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EXAMINING THE EFFECTIVENESS OF ENTREPRENEURIAL EDUCATION TYPES IN ENHANCING STUDENTS’ ENTREPRENEURIAL INTENTION IN NIGERIA

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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


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# LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ATT</td>
<td>Attitude</td>
</tr>
<tr>
<td>CBN</td>
<td>Central Bank of Nigeria</td>
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<tr>
<td>EE</td>
<td>Entrepreneurial Education</td>
</tr>
<tr>
<td>EI</td>
<td>Entrepreneurial Intention</td>
</tr>
<tr>
<td>FEE</td>
<td>Formal Entrepreneurial Education</td>
</tr>
<tr>
<td>FGN</td>
<td>Federal Government of Nigeria</td>
</tr>
<tr>
<td>GI</td>
<td>Government Intervention</td>
</tr>
<tr>
<td>GS</td>
<td>Government Support</td>
</tr>
<tr>
<td>IFE</td>
<td>Informal Entrepreneurial Education</td>
</tr>
<tr>
<td>MCAR</td>
<td>Missing Completely at Random</td>
</tr>
<tr>
<td>MVA</td>
<td>Missing Value Analysis</td>
</tr>
<tr>
<td>NBS</td>
<td>Nigeria Bureau of Statistics</td>
</tr>
<tr>
<td>NDE</td>
<td>National Directorate of Employment</td>
</tr>
<tr>
<td>NFE</td>
<td>Non-Formal Entrepreneurial Education</td>
</tr>
<tr>
<td>NYSC</td>
<td>National Youth Service Crops</td>
</tr>
<tr>
<td>PBC</td>
<td>Perceived Behavioral Control</td>
</tr>
<tr>
<td>SBJ</td>
<td>Subjective Norm</td>
</tr>
<tr>
<td>UE</td>
<td>Unified Entrepreneurial Education Curriculum</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UN</td>
<td>United Nation</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
<tr>
<td>YEDP</td>
<td>Youth Entrepreneurship Development Program</td>
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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).
The contents of the thesis is for internal user only
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