to set up something. Thus, some effort has been made by both government and non-government bodies to increase and implementing programs and incentives that will benefit these students in setting their own business.

The idea for the establishment of the National Directorate of Employment (NDE) was conceived with special emphasis to create employment for Nigeria youths through self-reliance and entrepreneurship (Gana, 2005). However the trend of unemployment in Nigeria has persisted like a re-occurring disease thus, commanding National concern. Therefore, attempts to investigate the challenges and prospects as well as the impacts of entrepreneurial intention in reversing the trend of unemployment in Nigeria especially at this period of economic competition and globalization.

#### **1.4 Research Objective**

Specifically the objectives are as follows.

- To determine the significant relationship between entrepreneurship education and entrepreneurial intention among postgraduate students in Nigeria universities.
- To investigate the significant relationship between environmental factor and entrepreneurial intention among postgraduate students in Nigeria universities.
- To examine the significant relationship between societal entrepreneurship attitude and entrepreneurial intention among postgraduate students in Nigeria universities.

#### **1.5 Research Question**

This research intends to answer the following questions.

- What is the relationship between entrepreneurship education and entrepreneurial intention?
- What is the relationship between environment factor and entrepreneurial intention?

- What is the relationship between societal entrepreneurship attitude and entrepreneurial intention?

### **1.6 Significance of the Study**

Firstly, this study's finding will be significant not only to the government, but also to agencies who implements policies which is regards to the programs of entrepreneurial development within and outsides colleges and universities in Nigeria. Students' entrepreneurial intention will make it easier for policy makers to provide the necessary support needed from them. By studying deeply into what the entrepreneurial intention of students are, this will generate practical information for policy makers on how they could be of assistance and design some courses with having entrepreneurial content which will make the student's self-reliance in the future (Ooi, 2008).

Secondly, this finding will add to the body of knowledge of entrepreneurship. It will assist the government and non-government organizations to develop and come up with a program or method that will stimulate students in getting entrepreneurial intention during schooling and startup business after graduation. Non-government agencies such as infrastructure developers, banks, etc. can provide related facilities which can help these students in developing into entrepreneurs. They can be assisted through loans, financial incentives and business services in order to encourage these young entrepreneurs to practical conduct their activities systematically and effectively to make them self-reliance.

Thirdly, the study is highly significant in the way which it can boost the Nigeria economy, generate and provide employment opportunities. It will also serve as a key to

rapid and sustainable economic development. Low level of Job creation will not only result in economic problems, but also contribute to low aggregate demand and can also intensify the inclinations towards un-productivity and decline in entrepreneurship development. Entrepreneurship is gaining appreciation in Nigeria, as a result of people involvement in the practice of it and the federal government has also contributed seriously to the programs of entrepreneurship development in Nigeria. The practice of entrepreneurship has become the backbone of Job creation in Nigeria for youths. So therefore, this study will be so significant to the graduates in Nigeria who are almost losing it in life as if nothing good can come out from their world.

If the government want to ensure the creation of more ventures for these students, the will need to provide funds, supports (soft loans) and also removing all stumbling block in these students path. Additionally, the study will give an insight of counseling and guidance to the experts in the universities. Also provide awareness to higher institution to take note of those variables used in this study such as entrepreneurship education dimension and entrepreneurial factor which will help in counseling they students and build in them intention to start their businesses. Also this study can suggest to the various educational body on how to enhance the mind-set of the students in entrepreneurial activities through entrepreneurship education at the early stage.

Lastly, those parties involved in the training and skills institutions will find this study very benefit to them. This can make them streamline this course offering and add it to their learning curriculum that will create a stronger intention and increase the number of graduates who are into entrepreneurship in the country.

### **1.7 Scope of the Study**

This study was examined the level of entrepreneurial intention among postgraduate student in Nigeria Universities. This study will be limited to only the postgraduate students in Nigeria Universities which will include programs like Master of Business Administration (MBA), Master of Science (MSC) and Doctoral studies (both PhD and DBA). This research will be conducted with those students whose statuses are active during the studies.

Secondly, this study will be restricted to only Nigerian students in the universities to examine their skills and entrepreneurial intention of these postgraduate students on how it will reflect their academic activities.

### **1.8 Organization of Chapters**

This research paper contains five chapters, which can be outlined as follow:

Chapter one of this study presents introduction/background of the study, which is followed by the research problem. It will then explain the research questions and objectives, followed by the significance and scope of the study. This introductory chapter gives the threshold and basic information about this research.

Chapter two of this study will present the review of past literatures that are related to the concept of the study. Previous literatures on entrepreneurial intention as the dependent variables and entrepreneurship education, environment factor and societal entrepreneurship attitude as the independent variables will be reviewed and the

relationship among each variable. Also the underpinning theories used to explain the hypotheses.

Chapter three of the study will present the research methodology that was used in the study. It will further explain population and sampling method, the research design together with the method used in collecting the data and development of the instrument. The proposed framework of the study is drawn from the hypotheses of the study.

Chapter four of this study will present a method of data analysis, data screening and cleaning, finding and also the application of regression and correlation analysis of hypothesis testing results using SPSS software (version 20).

Chapter five of the study will summarize the finding conducted in chapter four (data analysis), the conclusion and recommendation with provision for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

This chapter will review various studies and demonstrate the relevant literature on entrepreneurship intention. It presents a strong theoretical background from the research questions which will be answered. This also aimed at reviewing the extent of their contributions, finding and relationship among the variables which will enhance the development of the research framework of the proposed hypothesis.

#### **2.1 Historical and Conceptual Development of Entrepreneurship**

Entrepreneurship as a concept was derived from a French word “*entreprendre*” by an Irish-French economist called Richard Cantillon, which means “to start something or to undertake” far back in 1732. Cantillon defined it in his book “Essay on the nature of commerce” from the perspective point of individual as the willingness and involvement of carrying out any financial risk in a new business venture (Minniti & Levesque, 2008). In 1800 Cantillon added that entrepreneur shifts out economic resources from an area with low productivity to an area of high productivity with great yield. Some economists, scholars and researchers like Knight (1921); Schumpeter (1934); Kirzner (1973); Gartner’s (1985) and Low and MacMillan (1988) are some of the prominent contributors to the concept and the understanding of entrepreneurship (Minniti & Levesque, 2008)

Knight (1921), was among the first contributors to the theory of entrepreneurship, where he stated that entrepreneurship is a situation that involves risk taking and uncertainty. This situation will then give the impression that an entrepreneur is an individual that

makes the decision, willing to take all the uncertainty risk and will be responsible for all the issues and matter related to the business. Nevertheless, Schumpeter (1934) also defined entrepreneurship concept to be continuous creation and innovation of new services and products which will substitute the existing ones in terms of efficiency and value. He also added from his own perspective that creativity is a process where a person comes up with something new as an end result of the mixture of new and existing innovation together (Ireland, Hitt & Sirmon, 2003). Besides, Kirzner (1977) pointed out the role of the entrepreneur as a person who take advantage of opportunities and create innovation. Gartner's (1985) also defined entrepreneurship as the development or emergence of new organizations. Gartner's definition was in line with Low and Macmillan (1988) that defined it as the creation of new enterprises. So therefore, from the above entrepreneurship can be said to be as an effort for an individual creates business opportunities and value that involved risk taking which performance implemented with mobilization skills and effective communication.

### **2.1.1 Entrepreneurship**

Entrepreneurship concepts, development and activities are highly essential (Singh, Fahmi & Riaz, 2011), because it is one of those driving factors that develop an economy by a way of wealth creation and job creation (Temtime, Chinyoka & Shunda, 2004). An entrepreneur has consequent a key number of concept such as entrepreneurial and entrepreneurship (Wickham, 2001). He stated that the concepts of entrepreneurship cover what the entrepreneur should do and while entrepreneurial defines how the entrepreneur should undertakes what he or she needs to do. The attitude puts towards entrepreneurship have a stronger predictor of entrepreneurial intention rather compared to subjective



norms and perceived control behaviour (Malebana, 2014). Past researches have pointed out that the approach towards entrepreneurship is being affected either intrinsic and extrinsic motivation or one of this motivational factors, example, earning and ownership which was mention by Douglas and Fitzsimmons, (2013), self-actualization, gain a comfortable earning and freedom by Fretschner and Weber, (2013) role, recognition and self-realization (Saeed, 2013). An individual can be affected when observing on the existing entrepreneurs. It can be either a negatively or positively affection, this can equally affect attitudes in the direction of entrepreneurship and entrepreneurial intention (Muofhe & du Toit, 2011).

## **2.2 Entrepreneurial Intention among Postgraduate Student**

Scholars have researched and used so many approaches to find the factors which could lead to an individual intention to start up his or her business such as personality traits which was mention by Akanbi, (2013) and Owoseni, (2014); Values, attitudes and beliefs by Gasse and Tremblay, (2011), demographic variables and perception of barriers such as gender, age which was said by Deh, assume and Agyemang, (2013) and student level of studies by Bhandari, (2013) which were analysed for their concepts, low explanatory capability and problematic methodologies by Karali, (2013). This was supported by Bates, Maechler, Barker and Walker (2013) as they stated that individual factors, situational factors, demographic variables and economic factors have a low average strength when predicting an entrepreneurial activity. They also pointed out from the entrepreneurship perspective, where they viewed intention as a very important element when establishing a business. Bates *et al.* (2013) added that an individual who has an opportunities to set up a business and have the capability to get involve into

entrepreneurship but also lack the entrepreneurial intention, might not like to involve into business or any risk of such nature. With this it is paramount to have entrepreneurial intentions which will encourage starting up a new business or entrepreneurship activities.

Entrepreneurial intention can be defined as a person willingness to involve in entrepreneurial activities, to be self-reliant and to perform entrepreneurial behavior (Dohse & Walter, 2010). It takes ambition, guts and inner courage for an individual to set up a new business. Ismail, Khalid, Othman, Jusoff, Rahman, Kassim and Zain (2009) stated that an individual may have potentiality to be an entrepreneur or possess certain qualities and furthers but lack the intention and also the conversion of entrepreneurial activities. Therefore, to investigate the individual's intention towards self-employed will offer a meaningful inspiration for researchers to apprehend and forecast entrepreneurial stages and entrepreneurship activities which can be successful in a way of setting out the important of entrepreneurial intention (Ismail, et al., 2009). Entrepreneurial intention was also defined to be the self-acknowledged belief of an individual mind which can give him or her opportunity of setting up a business with sincerity and dedicate a plan for it in a point in time (Thompson, 2009). He further added that entrepreneurial intention concept will be determined by the strength of the individual intention of setting up a new business venture.

Also, Lucky and Minai (2011) argued that the opportunity for an individual to become an entrepreneur can be influenced base on his attitude. This will result on the type of attitude an individual put towards his intention in business. This intention could be positive or negative, assuming an individual put a positive intention; it will help in guiding and

motivating the individual intention while if he or she decide to have negative intention, it will demoralized and discourage the individual. However, there is a continues debates on which theories that is comprehensive focuses on the study and attributes of intention. Rodrigues, Dinis, do Paco, Ferreira and Raposo (2012), stated psychological approach focuses on traits and some personality attributes as determinant factors in intention to be self-employed, these will include; goal orientation, risk taking, internal locus, high need of achievement etc.

Numerous studies in the past have aimed at examining the relationship or determining factors that lead to entrepreneur intention. For example, Samuel, Ernest and Awauh (2013), in their study “an assessment of entrepreneurship intention among Sunyani polytechnic marketing students”. From the studies, survey designed methodology was used to collect data which involves 136 students, which include both female and male which convenient sampling technique was used. From the studies, there was an indicated from the finding that the student where having high intention and interest towards becoming an entrepreneurs. Also, there was a study conducted by Linan, Rodriguez and Rueda (2011), “examining the factors which affect entrepreneurial intention” with 354 student used as sample size. The students targeted from that study where the final year students of economy and business department. The study was checking the entrepreneurial intention among the sample students using personal attitude, perceived social norms and feasibility. It was equally found in the study that encouraging entrepreneurial policy will not be enough to convince the student to start up a business but also need to increase the number of students seeking for such options with an ambitious entrepreneurial education initiative.

Similarly, in the study of Fitzsimmons and Douglas (2011), “entrepreneurial intention on the interaction of the desirability and feasibility. In this study, they used gender, age, education, experience, perceived feasibility and prior income to see whether there is a relationship with individual entrepreneurial intention among sample of 414 MBA students offering entrepreneurial course in China, India and Australia. The result of the finding found in the study shows that entrepreneurial intention was high and both the perceived desirability and perceived feasibility were also high. However, Diaz and Jimenez (2010) also conducted a study on “entrepreneurial intention and role of gender”. They came up with an argument that gender can play a major role in the determination of individual entrepreneurial intention base on the agreement of previous researchers. They also made an assumption that the theory of planned behavior (TPB), can determine the entrepreneurship intention through attitude of the individual. They forward added that men have more intention in forming a new business than being determined to do it in practices. From their result finding, it show that only 16% among the male students have the intention to start up a business compared to the female students who don’t have intention of starting up a business. This study have shown that gender have direct influence to entrepreneurial intention.

### **2.3 Models of Entrepreneurial Intention**

The two major entrepreneurial intention models widely used from 1982 up to date are Shapero (1982) entrepreneurial event (SEE) theory and the theory of planned behaviour (TPB) by Ajzen (1991). The Shapero’s entrepreneurial event (SEE) theory was derived from propensity to act, perceived feasibility and desirability which act upon opportunities while for the Ajzen theory of planned behaviour (TPB) it defined intention based on three

precursors which are subjective norms, perceived behavioural control (PBC) and attitudes towards the behaviours.

### **2.3.1 Shapero's Entrepreneurial Event (See) Theory**

Shapero and Sokol (1982), propounded the Entrepreneurial Event (SEE) theory where they stated that an individual intention to start up a business depend on the propensity to act on the opportunities and also from the perceptions of feasibility and desirability. Perceptions of feasibility and desirability are products of social environments and cultural that helps in determining the actions that will be subsequently taken and seriously considered into account. They forward explained that the perceptions of feasibility and desirability were to capture all possible opportunities. Wang, Lu & Millington, (2011), stated an increase in ensuing behaviour and entrepreneurial intention can result in the basic change of life (displacement). This basic change of life (displacement) can either be positive e.g. financial backing, great partner in business or negative structure e.g. misfortune of work or separation. The individual entrepreneurial intention to establish a new business and be self-employed is an entrepreneurial event that lies on the perceptions of feasibility and desirability of individuals'. This displacement in the (SEE) model theory can be called "trigger events".

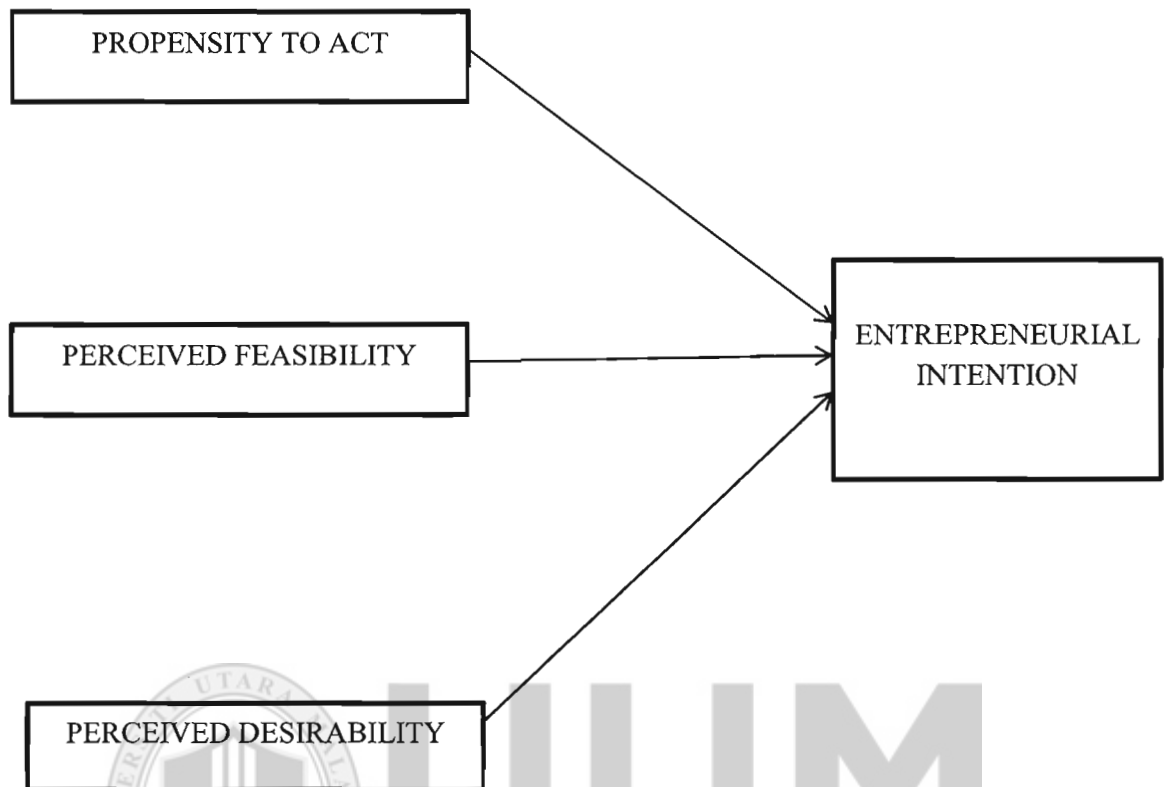


Figure 2.1

Shapero and Sokol (1982) 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.

### 2.3.1.1 Propensity to Act

The propensity to act is like an individual that has psychological traits which makes him a candidate to become an entrepreneur in the (trigger event) entrepreneur event model (summers, 2000). So many people have the believe that special personality is in entrepreneurs while traits is something that cannot be taught. The research made on psychological models has shown many significant of traits and what distinguished it from non-entrepreneurs and business owners. So many literatures have discussed entrepreneurial psychological traits which include: innovativeness (Ang & Hong, 2000;

Rauch & Frese 2007) propensity in risk-taking (Brockhaus, 1987; Luthje & Franke, 2003; Ang & Hong, 2000) control of internal locus (Brockhaus, 1987) independence (Ang & Hong, 2000).

#### **2.3.1.2 Perceived Feasibility**

The perceived feasibility can be said to be when an individual starts to have the belief in himself or herself in having the personally capable to start up a business (Krueger, 2000). Shapero and Sokol (1982) stated that individual perceived feasibility is also associated with the observation of available resources which an individual can use such as financial backings, knowledge and partners. McMullen and Shepherd (2006) added that perceived feasibility is the ability or belief of seeking an entrepreneurial knowledge. The perceived feasibility in SEE model is similarly with self-efficacy in the TPB model and it is also used in the examined model when conducting an entrepreneurial intention. Thus, it is considered that the students' attitude of becoming self-employed might be absolutely precious by the participation in the individual entrepreneurship education. On the other hand, the non-existence of perceived feasibility i.e. the belief for an individual to be self-employed and as well as to gain the capacity of important assets might not be formed. Individual Participation in entrepreneurship training can influence the student's perceived feasibility; therefore, self-employment intention will not be structured out without the student's having desire of becoming an entrepreneur.

#### **2.3.1.3 Perceived Desirability**

The perceived desirability was described in the SEE model to be the prospects of an individual to start up a business which will be attractive; in essence, this should also

reflect an individual affection in entrepreneurship (Krueger, 2000). Also Shapero and Sokol (1982) in the SEE model stated that individuals' values, attitude and feelings are importance in an individual own social environment such as (families, peers, professional and educational influence) will result as an influence of perceived desirability in the individual self-employment. Moreover, an individual needs to understand the entrepreneur performance as desirable before he or she can likely intend to be frame self-employed. Mitchell, Busenitz, Lant, McDougall and Morse (2002) stated that perceived desirability is attitudinal judgment which means an emotional reaction and this judgment can be utilized by entrepreneurs through settling on an individual decision on whether to act upon or vice versa. This will accompanies the objective of entrepreneurial intention to create a positive mind towards entrepreneurship among students.

Furthermore, Shapero and Sokol (1982) stated that both perceived feasibility and desirability are products of cultural and social environments, which impacts can come from education, social support, cultural values, family and availability of financial resources. The above mentioned impacts have been studied in many previous researches i.e. White, *et al.* (2007) and Blanchflower, *et al.* (2007), e.g. the impact which family background have in business. The studies have showed that children whose parent are self-employed and have family business background use to have higher intention or probability of becoming entrepreneurs. At the same, financial status of the family can also be an impact for the child to become entrepreneurship, their parents can provide or assist them more with financial resources and the necessary social support for their children to start up their own type of business. A child who is born in a rich family will have lesser pressure to look for a job and will tend to take more risk in business.



Therefore, the above mentioned factors can have indirect or direct impact on an individual entrepreneurial intention through perceived feasibility and desirability.

#### **2.4 Ajzen Theory of Planned Behaviour**

Intention is said to be the best forecaster of behaviour, thus it can envisage the process of an individual venture creation (Krueger, Reilly, & Carsrud, 2000). Creation of venture will not likely take place if an individuals' is not having intention (Owoseni & Akambi, 2010). The Ajzen theory of planned behaviour (TPB) centrally focuses on the individual's intention on how the individual can perform in a given behaviour (Ajzen, 1991). The Ajzen theory of planned behaviour (TPB) is one of the most conceptual framework popular used in the study of human behaviour especially in the area of individual intention involving in so many activities (Karali, 2013). The theory has been used by many authors and researchers to explain the intention of individual to become an entrepreneur (Ekpe & Mat, 2012; Engle, Dimitriadi, Gavidia, Schlaegel, Delanoe, Alvarado & Wolff, 2010). Therefore, the Ajzen Theory of planned behaviour (TPB) can be said to be the behavioural intentions which is structured in an individual mind, particular in an individual's subjective norms and behaviour (i.e. peer, role models and encouragement from the family). Both the attitudes and subjective norms are affected by assessment, belief and motivation which are structure in an individual environment. The theory accepted that for a maximum human behaviour it must results as one's goal to be able to implement the capacity and behaviour in making choices and settling cognizant decision (Ajzen, 1991).

Ajzen’s theory of planned behaviour describes three factors as the antecedents of intention which are as follows, the individuals attitude towards behaviour (would I like to do it), the subjective norms (do other individual like me to do it) and finally the perceived behavioural control (do an individual perceive the capability and asset of doing it). Thus, these factors can influence the behaviour and entrepreneurial intention of people.

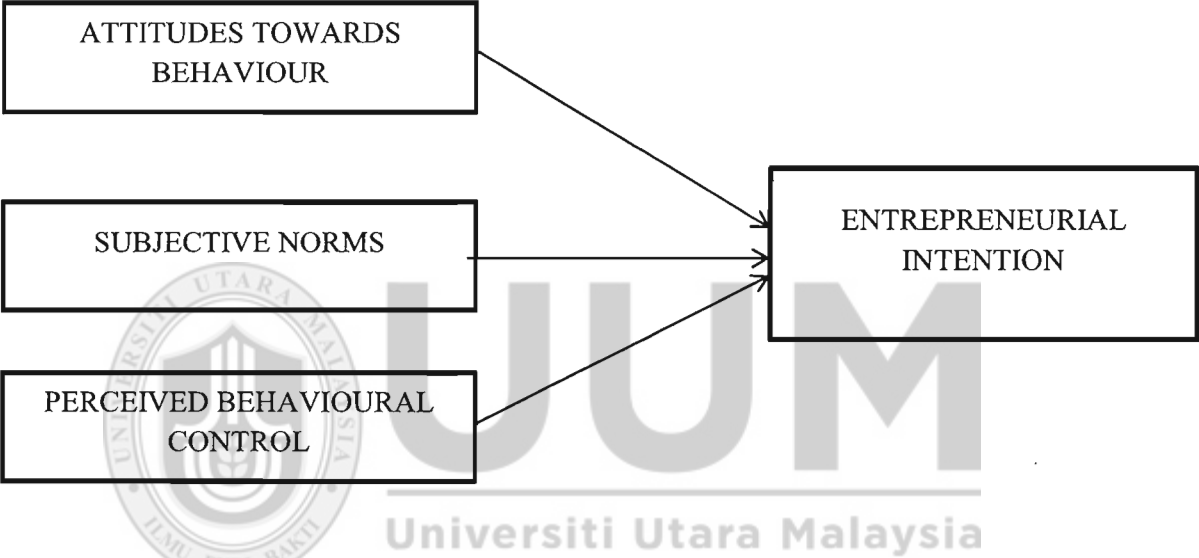


Figure 2.2  
*Theory of Planned Behaviour.* (Ajzen, 1991)  
Source: Ajzen, I. (1991) *Theory of planned Behaviour.* *Organizational Behaviour and Human Decision Processes*, 50, 179–211.

**2.4.1 Attitudes towards Behavior**

Attitude can be said to be the degree to which an individual perceived the attractiveness of behaviour (Bakotic & Kruzic, 2010). Attitudes toward behaviours can be defined to be an individual respond of appraisal, acceptance or rejection on behaviours. It can also be said to be as the extent where individual have a desirable or undesirable evaluation to a special behaviour. In this study, attitude will be view on entrepreneurship bases, where

individual attitudes respond will be measured either in a positively or negatively way. The individual entrepreneurial attitude can also be said to be the extent an individual positively start a new business (Linan, Rodrigues-Cohard & Rueda-Cantuche, 2011).

Moreover, studies done in the Kaunas University of Technology Lithuania, in the entrepreneurial intention among students found out that the individual attitude towards entrepreneurship is said to be one of the personality traits (Remeikiene, Startiene & Dumciuviene, 2013). Also, in another study, attitude towards entrepreneurship can be affected either intrinsic and extrinsic motivation or one out of the two motivational factors such as earning and ownership (Douglas & Fitzsimmons, 2013), comfortable earning and self-actualization (Fretschner & Weber, 2013). Attitudes is said to have a very strong significant relationship with individual entrepreneurial intention which were found in so many studies like Kuttim, Kallastea, Venesaara, and Kiis, (2014); Mahmoud and Muharam, (2014); Malebana, (2014); Linan et al., (2013); Otuya, Kibas, Gichira, and Martin, (2013); Zampetakis, Anagnosti, and Rozakis, (2013); Angriawan, Connors, Furdek, and Ruth, (2012); Linan, Rodriguez-Cohard, and Rueda-Cantuche, (2011); Mueller, (2011); Linan and Chen, (2009).

#### **2.4.2 Subjective Norms**

Subjective norm will be said to be the perceived social pressure an individual conduct in a specific behaviour (Ajzen, 1991). According to Linan and Chen (2009) defined subjective norm as the perception of reference people like family, friends or colleagues which can support an individual decision to become an entrepreneurial. Krueger (2000) also added that subjective norms have some important social influences to behaviour,

these social influence are friends, family, important person such as mentor, role model which must be empirically acknowledged. Subjective norms reflect the influence, approval and force of an individual which are important for creating a business (Linan *et al.*, 2013).

However, Peng (2012) have found in his study that there is a significant influence of subjective norms among University students, how self-efficacy and entrepreneurial attitudes factors have a significant relationship in an individual entrepreneurial intention. Also a study conducted by Marques *et al.* (2012) effects of entrepreneurship education towards entrepreneurial intention, found that there is a positive relationship between subjective norms and entrepreneurial intention. It have been found in many studies that subjective norms are significant on entrepreneurial intention such as Mahmoud and Muharam, (2014); Malebana (2014); Angriawan *et al.*, (2012); Kautonen Marco, and Erno, (2012); Sahindis Giovanis, and Sdrolas, (2012).

#### **2.4.3 Perceived Behavioral Control**

Perceived behavioural control shows the perceived ease or difficulty of an executing behaviour which is believed can reflect the past experience and with anticipation of impediments and obstacles in performing a specific behaviour (Ajzen, 1991). He further added that there are some factors both internal and external that can encourage and discourage an individual in is action such as watching friends or previous own or resources availability or close people experiences and others. Kolvereid (1996) defined perceived behavioural control (PBC) as the perceived ability for an individual to become an entrepreneur. It was further explained as the perceived ease or difficulty for an

individual to become a confident and successful entrepreneur. Also perceived behavioural control (PBC) was defined as measuring the individual ken of either ease or hardship of establishing a business (Linan, Nabi & Krueger, 2013). They added in other study conducted a cross cultural study which involved two countries (Spain and Britain) which shows a significant correlation between perceived behavioural control (PBC) and entrepreneurial intention in the countries.

However, a study conducted by walker (2013) the global entrepreneurship monitor, which he used the conceptual model of theory of planned behaviour (TPB) which indicated that there is a significant relationship between perceived behavioural control (PBC) and entrepreneurial intention. Moriano, Gorgievski, Laguna, Stephan and Zarafshani (2011) founded in their study that perceived behavioural control (PBC) has positive relation with entrepreneurial intention in six nations involved in that study, nations such as India, Iran, Germany, Poland, Spain and Netherland, “the cross cultural study of observing the function of culture on entrepreneurial intention. Many studies conducted by researchers have proven that perceived behavioural control (PBC) is a very important predictor of an entrepreneurial intention such as Mahmoud and Muharam, (2014); Malebana (2014); Yurtkuru, Kuscü and Doganay, (2014); Ekpe and Mat, (2013); Otuya *et al.*, (2013); Lee, Lim, Lim Li and Ng, (2012); Ogundipe, Kosile, Olaleye, and Ogundipe, (2012); Kolvereid, and Stephan, (2011); Linan *et al.*, (2011); Paco, Ferreira, Raposo, Rodrigues and Dinis, (2011).

## **2.5 Entrepreneurship Education**

Entrepreneurship education can be said to be the key that leads to national development. This is because it leads to the unlocks of the economic potentials in the people; equips individuals, empowers the society and value of the national economy, which provides the basis which is needed for the transformation and enables economic development. It is an important tool for the sustainability and job creation (Aluwong, 2010). Entrepreneurship education was defined as a part in the educational system which involves skills acquisition, management abilities and ideas that necessitate the intention of people (Maina, 2014). This perception draws consideration to the importance of developing the capabilities and social supports that will enable the individuals living in high poverty to pursue entrepreneurship as the valued choice rather than inevitability in the absence of substitute earning opportunities (Gries & Naudé, 2011).

In addition, it is also refers to the development of skills and knowledge either “for the purpose” or “about” entrepreneurship generally, like the familiar education system at primary, secondary and tertiary education institutions (Global Entrepreneurship Monitor, 2010). It was also defined as the training an individual’s received in regards to entrepreneurship; it can be knowledge or skills which an individual possesses over some period of time and in a given field (Ekpe & Mart 2012). It was further defined as the programs which student undergoes in order to provide them with the basic information and skills concerning their future career as an entrepreneur (Ekpoh & Edet, 2011; Ooi, Selvarajah & Meyer, 2011). Ediabonya, (2013) view Entrepreneurship education as a kind of training which assist the participants in building their entrepreneurial qualities by

backing them up with some service which can lead them to successfully starting up a new ventures.

However, Entrepreneurship education have gone beyond aiding an individual on how to run or start a venture but inspiring creativity, advancing and critical thinking on becoming self-worth and accountability (Fatoki, 2014). The universities graduated students who undergo the training of engaging in business might choose to be entrepreneurs in further because it was built in them and can lead to having the intention (Zaharah, Nor & Fakhrul, 2013). Heinonen (2007) added that the main purpose of Entrepreneurship education can be classified into three categories such as; a person can learn for the objective of behaving or acting as an entrepreneur, can also learning for the purpose of becoming an entrepreneur and lastly a person can learn for the purpose of entrepreneurship knowledge. With all these definition of Entrepreneurship education, researchers have believe that it the best form of education which can motive students in pursuing a venture in future (Matlay, 2008). To this note, acquiring the knowledge of entrepreneurship will be important to entrepreneurial activities when an individual have the intention.

### **2.5.1 Entrepreneurship Education and Entrepreneurial Intention**

Studies have shown that there are significant relationships between Entrepreneurship education and entrepreneurial intention. According to Dohse and Walter (2010) argued that students with entrepreneurial knowledge (education) have a high positive relationship with the entrepreneurial intention to start a business than those students who don't have the knowledge. They added by providing three reasons which entrepreneurial

knowledge became a background for entrepreneurial intention. Firstly, students that attend entrepreneurial classes, generate ideas and learn techniques on how to set up is own venture, (e.g. Technique Innovative) and to be able to analyzed whether those ideas are worthwhile (e.g. Analyses of business). Second reason is that, all the number of courses ponders the level of departments' reflecting the self-reliance as a certified career choice. Last, entrepreneurship education suggests ways to improve a student's business ideas and how to make opportunities from it than others. Besides, there is a positive significant difference in intention among those student that took the course and those who did not undergo the entrepreneurship education program (Zain, Akram & Ghani, 2010; Palmer & Gonzalez, 2009). From the study of Zwan, Zurrhout and Hessels (2013) stated that there is an existing positive relation between entrepreneurship learning and individual intention.

More recently, Lacobucci & Micozzi (2012) scholars have shown in their studies on the role which entrepreneurship education play in encouraging the entrepreneurial intention among student. This means, that those students who offered entrepreneurship courses or programs are having higher probability of being self-employed after graduation than those who did not undergo the program (Packham, Jones, Miller, Pickernell & Thomas, 2010). In a similar study which was conducted by Farashah (2013) in Iran, where he collected data from 601 Iranian students, those that participated in four entrepreneurship education training. From the study, it show that entrepreneurship education has a relatively significant with entrepreneurial intention to start a venture with P value is 0.015. Conversely, some studies have highlighted that entrepreneurship education is a



preventive factor in signifying entrepreneurial intention among university students (Göksel & Aydintan, 2011; Hill, 2011).

## **2.6 Environmental Factors**

Environmental factors are those components outside an organization which will have impact on the organization either negatively or positively (Frederick, Kuratko & Hodgetts, 2006). Baldacchino and Dana (2006) called environmental factor as “external components” or “external factors” which play an important role in the creation of a business organization. They added that environmental factor has positive influence on people and organizations since those factors have provided a flourishing environment. It was also defined as the influence and support acquired outside an organization which can be referred to as the environment influence or environment support (Fini, Grimaldi, and Sobrero, 2009). Fini, et al. (2009) in their study will operationalize environmental factors as environmental influence and environmental support which will be capable to influence the entrepreneurial intention among postgraduate students in universities. According to Lucky, Hamzah and Minai (2013) confirmed that the studies of entrepreneurship without referencing to environment will be considered as incomplete and insufficient. The environmental factors can be divided into two Environmental supports and Environmental influences.

### **2.6.1 Environmental Support**

Environmental supports in business plays an important role in influencing an individual entrepreneurial activity. Which scholars have associated Environmental supports with the role government play in supporting entrepreneurship. These roles that government plays can

comes in terms of programs and policies such as externalities, infrastructures and funding (Fini et al, 2009). They forward added that universities environment is also recognized as an important mechanism which influences entrepreneurial intention. Esuh and Najafi (2014) stated that Environmental supports can be ways in which government support entrepreneurs in terms of motivating and encouraging people to become entrepreneurs, these supports can be in a form of government patronizing these entrepreneurs products or services, tax holiday and grant. Many scholars have identified that resources can make an environment more supportive to entrepreneurial activities as tangible and intangible (Beck, Demirgüç-Kunt, & Maksimovic, 2005). These resources identified are training, plan competition and business idea as (intangible) and financial support and soft loans as (tangible), the most important part is the physical structure support within the environment.

#### **2.6.2 Environmental Influences**

Environmental influences can be said to be the characteristics and nature of the environment in terms of competitive changes and nature that are normally the circumstances in a business venture (Fini, Grimaldi, Marzocchi, & Sobrero, 2009). They added an assumption that, the more an environmental dynamism the more the need for innovation that will meet the demand in the changing environment. The further argued that organization which operate in different markets tend to have greater experience in dealing with competitors and customers as they have more ideas as a result in their diversity nature of markets operation. The greater diversity in an organization's marketing operation the more innovation in terms of entrepreneurial activities. Miller and Friesen (1983) added that perception of different structures and understanding, programs and policies,

administrative and personnel differences displayed are combinations of results that will educate, guide and motivate individual in considering and emerging new ideas.

### **2.6.3 Environmental Factor and Entrepreneurial Intention**

Studies have shown that there are significant relationships between environmental factors and entrepreneurial intention (Esuh and Najafi, 2014; Uddin & Bose, 2012). The universities should play a key role in determining students' entrepreneurial intention by providing to them facilitating environment that will aid their intention toward becoming an entrepreneurs (Abdullah, Hamali, Deen, Saban, & Abdulrahman, 2009 and Lucky & Minai, 2011). They further added that, the environmental factors contribute highly for a student to have an effective entrepreneurial intention and may lack the entrepreneurial intention when he or she doesn't have an enabling environment support. This is a major challenge face by students in the institution towards building their entrepreneurial intention.

In addition, Abdullahi, Hamali, Deen, Saban and Abdulrahman (2009) stated that the environmental factors has a positive role it plays in influencing entrepreneurial activities and the impact of the development of firms in the society. Similarly, Uddin and Bose (2012) in their study found a very strong correlation between environmental factors and entrepreneurial intention. They also added that the existing relationship between environmental factors and entrepreneurial intention is worth studying. Environmental factor plays an important role when determining the possibility of an individual to become an entrepreneur (Lucky & Minai, 2011). They continued their argument that an enabling environment can assist people to think of having intention for entrepreneur.

## 2.7 Societal Entrepreneurship Attitude

Researchers have view entrepreneurship attitude from two main approaches. Ajzen and Fishbein (1977) view the first approach of entrepreneurship attitude as an individual thoughts, conations and feeling toward entrepreneurship. Therefore, entrepreneurial intention will be a function of attitude toward benefit, favorability and value of entrepreneurship while Robinson, Stimpson, Huefner, and Hunt (1991) view the second approach of entrepreneurship attitude as a multi- dimension concept which has four personality factors such as need for achievement, perceptions of influence, control on business creation and innovation and self-esteem. Entrepreneurship attitude is been analyzed as social welfare attitudes, it is refers to as attitude which will target social welfare such as people's responsibility for their well-being and income, society's responsibility, customer relationship and social services or other social welfare objective (Linan & Chen, 2009). They added that the effect of societal attitude and perceived behavioral control on entrepreneurial intention will differs by nation.

In addition, entrepreneurship attitude covers three aspects such as, cognition (belief and thoughts), conation (behavior and action) and affection (emotion and feeling). The combination of these three dimensions of entrepreneurship attitude (cognition, conation and affection) persuades an individual intention to become an entrepreneur (Pihie & Bagheri, 2011). Entrepreneurship attitude is considered to have different factors, these factors are competition (Rivalry), change, earning money (Schwarz et al, 2009), attitude towards inner control, intuition, creativity, leadership and self-efficacy (Athayde, 2009). Other researchers include inner independency (Norasmah et al, 2008) and

differentiability and self-effectiveness (Florin et al, 2007) as factors of entrepreneurship attitude.

### **2.7.1 Societal Entrepreneurship Attitude and Entrepreneurial Intention**

Studies have shown that there are significant relationships between societal entrepreneurship attitude and entrepreneurial intention. According to Schumpeter (1934) and Kirzner (1985), that there is a direct relationship between attitudes and entrepreneurship activities. Thus, on a societal level, there is a link between culture and entrepreneurial activity which can construct a mind set for an individual to become an entrepreneur. Sajjad, Imran, Haroon, Dad, and Munir (2010), stated that culture can influence entrepreneurial intention and have impact on it towards perceived desirability and perceived feasibility in their study titled impact of culture on entrepreneurial intention. Besides, Mariano, Gorgievski, Laguna, Stephen and Zarafshani (2011) in their study on cross-cultural approach, that there is a relationship between attitude which effect culture universal and perceived behavioral control over entrepreneurial intention. Ali, Yilmaz, and Afzal (2010) that culture vary in terms of subjective norms and attitudes, which have relationship with entrepreneurial intention. They also added that culture adversely has influence entrepreneurial intention growth. Finally, Rantanen and Toikko (2013) on entrepreneurial intention, societal entrepreneurship attitude and social values among youths in Finland which shows how youths in Finnish state understand entrepreneurship. They saw it form a point of view as a sensible career option and it have a fairly positive that has a slight relationship with social values.

## 2.8 Research Framework

The research framework indicates the study conception that highlighted the relationship between dependent and independent variables. The present study framework is as a result of review of past relevant literatures by scholars, thus choosing these variables from those literatures. This study dependent variable is entrepreneurial intention which is the main aim of the study while entrepreneurship education, environmental factors and societal entrepreneurship attitude are the independent variables. This study will examine whether these independent variables can influence students' entrepreneurial intention to become an entrepreneurs. Though, these independent variables were tested in different studies differently, to see if they will have relationship with (entrepreneurial intention) the dependent variable. Entrepreneurship education (Ooi, Selvarajah & Meyer, 2011) environmental factors (Esuh & Najafi, 2014) and societal entrepreneurship attitude (Linan & Chen, 2009) was used to test for entrepreneurial intention.

Therefore, below is figure 2.3 that show the proposed framework of this study.

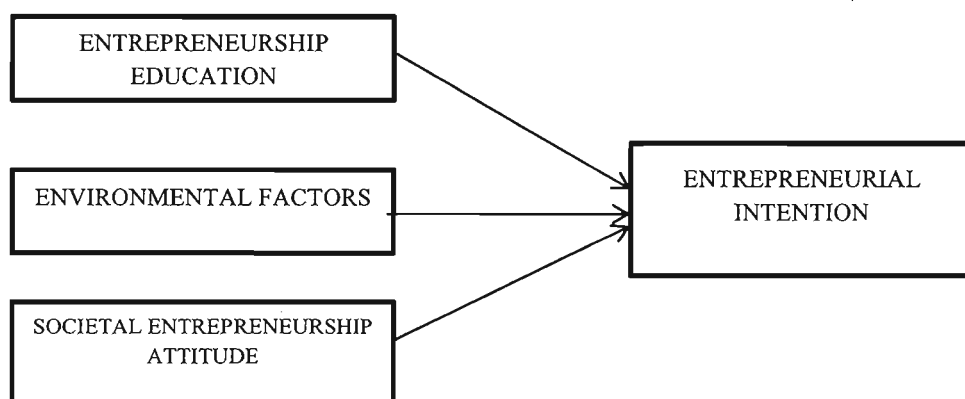


Figure 2.3  
*Research Framework*

## 2.9 Hypothesis Development

Empirical studies have shown the impact of entrepreneurship education on students' intention to become entrepreneur. Examples of studies that have found that the students' entrepreneurship education has a positive influence on entrepreneurial intention are (Dohse & Walter, 2010; Zain, Akram & Ghani, 2010; Palmer & Gonzalez, 2009; Zwan, Zurrhout & Hessels, 2013; Lacobucci & Micozzi, 2012; Packham, Jones, Miller, Pickernell & Thomas, 2010; Göksel & Aydintan, 2011; Hill, 2011; Farashah, 2013). However, studies have shown that there is also a positive effect of environmental factors on individual entrepreneurial intention towards setting up a business (Abdullah, Hamali, Deen, Saban, & Abdulrahman, 2009; Lucky & Minai, 2011; Uddin & Bose, 2012; Lucky, Hamzah & Minai, 2013). Finally, societal entrepreneurship attitude also proving to have a positive impact on student's entrepreneurial intention towards starting a business (Schumpeter, 1934; Kirzner, 1985; Sajjad, Imran, Haroon, Dad, & Munir, 2010; Mariano, Gorgievski, Laguna, Stephen & Zarafshani, 2011; Ali, Yilmaz, & Afzal, 2010; Rantanen & Toikko, 2013).

**H1:** There is a significant relationship between entrepreneurship education and entrepreneurial intention.

**H2:** There is a significant relationship between environmental factors and entrepreneurial intention.

**H3:** There is a significant relationship between societal entrepreneurship attitude and entrepreneurial intention.

## **2.10 Chapter Conclusion**

This chapter has reviewed studies from the past which are important to this study. The review has put more stress on the relationships between entrepreneurship education, environmental factors, societal entrepreneurship attitude and entrepreneurial intention. The researcher adopted models and definitions from past studies, proposed a research framework and developed the hypotheses.



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## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter will discuss how the research will be conducted. It will also explain the details of the procedure for data collection and the method that will be used for analyzing the data. This includes the research design that will be used to source information about the population, the sampling techniques (frame and size), the research instrument and the method for data analysis plus the pilot study.

#### **3.2 Research Design**

Research design is a method and procedures whereby the researcher will be expected to conduct the process of data analysis and collection (Neil, 2009). It is also referred to as the procedures of analysis and collection, pinning down and master plan of techniques of required information (Bhatti & sundram, 2015). They added that it ensures the findings of the research are generalizable, accurate and applicable. An effective and comprehensive research design also helps a researcher to save cost, resources and time when research is in progress. According to (Bhatti & sundram, 2015; Sekaran, 2003; Zikmund, 2000) they categorized business research into three; these include descriptive, explanatory and exploratory. The descriptive type is a research been conducted in a situation where the researcher has no comprehensive knowledge about the issue which is being studied (Sekeran, 2010). He further explain that explanatory research is the type that is being carried out to provide more details or explanations on the studies while Zikmund (2000) refer exploratory type of research is employed to gather information about a specific issue or problem at hand.

This study will be based on explanatory quantitative research that sought to explain entrepreneurship education, environmental factors, societal entrepreneurship attitude and how it can lead to entrepreneurial intention among postgraduate student in Nigerian. Therefore, it will offer more explanations on the three hypotheses developed, relationships and their demonstrated significant level. Quantitative research can be referred to as the systematic and objective process where the findings are derived from the numerical data (Charoenruk, 2012). He further added that, qualitative approach is subject to guide an investigation of certain ideas, intuition or perspectives while a quantitative study is deductive from an existing knowledge by developing the proposed outcomes of the study and hypothesis. Also, this study employed survey method of administering of questionnaires through a research assistant and it was distributed to students as (the respondents) because of financial and time constraints.

Administering of questionnaires is quicker and cheaper than other methods because each questionnaire can be coded systematically and the data can be easily obtained by the researcher (Maizura, 2009). Sekaran and Bougie (2010) added that questionnaires are useful method of data collection, particularly if the study respondents are having large number in different geographical locations to be reached. Therefore, this study distributes questionnaires at randomly selected respondents (students) in three Nigeria universities to answer and collect back the questionnaires. The study collected data once as it is being done in a cross-section research.

### **3.3 Population of the Study**

Population of the study can be referred to as the total or aggregate of people, event or things that interest the researcher to look into (Sekaran and Bougie, 2010). Therefore, this study population will be represented by all the active postgraduate students in the three public universities which will include both part time and full time students. This study will concentrate on three public universities, one from the northern part of Nigeria which is Ahmadu Bello University; Zaria in Kaduna state, the other one is from the eastern part which is University of Nigeria, Nsukka in Enugu State while the last one will come from the western part which is Obafemi Awoluwo University, Ife (OAU) Ile-Ife, Osun State. All the three universities were selected for this population because they are all first generation public universities in Nigerian, with the highest enrollment of students and have the same curriculum. The postgraduate students are the research's target population with programs that include Master of Business Administration (MBA), Master of Science (M.Sc.), PhD and DBA. Therefore, this study targeted population is 254 active postgraduate students at these three universities.

### **3.4 Unit of Analysis**

Unit of analysis is defined as a key entity and element that was being used when the data of the study was being collected (Pearson, 1983). This study is investing in what makes students' intention to become an entrepreneur. Therefore, this study unit of analysis will be the individual students. This individual student must be a postgraduate student from the three mention universities above.

### **3.5 Data Collection Procedures**

This study will use both primary and secondary data collection procedures, where the primary sources of data collection were mentioned earlier as convenience sampling technique will be applied, where data will be collected through administering of questionnaires to the respondents (the postgraduate students). Zikmund et al. (2012) stated that the procedures or ways which a researcher can get data from respondents include questionnaires, post, online, email, etc. Besides, this study adopted this technique because it is the appropriate one and respondents will give back the questionnaire in a short period of time without wasting it (Sekaran, & Bougie, 2010; Zikmund, Babin, Carr, & Griffin, 2010; Sauders, Lewis, & Thornhill, 2009).

### **3.6 Sampling Technique and Sampling Size**

Convenience sampling technique is used in a study where it has a small sampling frame (Samuel, Ernest & Awauh, 2013). According to Spector (2008) convenience sampling technique is applied where the researcher can be able to get respond from the respondents that are willing to cooperate with him in the study. This study will be using a convenience sampling technique to select the respondents among the postgraduate students of the three universities who are ready to cooperate with the researcher when the questionnaires are administered.

The set of respondents or an individual selected out of a big sample for the purpose of survey is called a sample (Salant & Dillman, 1994). This study used a population size of in 750 students; the sample size can be determined by using the table of Krejcie and

Morgan (1970) to arrive at 254. Therefore, the study population is 750; the sample size is 254 which will be shown in Appendix A.

### **3.7 Instrumentation**

This study used a quantitative procedure in data collection. As a result of that, all data were developed from the questionnaire that was distributed to the participants which where the (respondent) postgraduate students. The questions used in this study were adopted from some previous studies as a measurement of the variables. This study adopted entrepreneurship intentions' measurement from (Turker & Selcuk, 2009; Linan & Chen, 2009), entrepreneurship education (Keat, Selvarajah, & Meyer, 2011; Gurbuz & Aykol, 2008; Chang & Lim, 2005), environmental factors (Fini, Grimaldi, Marzocchi, & Sobrero, 2009; Liñán, 2008), societal entrepreneurship attitude (Mariano, Gorgievski, Laguna, Stephen & Zarafshani, 2011; Ali, Yilmaz, & Afzal, 2010; Rantanen & Toikko, 2013).

### **3.8 Questionnaire Design**

According to Zikmund et al., (2010), a questionnaire is designed in a way that each respondent can easily understand and provide answers for it based on his perceptions. All the questions in this study questionnaire were adapted from the past studies as stated in the previous section. However, some questions where restated in order to make it clear and easy for the understanding of the respondents'. Furthermore, there were two sections (A and B) provided in the questionnaire. Section "A" of the questionnaire contain information about the demography while section "B" contains questions regarding the three independent variables used (entrepreneurship education, environmental factors,

societal entrepreneurship attitude) and the dependent variable (entrepreneurial intention). This study adopted a 5-point Likert scales which ranges from (1) strongly disagree (2) disagree (3) neutral (4) agree and (5) strongly agree.

### **3.9 Measurement of Variables**

This study has four variables to be measured as seen in the previous chapter (research framework). These variables to be measured are entrepreneurship education, environmental factors, societal entrepreneurship attitude and entrepreneurial intention.

#### **3.9.1 Entrepreneurship Education**

The study adopted five questions from the studies of (Keat, Selvarajah, & Meyer, 2011; Gurbuz & Aykol, 2008; Chang & Lim, 2005) sample to measure entrepreneurship education. Example of the questions are as follows; (1) “My University course prepares people well for an entrepreneurial career” (2) “More entrepreneurial and business educational programs would help students to start businesses” (3) “A creative university environment inspires me to develop ideas for new business” (4) “I wanted to contribute something useful to society (create employment etc.)” (5) “Entrepreneurial courses should be made compulsory in order to stimulate the entrepreneurial spirit”.

#### **3.9.2 Environmental Factors**

Environmental factors were measured by adopting a scale from (Fini, Grimaldi, Marzocchi, & Sobrero, 2009; Liñán, 2008) and the samples to be measured are as follows; (1) “I am supported by the government to engage in business activities” (2) “The environment encourages me to become an entrepreneur” (3) “My present environment is

considered conducive” (4) “My present environment is considered supportive” (5) “My environment often provides me with adequate training on business activities”.

### **3.9.3 Societal Entrepreneurship Attitude**

The measurement of societal entrepreneurship attitude was adopted from the studies of (Mariano, Gorgievski, Laguna, Stephen & Zarafshani, 2011; Ali, Yilmaz, & Afzal, 2010; Rantanen & Toikko, 2013) and the sample to be measured are as follow; (1) “Being an entrepreneur implies more advantages than disadvantages to me.” (2) “A career as entrepreneur is attractive for me” (3) “If I had the opportunity and resources, I’d like to start a firm” (4) “Being an entrepreneur would entail great satisfactions for me” (5) “Among various options, I would rather be an entrepreneur”

### **3.9.4 Entrepreneurship Intention**

Four items were adapted from the study of (Turker & Selcuk, 2009; Linan & Chen, 2009) to measure entrepreneurship intention and also a 5-likert scale was employed which range from strongly disagree (1) to strongly agree (5). The samples of the measurement are as follows; (1) “I will start my own business in the near future” (2) “I am ready to do anything to be an entrepreneur” (3) “I will make every effort to start and run my own business” (4) “I am confident that if I start a business I will be successful”

3.10 Data Coding

Table 3.1  
*Entrepreneurship Education*

ITEMS	CODING
1. My University course prepares people well for an entrepreneurial career	EED01
2. More entrepreneurial and business educational programs would help students to start businesses	EED02
3. A creative university environment inspires me to develop ideas for new business	EED03
4. I wanted to contribute something useful to society (create employment etc.)	EED04
5. Entrepreneurial courses should be made compulsory in order to stimulate the entrepreneurial spirit	EED05

Table 3.2  
*Environmental Factor*

1. I am supported by the government to engage in business activities	EF01
2. The environment encourages me to become an entrepreneur	EF02
3. My present environment is considered conducive	EF03
4. My present environment is considered supportive	EF04
5. My environment often provides me with adequate training on business activities	EF05



Table 3.3  
*Societal Entrepreneurship Attitude*

1. Being an entrepreneur implies more advantages than disadvantages to me	SEA01
2. A career as entrepreneur is attractive for me	SEA02
3. If I had the opportunity and resources, I'd like to start a firm	SEA03
4. Being an entrepreneur would entail great satisfactions for me	SEA04
5. Among various options, I would rather be an entrepreneur	SEA05

Table 3.4  
*Entrepreneurship Intention*

1. I will start my own business in the near future	INT01
2. I am ready to do anything to be an entrepreneur	INT02
3. I will make every effort to start and run my own business	INT03
4. I am confident that if I start a business I will be successful	INT04

### 3.11 Pilot Study

Pilot study can be defined as a study which is conducted to check or determine whether the questions used to measure the variables in the study are reliable and valid (Sekaran & Bougie, 2010). According to Doug, Burton, Cuthill, Festing, Hutton & Playle (2006), conducting a pilot study is very important in a study because it help the researcher to disclose all the faults in the process of designing a survey which can be addressed prior to

committing energy, time and resources. Also, it can be said to be a preface investigation, which is been carried out in a study to assess the time, feasibility and cost in forecast to a sample size and to improve the structure of the study before the researcher conduct the main one (Hulley, 2007). It was strongly recommended by Lucky and Minai (2011) that there is need for a researcher to conduct a pilot study before embarking on the main study because it will disclose and correct all the problems that is associated with the instrument.

According to Malhotra (1999), he suggested that 30 questionnaires should be distributed in a pilot study. Therefore, based on the above-mentioned statements, the study conducted a pilot study whereby 30 questionnaires were distributed to student of Ahmadu Bello University; Zaria (ABU). Table 3.5 below shows the reliability of the study's pilot study.

Table 3.5  
*the Reliability Statistic of the Study Variables*

Variables	No. of Items	Cronbach Alpha
Entrepreneurship Education	5	.80
Environmental Factors	5	.75
Societal Entrepreneurship	5	.71
Attitude		
Entrepreneurship Intention	4	.85

The table above shows the result of the pilot study, on how each variable were measured. The variables have a high reliability, which range from 0.71 to 0.85. Scholars in research have suggested that any variable with a reliability of 0.60 will be regarded as an average coefficient while 0.70 should be considered as a high reliability coefficient (Sekaran & Bougie, 2010; Hair, Black Babin, Anderson, & Tatham, 2006).

### **3.12 Data Analysis Method**

After all the data were collected, a descriptive statistic was used in this study for the data analysis. According to Julie (2010) a descriptive analysis can be said to be a method of organizing, explaining, displaying and describing the sample characteristics in a graphical and tabular form to show the summarized measures. It explains the phenomena which interest the researcher. This descriptive analysis analyzes and provides how many times (frequency) a particular phenomenon must have occurs. Also, it explains the mean, standard deviation and average score. The main purpose why this study used a descriptive analysis is to clarify the sample characteristics used during the study. The study also employed Statistical Package for the Social Science (SPSS) version 20 for analyzing of data.

The study further used correlation analyses to check the relations among the variables and how they relate to each other. This study checks its correlation by using the (independent variables) entrepreneurship education, environmental factors, and societal entrepreneurship attitude to see the relationship associated with the (dependent variable) entrepreneurial intention. The correlation which ranges from 0.10 to 0.29 is stated to be

weak, 0.30 to 0.49 is stated to be moderate, but a strong relationship start from 0.50 and above (Cohen, 1988).

### **3.13 Chapter Conclusion**

This chapter discusses and demonstrated the methodology used in this study. It provides the research design of the study and techniques being employed in the data collection processes (population and sample) and data analysis (instrument development and pilot testing). Above all the chapter explained the reliability and validity of the study's instruments used.



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## **CHAPTER**

### **FINDINGS ANALYSIS AND PRESENTATION**

#### **4.1 Introduction**

This chapter will discuss the results of statistical analysis and the presentation of the findings described in the previous chapter. The flow of this chapter begins with the response rate followed by the data screening and cleaning, where issues like missing values and outliers will be treated. Also, the study will check data normality and profile of respondents, followed by the reliability test of each variable will be highlighted. Lastly, the correlation, t-test and regression analysis will be conducted to answer the hypotheses of the study. From this data analysis, the researcher will look at the relationship between the dependent variable and the independent variables tested as well as answering all the study research questions in line with the research objective which was stated in chapter one of the study.

#### **4.2 Response Rate**

This study collected its data with the aid of three research assistants, from three different universities in Nigeria (Ahmadu Bello University, Zaria (ABU), University of Nsukka (UN) and the Obafemi Awoluwo University, Ife (OAU). A total of 270 questionnaires were distributed, 90 to each university, out of which a total of 258 questionnaires were returned. The number of questionnaires usable after preliminary checking were 254 and 4 questionnaires were not usable because a substantial part of it was not attended by respondents. From this, the percentage of respondent's rate of return is 95.55%, while valid respondent's rate of return is 94.07%. Therefore, Sekaran (2003) stated that 30% of

the respondent's rate of return could be accepted. The table below shows details of the questionnaires response rate with their frequency rate.

Table 4.1  
*Questionnaires Response Rate*

<b>Item</b>	<b>Response Rate</b>
No. of distributed questionnaire	270
Returned questionnaires	258
Questionnaires not returned	12
Response rate of returned	95.55%
Usable returned questionnaires	254
Unusable returned questionnaires	4
Valid response rate of returned	94.07%.

### 4.3 Data Cleaning and Screening

The process of checking collected data against error is known as data cleaning and screening Pallant (2007). Before starting any data analysis, it is very important for a researcher to check through data for errors (Julie, 2010). When analysis is been conducted, it is very easy for a researcher to make mistakes by entering the wrong data. For instance, in correlation analysis when a researcher enters 35 for 3 this will distort the result. Errors that can be checked will include missing values, data outside the range (outliers). This study used Statistical Package for the Social Science (SPSS) version 20 to conduct a really thorough check of the data to determine all the variable minimum and

maximum values. In doing this process, it will bring out all the missing values and data out of range (outliers).

#### **4.3.1 Missing Values**

Missing value or missing data in statistic arise when the data value is not stored or key in for the variable in observation (Julie, 2010). This can have effect when drawing conclusions from the data. In this study, when the data was screened and cleaned, it found some missing values in “SEA03” and “SEA05” with a percentage of 3.9% and 5.5% respectively.

#### **4.3.2 Outliers**

In statistical analysis, outliers is said to be an observation point which is not part of other observations (Julie, 2010). An outlier usually occurs due to experimental error or variability in the measurement which is latter excluded in the data set. Pallant (2007) also stated that the treatment of outlier's was performed using a box plot and histogram. He further added that the process of treating outliers is by checking all the Id (identified) data in the outlier, and then deleting those detected from the sets of data. In this study, 8 univariate outliers were found in (Id 9, 48, 71, 118, 129, 168, 191 and 248) and were deleted. Thus, after removing the outlier's this study Id remains 246 and no multivariate outlier found. This could be as a result of 8 univariate outliers that were detected and removed prior to this analysis. This may probably be the reason for the absence of multivariable outlier.

4.4 Normality Test

Normality test in statistics is used to determine whether the data is well-modeled as a normal distribution (Julie, 2010). This study went ahead to check the normality of the data distribution for statistical analysis as it is one of the key assumptions. This test will now show a clear normally data distribution. Figure 4.1 shows a summarized score occurred in a histogram.

4.4.1 Histogram

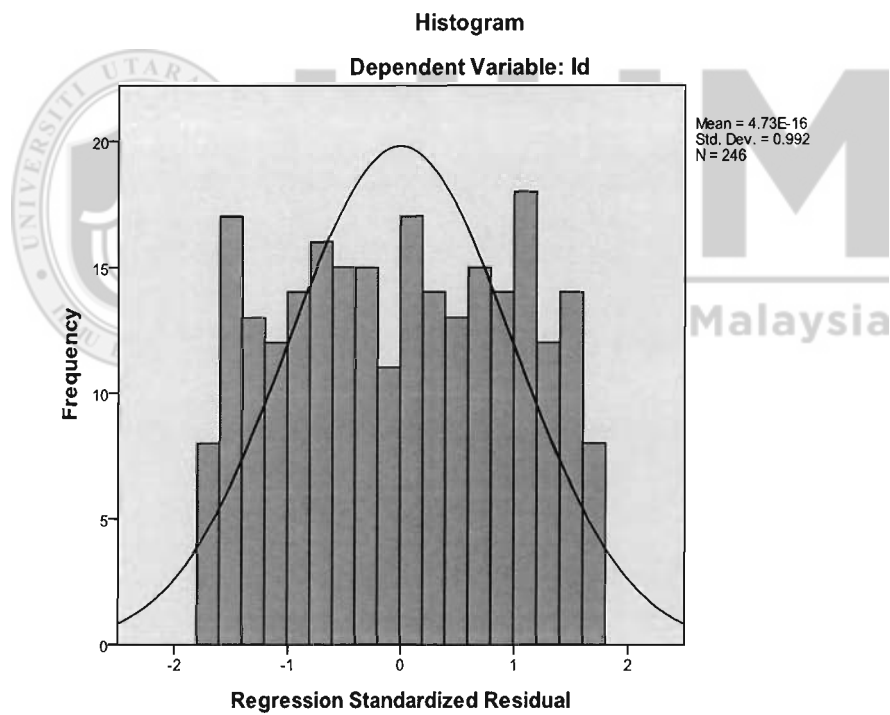


Figure 4.1  
*Histogram showing normality of the distribution*



#### 4.4.2 Normal Probability Plots

Linearity testing in statistical analysis is a method showing the relationship between scalar independent variables  $X$  and dependent variable  $Y$  (Julie, 2010). This study achieved this assumption by plotting a normal P-P plot. Below figure 4.2 is the study normal P-P plot and shows the residuals of straight-line relation with both dependent and independent variables.

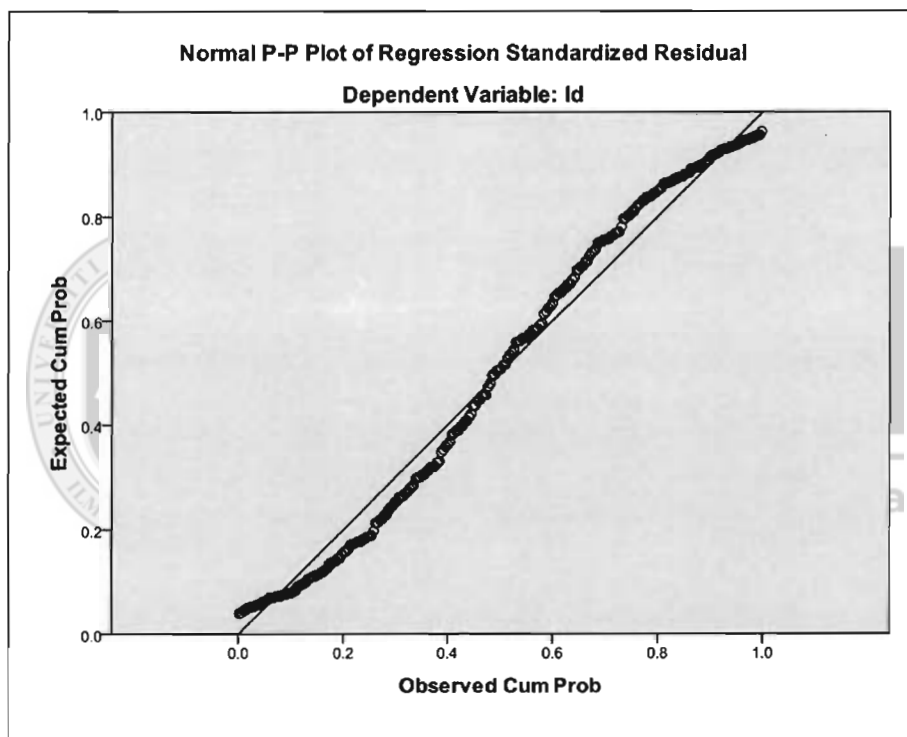


Figure 4.2

*Normal P-P plot for testing linearity*

#### 4.5 Reliability Test

Testing the reliability and validity in a study is the ability of a researcher to get an expected result using the measurement which will fit in the selected theories which the design will be tested (Sekaran & Bougie, 2010). According to Litwin (1995), “the

internal consistency reliability test” technique should be used by researcher when testing reliability. Table 4.1 shows the internal consistency of all the variables used.

Table 4.2  
*Reliability statistics of variables*

Variables	No. of items	Cronbach Alpha
Entrepreneurship Education	5	.70
Environmental Factor	5	.81
Societal Entrepreneurship education	5	.70
Entrepreneurial Intention	4	.71

From the above table, the measurement result indicates that the Cronbach alpha for Entrepreneurship Education is .70, .81 for Environmental Factor, .70 for Societal Entrepreneurship Attitude and .71 for Entrepreneurial Intention. From this result, the study has a high coefficient reliability which ranged from .70 to .81. According to Pallant (2007) a study with coefficient cronbach alpha of .50 will be considered acceptable (minimum good level) and .80 and above will be considered an excellent level while other scholars like (Sekaran & Bougie, 2010; Hair et al, 2006; Sekaran 2003; Nunnally, 1978) suggested that reliability with cronbach alpha of .60 should be considered average coefficient and .70 and above can be considered as high coefficient.

**4.6 Profile of Respondents**

The respondents’ profile is a descriptive analysis that deals with all the description made by the respondents in the questionnaires. This consists of respondent’s demographic data

which include education, age, marital status, gender, religion, tribe, parents business and business experience. The table 4.3 below shows the profile of respondents.

Table 4.3  
*Descriptive Analyses of Respondent Profile*

	FREQUENCY	PERCENTAGE (%)
<b>EDUCATION</b>		
MSc	76	29.9
MBA	30	11.8
PhD	127	50.0
DBA	21	8.3
<b>AGE</b>		
20-29yrs	19	7.7
30-39yrs	166	67.5
40-49yrs	48	19.5
50yrs & above	13	5.3
<b>MARITAL STATUS</b>		
Married	199	78.3
Single	55	21.3
Widowed	-	-
Divorced	-	-
<b>GENDER</b>		
Male	178	70.1
Female	76	29.9
<b>RELIGION</b>		
Islam	189	74.4
Christianity	29	11.4
Other	24	9.4
<b>TRIBE</b>		
Hausa-Fulani	98	38.6
Yoruba	87	34.3
Igbo	22	8.7
Other	47	18.5
<b>BUSINESS EXPERIENCE</b>		
Yes	188	74.0
No	66	26.0
<b>PARENT BUSINESS</b>		
Yes	165	65.0
No	89	35.0

From the table above, the descriptive analysis statistical result shows that the total number of respondents is 254, the male respondents were 178 which constituted 70.1% while the female respondents were 76 with a total of 29.9%. In this study, it has been shown that the level of male enrollment in postgraduate education in Nigeria is more than the females. UNICEF (2007) has also revealed in their research in Nigeria that less than 20% of females enrolled in education. Another reason can be that the male population in Nigerian is more than the female. However, the result in the data sampling indicate that 7.7% of the respondents are within the age bracket of 20-29 years, followed by 67.5% within the range of 30-39 years, 19.5% shows ranged 40-49 years and lastly 5.3% show 50 years and above. With this statistics result, it has shown that in Nigerian people at the age of 30-39 years enrolled more in postgraduate studies than other age range. Another reason for this is that the majority of students at the age of 20-29 years in Nigeria are still in their undergraduate level.

In addition, the result shows that there are more Muslims students which were 189 and constituted 74.4% than the other religions in this study. Christianity with 11.4% constituted 29 and other religions 9.4% constituted 24. The reason for having more Muslims students in this study can be as a result of where the universities are located. Out of the three universities used, two of them fall in Muslim states. Another very important aspect was the respondent's level of education, from the result statistics in the table; it revealed that 76 which represent 29.9 of the respondents were students that offered MSc programs, 30 constituting 11.8% are offering MBA programs. PhD students were 127 which constituted 50%, while 21 constituted 8.3% were DBA program. PhD students are

more because Nigerian has taken a bold step to have high numbers of Doctors before the year 2020 (MDG, 2010).

Lastly, the study statistical table of respondent's shows that there are more married respondents than single respondents. The married student were 199 which constitute 78.3% and the single one where 55 that constituted 21.3%. This will not be surprising because must Nigerian marry at the age of 30 years and above. It was mentioned above that 30-39 years student where more in this research, so this could be the reason why they are more married than the single. Also Hausa-Fulani student were 98 which constitute 38.6%. There were more Hausa-Fulani students than other tribes as a result of one of the universities used is in the northern part of Nigerian and the northern part of Nigerian constitute almost 95.3% of Hausa-Fulani. It was also asked in the questionnaire the parent business and whether the students are involved in any business experience. These questions were asked to know the level of parent's self-employment and how it can influence the intention of their child towards entrepreneurship. The result indicated that, 165 that are about 65.0% of the respondent parents engaged in business while 188 which constituted 74.0% of the respondents have experience in business. This also shows that parents who involved in business have children with business experience.

#### **4.7 Pearson Correlation Analysis**

The multiple regressions are said to be the primary analysis of Pearson correlation. Pallant (2002) argued that when designing an item using one continuous variable and one dichotomous variable should be measured with Pearson correlation. This study used a Pearson correlation to determine the correlation which exists among the variables

(entrepreneurship education, environmental factors, societal entrepreneurship attitude and entrepreneurial intention) used in this study. Below is table 4.4 that will show the study correlation analysis

Table 4.4  
Correlation Analyses

VARIABLES	1	2	3	4
Entrepreneurial Intention	1			
Entrepreneurship	.636**	1		
Education	.653**	.426**	1	
Environmental Factor	.572**	.519**	.708**	1
Societal Entrepreneurship Attitude				

The table above, shows that the result indicated that the independent variables (entrepreneurship education, environmental factor, societal entrepreneurship attitude) all have a positive significant relationship with entrepreneurial intention which are (r = .63, .65, .57, p<.01, each). Salkind (2000) have classified correlation analysis into five main categories, he said any correlation ranged between .0 and .2 should be regarded a very weak correlation, .2 and .4 is considered as a weak correlation, .4 and .6 is said to be a moderate relationship, .6 and .8 will be seen as strong one while .8 and .10 is considered very strong.

Also, in the table above it was reported that there was a correlation existing among the three independent variables. There is a positive significant relationship between

environmental factors, societal entrepreneurship attitude and entrepreneurship education ( $r = .42$ ,  $r = .519$  and  $p < .01$ ) while societal entrepreneurship attitude and entrepreneurship education ( $r = .70$  and  $p < .01$ ) respectively). Similarly, correlation analysis sometimes does not show details effect and cause regarding to the variables. That's why researchers have to conduct more regression analysis in order to find more relevant findings whether to reject or accept the study hypotheses.

#### **4.8 Multiple Regressions Analysis**

According to Julie (2010) multiple regressions can be defined as a simple linear extension of regression. It can be used when a researcher predicts the dependent variable value which is based on the values of the independent variables which can be two or more. This study uses a multiple regressions to fine the relationship which exist between the independent variables and the dependent variable using the SPSS to conduct the analysis. When examining the variables relationship in this study, four predictor variables where used. These include entrepreneurship education, environmental factor and societal entrepreneurship attitude contributed to entrepreneurial intention. However, to estimate the variables' significant level, this study used what is now as the t-value as recommended by (Kumar, Talib & Ramyah, 2013; Lind, Marchal & Wathen, 2013). These scholars argued that for a hypothesis to be accepted and have significant relationship, t-value should exceed 1.645.

Table 4.5 will exhibit that  $R^2 = .601$ , which indicates that predictor variables contributed 60% to entrepreneurial intention. The study further confirms it hypotheses by using one-tailed test to examine the variables relationship.

Table 4.6  
Model Summary

MODEL	R	R SQUARE
1	.775	.601

Predictors: (constant), EED, EF and SEA

From the above table, the result indicated that the predictor variables entrepreneurship education, environmental factor and societal entrepreneurship attitude contributed 60% of entrepreneurial intention. That means that this study did not cover about 40% and was contributed by other variables.

The table below summarized and demonstrated the multiple regressions result analysis that was conducted, which show that entrepreneurial intention as the dependent variable.

Table 4.7  
Multiple Regression Result Analysis

HYPOTHESES	VARIABLES	BETA	SE	T-VALUE	P-VALUE	FINDING
H1:	Entrepreneurs hip Education	.42	.04	7.58	0.00**	Supported
H2:	Environmenta l Factor	.12	.28	2.20	0.028*	Supported
H3:	Societal Entrepreneurs hip Attitude	.52	.05	10.28	0.00**	Supported

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



The table above shows the regression analysis results that indicate the direct relationship among the entire hypothesis which has statistical significance. Firstly, entrepreneurship education and entrepreneurial intention model, statistical finding have proven that there is a relationship between entrepreneurship education and entrepreneurial intention ( $\beta = .429$   $t = 7.58$   $p = >0.01$ ). Therefore, hypothesis 1 which stated that entrepreneurship education has a positive relationship to entrepreneurial intention is accepted. However, with this result attending classes or training with respect to entrepreneurship can lead the intention of students' who want to become entrepreneur in future.

Secondly, looking at hypothesis 2 that stated that, there is a positive relationship between environmental factors and entrepreneurial intention, also having statistical significance ( $\beta = .120$   $t = 2.20$   $p = >0.05$ ). Hence, the second hypothesis was also accepted. Lastly, Hypothesis 3 result supported that there is a positive relationship between societal entrepreneurship attitude and entrepreneurial intention ( $\beta = .525$   $t = 10.28$   $p = >0.01$ ).

#### **4.9 Summary of the Findings**

This section will discuss and summarized on whether all the three proposed hypotheses should be accepted or rejected. All the three hypotheses tested in table 4.6 above have a positive relation to the intention of students to become entrepreneurs.

Table 4.8  
*Hypothesis Testing Summary*

HYPOTHESIS	STATEMENT	DECISION
H1:	There is a positive relationship between ED and EI	Accepted
H2:	There is a positive relationship between EF and EI	Accepted
H3:	There is a positive relationship between SEA and EI	Accepted

From the above table, it has been seen from the result that all the proposed hypotheses have positive relationships, which have all been accepted.



## **CHAPTER FIVE**

### **RESULT DISCUSSION AND CONCLUSION**

#### **5.1 Introduction**

This chapter will present and discuss about the result of the study finding base on the research hypotheses and research questions in line with the literature reviews. The first segment of this chapter will discuss the finding summary followed by the results and implication and lastly the recommendation and conclusion.

#### **5.2 Findings Summary**

The main aim of this study is to assess the relationship between entrepreneurship education, environmental factor, societal entrepreneurship attitude and entrepreneurial intention among postgraduate students in Nigerian Universities. Three hypotheses stand at the end of the study which constructs the relationships that was developed and tested. The three hypotheses findings indicated an empirical support in all of them. Likewise, the findings and theories related to the variable will be discusses in the next section.

#### **5.3 Result of the Discussion**

The hypotheses results and finding will be discussed regarding whether there is a direct relationship among: (1) entrepreneurship education (independent variable) and entrepreneurial intention (dependent variable); (2) environmental factors (independent variable) and entrepreneurial intention (dependent variable); (3) societal entrepreneurship attitude (independent variable) and entrepreneurial intention (dependent variable).

### 5.3.1 Entrepreneurship Education and Entrepreneurial Intention

**H1:** There is a positive relationship between entrepreneurship education and entrepreneurial intention.

From the result in this study, entrepreneurship education is positively related to student's entrepreneurial intention. The correlation result value for entrepreneurship education was 0.63 which will suggest an increase in related entrepreneurship training and classes can lead great number of student to become entrepreneurs. Besides, the study finding on entrepreneurship education show a positive and significant relationship with students intention to be an entrepreneur where p-value  $0.00 < 0.01$ . Therefore, the result supports and justified the hypothesis.

In addition, the study finding where supported and dwelled from past literature of many scholars like (Maina, 2014; Gries and Naudé, 2011; Aluwong, 2010; Ooi et al., 2010). With this, the study result shows that skill and training provided in an entrepreneurial classes will assist and prepare the participants in handling the uncertainties in the future and will also assists them since they were thought how to manage business, risk management (Ahmed et al. 2010; Ekpoh & Edet, 2011; Zhou et al., 2012) and enhancing their attitude to become self-employed which can lead their intention to be an entrepreneurs (Tam, 2009). Finally, this finding shows the contribution and important of entrepreneurship education on how it encourage and motive students' behavior towards entrepreneurship and how higher institutions as well as Universities severs as a training

ground for this potential students to become entrepreneurs (Izedonmi & Okafor, 2010; Gelard & Saleh, 2010).

### **5.3.2 Environmental Factor and Entrepreneurial Intention**

**H2:** There is a positive relationship between environmental factor and entrepreneurial intention.

From the result in this study, it shows that environmental factor is positively related to student's entrepreneurial intention. The correlation result value for environmental factor was 0.65 and suggests that external factor affect the students' entrepreneurial intention the more. Though, the study finding on environmental factor show a positive and significant relationship with students intention to be an entrepreneur where  $p\text{-value } 0.28 < 0.05$ . Therefore, the result supports and justified the hypothesis.

Additionally, the study finding where supported and dwelled from past literature of many scholars like (Fini & Grimaldi, et al., 2009) who stated that environment have significant relationship with students' entrepreneurial intention and that environmental influence and environment support are important fact that can lead the intention of a student's to be an entrepreneurial. Nevertheless, Ahmed, et al., (2011) research is in line with this study because he stated that environment played an important role in motivating students' to be an entrepreneur. Therefore, the result indicate that the more the environmental factors support such as government loans, innovativeness, risk taking etc. the higher the intention of individual to become an entrepreneurs.

### **5.3.3 Societal Entrepreneurship Attitude and Entrepreneurial Intention**

**H3:** There is a positive relationship between societal entrepreneurship attitude and entrepreneurial intention.

From the result in this study, societal entrepreneurship attitude is positively related to student's entrepreneurial intention. The correlation result value for environmental factor was 0.57 and suggests that societal attitude affect the students' entrepreneurial intention the more. Nevertheless, the study finding on societal entrepreneurship attitude show a positive and significant relationship with students intention to be an entrepreneur where  $p\text{-value } 0.00 < 0.01$ . Therefore, the result supports and justified the hypothesis.

Besides, the study finding where supported and dwelled from past literature of many scholars like (Mariano et al., 2012; Ali et al., 2010; Sajjad et al., 2010) all stated that societal entrepreneurship attitude has a positive relationship with entrepreneurial intention. According to Aluko (2000) in his study reveals that in Nigeria each geopolitical region have their societal entrepreneurship attitude and behavior in terms intention and how it also influences it.

### **5.4 Implications of Study**

This study looked at the relationship between entrepreneurship education, environmental factor, societal entrepreneurship attitude and entrepreneurial intention. However, the study finding provides very important implication that can help the following; universities, government agencies, academicians, decision makers and organization.

Furthermore, this implication can be divided into two major categories: theoretical and policy/practical implications.

#### **5.4.1 Theoretical Implications**

This study demonstrates that, student's entrepreneurial intention was tested on entrepreneurship education, environmental factor and societal entrepreneurship attitude. It also added an insight in a large numbers of existing literatures which exists in the part of entrepreneurial intention and those factors that are affecting it. This study contributed to many literatures and theory in different ways. This study looked at entrepreneurship education and focus mostly on individual level where three dimensions was used to measure the performance of entrepreneurship education of an individual intention (Fatoki, 2014). Thus, this study applied those dimension (Inspiring creativity, advancing and critical thinking) to measure an individual entrepreneurial intention.

In addition, this study finding also contributed to literature concerning entrepreneurial intention whereby introducing into the model individual entrepreneurship education, where many researchers can use the study proposed framework as future studies. Also many literatures on entrepreneurial intention where not conducted in African but mostly in developed continents like Asia, America and Europe. Therefore, this study findings was in African (Nigeria) with the largest population in Africa and will add to the literature in entrepreneurial intention.

As noted before, so many studies were conducted in the area of entrepreneurial intention, both for general individual, organization or students. Thus, conducting this study for

Nigerian Postgraduate students will be additional knowledge and contribution of literature to that area of study. Moreover, this study will kindle similar study to serve as an extension and replication to the body of knowledge. Also, the study fulfills the understanding of students' entrepreneurial intention in dealing and designing the entrepreneurship education in universities among postgraduate student's perspective.

#### **5.4.2 Policy/Practical Implications**

This study current finding will practically contribute to Universities management when making their policies, policy makers and government. For instant, regarding to present finding in entrepreneurship education which indicates a positive relationship with the entrepreneurial intention of students' will have an insights for government. This will increase government entrepreneurial programs and training which can lead to high number of students' intention to be entrepreneurs. Also, this can further assist the government on how environmental factor and societal entrepreneurship attitude can play an important role in students' intention to set up a business. It will show the role in which societal entrepreneurship attitude played as well as entrepreneurship education has on the intention of students to set up businesses of their own. Besides that, the three independent variables are all correlated and shows in the result that education can improve both societal entrepreneurship attitude and entrepreneurial factor.

Similarly, the above mentioned finding in this study can help the policy makers or Nigeria Education Ministry on how to design courses which are related to entrepreneurship contents in it curriculum in every educational level. This will make way for the environmental factors to make entrepreneurial activities friendlier. When students



have that knowledge of entrepreneurship then automatically they will be motivated to be entrepreneurs (Gelard & Saleh, 2010).

Moreover, if the government want to ensure the creation of more ventures for these students, the will need to provide funds, supports (soft loans) and also removing all stumbling block in these students path. Additionally, the finding will give an insight of counseling and guidance to the experts in the universities. Also provide awareness to higher institution to take note of those variables used in this study such as entrepreneurship education dimension and entrepreneurial factor which will help in counseling they students and build in them intention to start their businesses. Also this study finding can suggest to the various educational body on how to enhance the mind-set of the students in entrepreneurial activities through entrepreneurship education at the early stage.

Finally, tutors and instructors can use this study finding in designing courses which contents proactive and practical orientations that can enough these students in building their intention towards becoming an entrepreneurial (Ismail, et al., 2009). Also more workshop and programmers which are related to entrepreneurship should be organized in universities campus to improve these students knowledge in areas of managing small businesses and business proposal (Ismail, et al., 2009).

### **5.5 Study Limitations and Recommendation**

The main limitation of this study is that data collected only reflected on student from Nigeria only without considering other foreign student in the universities to hear their

own view, manner and way of exhibiting entrepreneurial activities with them. Also another limitation to this study was the time frame that it was conducted. The time was too short to allow the researcher to include other foreign student to the study especially students from other neighboring African countries to know their own ideas and compare between their own entrepreneurial intention understanding using these variables entrepreneurship education, environmental factor and societal entrepreneurship attitude. Furthermore, the sample size used in this study was too small ( $n=254$ ), considering the number of universities been used. Future researchers are advice to use a larger sample size when taken two or more universities. Also, the sampling technique use in this study was convenience sampling method to collect data from three universities, this cannot represent well as a really data collection of postgraduate students in Nigeria. Thus, this study could have been better if it employed a probability sampling method to collect it data for postgraduate students in three Nigerian Universities. Finally, the study limited in using only independent variables (entrepreneurship education, environmental factor and societal entrepreneurship attitude) to analysis students' entrepreneurial intention. Therefore, strongly recommends that future researchers should try and introduce a moderating or mediating variable to enhance better explanations of these three variables (entrepreneurship education, environmental factor and societal entrepreneurship attitude) and how it will influence the intention of postgraduate's students in Nigerian Universities.

## 5.6 Conclusion

The issue of unemployment among youth globally is becoming a serious setback faced by developing countries, which Nigeria is not left out of this issue. Teeming youth in this developing countries where now engaged in activities which can make them to be self-reliant like entrepreneurship to see whether it can solve the issue of unemployment thereby creating more opportunities for employment. In Nigeria to be more specific, government has introduce numerous policies and programs aimed towards eradicating poverty among the youth and further make them self-employed. Some of these policies and programs include introduction of entrepreneurship education as curriculum into universities and higher education institution in Nigerian.

However, after all this effort been put by government to see that youths are self-employed after graduation, still lager numbers of them remain unemployed. That means it is not just introducing policies and programs but students need to have that intention before anything can be done. Furthermore, studies have only being concentrating on developed nation but this study tries to concentrate in developing nation (Nigerian) and also from individual entrepreneurial perspective to study students' intention. In the background of this study, it was based on assessing the factors that will lead postgraduate student's entrepreneurial intention in Nigeria universities and the variables were; (entrepreneurship education, environmental factor and societal entrepreneurship attitude). The results indicated that these three variables have a positive significant impact in students' intention to become entrepreneurs. Lastly, all these findings made by this study are relevant to Nigeria government and the education Ministry to help them put in place new policies that will encourage the students' entrepreneurial intention.

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