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**EXAMINING THE EFFECTIVENESS OF ENTREPRENEURIAL EDUCATION  
TYPES IN ENHANCING STUDENTS' ENTREPRENEURIAL INTENTION IN  
SOUTHWESTERN NIGERIA**



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**DOCTOR OF PHILOSOPHY  
UNIVERSITI UTARA MALAYSIA  
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**Thesis Submitted to the  
School of Business Management  
Universiti Utara Malaysia  
In Fulfillment of Doctor of Philosophy**

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## ABSTRACT

Entrepreneurship has been acknowledged to be among the viable ways to economic sustainability via youths' engagements. In view of the potential benefits of entrepreneurship, several governments and agencies embark on entrepreneurial campaign. One of the major channels used is through entrepreneurial education. The reason for using this channel is, it is believed that through education, the intention of students towards entrepreneurship will be enhanced. However, ever since the adoption and implementation of entrepreneurial education curriculum in Nigeria as far back as early year 2000, lesser entrepreneurial activities are witnessed. This implies that there is less intention towards entrepreneurship among the students. Thus, the major objective of this research is to examine the effectiveness of entrepreneurial education in influencing students' entrepreneurial intention in Nigeria. To achieve this, multistage sampling was adopted to classify Nigerian higher educations into clusters. At the end, a predesigned questionnaire was distributed undergraduate students who registered for entrepreneurial education twice. At the first stage, a simple random sample was used in selecting 532 students from the six federal universities located in the southwestern region in Nigeria. However, a total of 526 was valid for the data analysis. The Statistical Package for Social Science (SPSS) version 23 was used in analyzing the collected data. The analysis conducted includes, missing values, missing data, normality, Pairwise Sample-T test, Regression Analysis, ANOVA and Correlation analysis. The result presents that entrepreneurial education has a significant relationship with students' entrepreneurial intention. Also, it was observed that the entrepreneurial education offered in Nigeria has an insignificant negative effect (comparing students' entrepreneurial intention after and before exposure to entrepreneurial education). in addition, the findings reveal different effect of entrepreneurial education types on students' entrepreneurial intention.

**Keywords:** Entrepreneurial Education, Entrepreneurial Intention, Government Support, Universal Entrepreneurial Education Curriculum.

## ABSTRAK

Keusahawanan telah diakui sebagai antara cara yang berdaya maju untuk kelestarian ekonomi menerusi penglibatan belia. Memandangkan potensi keusahawanan, beberapa kerajaan dan agensi memulakan kempen keusahawanan. Salah satu saluran utama yang digunakan adalah melalui pendidikan keusahawanan. Alasan untuk menggunakan saluran ini adalah, dipercayai bahawa melalui pendidikan, niat pelajar ke arah keusahawanan akan dipertingkatkan. Walau bagaimanapun, sejak pengangkatan dan pelaksanaan kurikulum pendidikan keusahawanan di Nigeria sejak awal tahun 2000, kegiatan keusahawanan yang lebih rendah disaksikan. Ini menunjukkan bahawa terdapat kurang keinginan untuk keusahawanan di kalangan pelajar. Oleh itu, matlamat utama penyelidikan ini adalah untuk mengkaji keberkesanan pendidikan keusahawanan dalam mempengaruhi niat keusahawanan pelajar di Nigeria. Untuk mencapai ini, pensampelan berganda digunakan untuk mengklasifikasikan pendidikan tinggi Nigeria ke dalam kelompok. Pada akhirnya, soal selidik yang telah dirancang adalah pelajar sarjana muda yang berdaftar untuk pendidikan keusahawanan dua kali. Pada peringkat pertama, sampel rawak mudah digunakan untuk memilih 532 pelajar dari enam universiti persekutuan yang terletak di rantau barat daya di Nigeria. Walau bagaimanapun, sejumlah 526 adalah sah untuk analisis data. Pakej Statistik untuk Sains Sosial (SPSS) versi 23 digunakan dalam menganalisis data yang dikumpulkan. Analisis yang dijalankan termasuk, nilai-nilai yang hilang, data yang hilang, normality, ujian Sampel-T pasangan, Analisis regresi, analisis ANOVA dan korelasi. Hasilnya menunjukkan bahawa pendidikan keusahawanan mempunyai hubungan yang signifikan dengan niat keusahawanan pelajar. Selain itu, diperhatikan bahawa pendidikan keusahawanan yang ditawarkan di Nigeria mempunyai kesan negatif yang tidak penting (membandingkan niat keusahawanan pelajar selepas dan sebelum pendedahan kepada pendidikan keusahawanan). Di samping itu, hasil kajian menunjukkan kesan berlainan jenis pendidikan keusahawanan terhadap niat keusahawanan pelajar.

**Kata Kunci:** Pendidikan Keusahawanan, Niaga Keusahawanan, Campur tangan Kerajaan, Sokongan Kerajaan, Kurikulum Pendidikan Keusahawanan Universal.

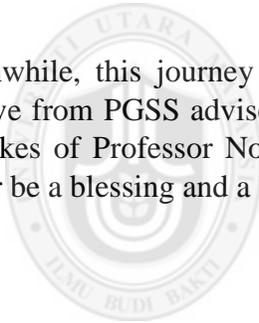
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Figure 5. 6 Significance of Entrepreneurial Education Types on Students'  
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## LIST OF ABBREVIATIONS

ATT	Attitude
CBN	Central Bank of Nigeria
EE	Entrepreneurial Education
EI	Entrepreneurial Intention
FEE	Formal Entrepreneurial Education
FGN	Federal Government of Nigeria
GI	Government Intervention
GS	Government Support
IFE	Informal Entrepreneurial Education
MCAR	Missing Completely at Random
MVA	Missing Value Analysis
NBS	Nigeria Bureau of Statistics
NDE	National Directorate of Employment
NFE	Non-Formal Entrepreneurial Education
NYSC	National Youth Service Corps
PBC	Perceived Behavioral Control
SBJ	Subjective Norm
UE	Unified Entrepreneurial Education Curriculum
UK	United Kingdom
UN	United Nation
USA	United States of America
YEDP	Youth Entrepreneurship Development Program

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

Entrepreneurship through entrepreneurial activities over the past few decades had become an important agenda among governments, scholars and practitioner. Even the communist countries, such as Romania and China, recognize its importance and come out with entrepreneurial programs to lead the country's economic development (Akhter & Sumi, 2014; Constantinescu, 2015; Kuratko, Hodgetts & Kuratko, 1998; Madhok & Keyhani, 2012). Several approaches have been proposed and adopted for the development of entrepreneurship and entrepreneurial programs worldwide, so that the concept of innovation and creativity remains relevant (World Bank, 2015).

Central to the success of the entrepreneurial activities is the person who becomes an entrepreneur. Those who have established businesses are always entrepreneurial (Andersson, Braunerhjelm, & Thulin, 2012; Burns, 2016). However, much more needs to be nurtured, their entrepreneurial behaviors and entrepreneurial intention require attention. This is important as Anderson et al. (2012) and Krueger, Reilly and Carsrud (2000) suggest that for the younger generation, their intentions to become entrepreneurs is an important starting point for nurturing the new entrepreneurs in most countries. This important point is also highlighted and supported by many scholars such as Delgado, Porter and Stern (2010), Samila and Sorenson. (2017) and Qian, Haynes and Riggle (2011).

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