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



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**Universiti Utara Malaysia**

**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.

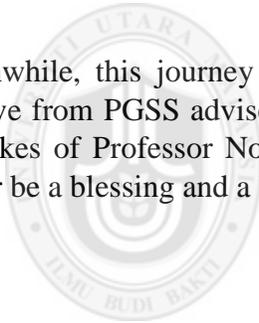
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## LIST OF ABBREVIATIONS

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).

Studies on entrepreneurial intention have focused more on students through which entrepreneurial education is one of the viable channels for transferring entrepreneurial knowledge and most importantly, entrepreneurial startup skills and human capital (Acs, Szerb & Autio., 2016; Sanni, Udoh, & Benjamin, 2015). Students are a large pool of potential guided and knowledgeable potential entrepreneurs (Bergmann, Hundt & Sternberg, 2013) and the focus seems very realistic. Unstable economy and high unemployment rate have forced people to seek alternatives to white collar job. Thus, as job availability becomes less, becoming entrepreneurs is one of the available options to escape poverty and unemployment (Economist, 2016).

According to earlier scholars, people engage in entrepreneurship because of necessity and or opportunity found in engaging in such activities (Brewer & Gibson, 2014; Cheung, 2014). Starting with necessity entrepreneurship, Chung (2014) concludes that this type of entrepreneurship occurs when economic is in paucity and the only means of escaping poverty and or unemployment is engaging in entrepreneurship especially among citizens of developing countries. Meanwhile, Sahasranamam and Sud (2016) argue that necessity entrepreneurship does not only occurs among people who are in danger of unemployed or to escaped poverty, they argue that Indian and Chinese employees engaged in entrepreneurship based on necessity even though they have job securities.

On the account of Giacomini, Janssen, Guyot and Lohest (2011), all job seekers are classified to necessity entrepreneurship while those in family business are said to enjoy

both opportunity and necessity entrepreneurship. In summary, Giacomini et al. (2011) argues that all firms created by job seekers were done as a result of necessity. With this view, one can easily argue that entrepreneurship in Nigeria is necessity entrepreneurship because most people view it as a means of escaping poverty and unemployment.

According to Bergmann, Hundt and Sternberg (2013) and Judge and Douglas (2013), those who become entrepreneurs as a result of their intention and planning seem to have a clear direction and have the potential to become more satisfied and committed. Thus, ensuring the students to have the intention to become entrepreneurs upon graduation is crucial in addressing the economic situation and to support the government plans and programs.

Ever since the introduction of the entrepreneurial program, institutions offering entrepreneurial education across the globe have increased tremendously (Acs et al., 2016). However, the percentages of students having the intention to become entrepreneurs after exposure to entrepreneurial education are not as expected (Lorz, 2011, Oosterbeek, Van Praag, & Ijsselstein 2010; Maresch, Harms, Kailer & Wimmer-Wurm, 2016; Von Graevenitz, Harhoff, & Weber, 2010). This indicates a missing significant and a highly reliable link between entrepreneurial education and the intention of becoming entrepreneurs among students (Olorundare & Kayode, 2014). Many researchers highlight the ineffective education system, whilst some try to explain such phenomena. Examples of such studies are Bilić, Prka and Vidović (2011), Lorz (2011), Maina (2011), St-Jean and Mathieu (2015).

From the education perspective, du Bois-Reymond (2003) suggest education be distinguished into three types, which are the formal, informal and non-formal education. The combination of these education types indicates a complete education while absence of one of these types render other education types less effective (Dib, 1998; Kevin, 1990; Moldovan & Bocos-Bintintan, 2015). In light of this, the researchers considered the need to examine entrepreneurial education based on education types, that is, the formal, informal and non-formal entrepreneurial education so that better explanation can be offered and a better relationship concerning entrepreneurial education and entrepreneurial intention can also be established. This triggers the researcher to find the underlying significant relationships, perhaps, reasons and explanations between the complete education types available (the formal, informal and non-formal education) and the entrepreneurial intention of the students at the higher institutions.

## **1.2 Background of the Study**

Over the years, especially around the year 2000 till date, entrepreneurial education has taken different approaches in ensuring the effectiveness of the entrepreneurial education system (Gibb & Price, 2014). These different approaches are taken to ensure the effectiveness and efficiencies of the outcomes of entrepreneurial education in achieving its argued importance (Fayolle, 2007). Over time, continuous arguments had arisen among scholars pertaining to the contribution of entrepreneurial education towards influencing students to become entrepreneurs. For instance, the contradict outcomes, the studies of Adelaja (2015), Lourenço, Jones and Jayawarna (2015) and Elmuti, Khoury and Omran (2012) conclude positive influence of entrepreneurial education on intention

to become entrepreneurs among students. While the conclusions from studies such as St-Jean and Mathieu (2015), Bilić, et al. (2011) and Lorz (2011) argued entrepreneurial education has no significant relationship with the intention of students to become entrepreneurs.

Efforts to clarify these arguments by scholars lead to the categorization of education into three major types, namely formal education, non-formal education and informal education (du Bois-Reymond, 2003; Moldovan & Bocos-Bintintan, 2015; Malcom, Hodkinson & Colley, 2003). From the opinion of these authors, these types of education are distinct but interrelated. Thus, further argument on this was that exposing students to only formal education alone is not possible as the students are indirectly exposed to the informal and non-formal education whilst receiving the formal education. All are coming at the same time as students equip themselves with the required cognitive skills, knowledge and experience to cope and succeed in today's fluid economy (St-Jean & Mathieu, 2015; Stahl, 2015; Bilić et al., 2011). Conversely, Stahl (2015) and Olorundare and Kayode (2014) were of the notion that the cognitive and practical knowledge needed to survive in today's fluid economy are lacking as a result of missing link between the education cognition and the knowledge needed in the society.

More so, the effects of globalization and the development of information technology have made the world becomes 'smaller' place. Globalization has affected virtually on every industry in any given economy (technological advancement, world politics,

migration and business transaction). According to Othman, Othman and Ismail (2012), it also has affected the education industry (the general education as well as the specialized education). The entrepreneurial education, as the specialized education, had been greatly influenced in terms of curriculum, learning and teaching. The key concerns include the content consistency, the industry demands and the requirement of relevancy in today ever-changing society (Esmi, Marzoughi & Torkzadeh, 2015; Gibb & Price, 2014).

Further evidence is the adoption of entrepreneurial education by higher educational institutions across the globe (Acs et al., 2016). Evidence from the statistics given by Acs et al. (2016), presents that the percentages of higher education institutions offering entrepreneurial education (either as a major field of study or minor course) are on the rise. The entrepreneurial education is offered as a program instead of as subjects as in the previous education curriculum worldwide (Arasti, Falavarjani and Imanipour, 2012).

According to Efe (2014), Owusu-Ansah and Poku (2012), the introduction of entrepreneurial education at the higher institutions aims at reducing the graduate unemployment around the world and it is gaining more momentum in today's globalized world. The issue of unemployment is a global concern that governments of sovereign states are finding means to curtail either individually or collectively among countries in the same territorial regions. According to a report by Mazzarol (2014), entrepreneurship and innovation, as one entity, was said to be a strategy that was put in place to stabilize the economic since 1970s.

However, it is in recent times, governments through different agencies around the globe acknowledge the importance of entrepreneurship and entrepreneurial activities, thus, investing huge amounts in entrepreneurial propagation through which entrepreneurial education is one of the channels used in awareness creation (Arasti et al., 2012; UN, 2014). From the report by UN (2014), huge investment was made by South African government to create awareness and design programs that suit the needs of the populace especially youths.

On a similar account, the Nigerian government through the ministry of education and other educational agencies adopts entrepreneurship education into the tertiary education curriculum (Onuma, 2016). As of today, in Nigeria, entrepreneurial education had been made a compulsory course that student need to pass before being awarded an educational certificate (Onuma, 2016; Olorundre & Kayode, 2014). The sole reason for the adoption and making compulsory entrepreneurial education in Nigeria is to motivate students to have the intention to be self-employed upon graduation.

With this, it was hoped by the end of the year 2015 that the unemployment in the country, especially among graduates would have been reduced to its barest minimum (Amuda, 2013; Awogbenle, & Iwuamadi, 2010; Ogundele, Akingbade & Akinlabi, 2012). Conversely, the unemployment statistics data published by the Nigeria Bureau of Statistics (2016) for the year 2015 and the first quarter of the year 2016 show that the graduate unemployment rate in the country is increasing. As a result, some scholars

question the effectiveness of entrepreneurial education in reducing the unemployment rate among youth in Nigeria (Economist, 2016; Stahl, 2015).

Before, the Nigeria economy solely depends on the petroleum product which is in its declining stage due to its falling price rather than focusing on education that has been one of the earliest social services in the country. Education in Nigeria is at the pivot of national development because the tertiary institutions play a principal role in creating, innovating and sustainable environment (Akinyemi & Bassey, 2012). Due to the amalgamation of Nigerian states in 1914 till date, the Nigerian education system had experienced several changes. For example, shortly after the Nigerian independence Nigerian government changed the system of education to fit into the Nigerian economy (Akinyemi & Bassey, 2012). This indicates the priority given by the government on the education in Nigeria.

At the higher level, education in Nigeria is jointly operated majorly by 2 levels of governments, namely: Federal and State governments. Meanwhile, at the basic and middle level, prior the independence, the Christian and Islamic missionaries have invested heavily by providing a sound education to Nigerian populace. However, shortly after independence, Nigerian government took charge of the administration of various missionary schools, turning them to government schools. Ever since then, the effectiveness of the Nigerian education system can be questioned (Akinyemi & Bassey, 2012; Hodges, 2001; Griswold, 2000).

As of 2013, there are 430 tertiary institutions running across the country. These include, 40 federal controlled or public universities, 38 state run universities, 50 private universities, 128 and 117 polytechnics and mono-technics, as well as 57 innovation and enterprise institutions (Adesulu, 2014). It was also reported that one of the major issues being faced by the Nigerian education system is a shortage of infrastructure to cater for the growing numbers of Nigerian students and the outdated syllabus being used by the education institutions (Adesulu, 2014).

Many years after the adoption of entrepreneurial education as a mechanism to reduce the unemployment rate among graduates, the unemployment rate keeps soaring (Economist, 2016). This leads to the investigation of effectiveness of entrepreneurial education (Economist, 2016). Stahl (2015) reveals that allotting more focus on formal entrepreneurial education might not be enough for the students to have the intention to become entrepreneurs or self-employed. Lorz (2011) argued that shortly after graduation, even those students with higher intention to become entrepreneurs during the time of study at higher educational institutions tend to deviate from being entrepreneurs shortly after graduation. Concerning this, the suggestions of Shukur, Adelaja and Minai (2018), Amos, Oluseye and Bosede (2015) and Md-Yassin, Mahmood and Jaafar (2011) of exposing students to a blended education, that is, the “three types of education” and industrial mix will enhance their intention to become entrepreneurs.

The blended education is revealed as an effective way of educating and inspiring students (Linan, 2004; Werquin, 2010). Similarly, the effectiveness of blended learning

is evident in entrepreneurial education (Constantinescu, 2015). Constantinescu (2015) mentioned, youths in the EU zone benefitted largely and became more productive when the contemporary formal entrepreneurial education is blended with other entrepreneurial education forms. This indicates that the blended type of educations is very effective, thus, exposing students to a blended form of entrepreneurial education is a way forward. Equipping them with the needed practical knowledge, establishing student networks and encouraging them in fostering innovation towards self-employment are the actions required (UNCTAD, 2011).

More so, the adoption of blended entrepreneurial education was said to be the result of government intervention through policies directed towards sustaining entrepreneurship (UNCTAD, 2011). An example of such policies includes entrepreneurial education policy reformation through 'European Charter for Small Enterprise', which focuses on specific and general business syllabus regarding entrepreneurial courses at all higher education levels. This charter identifies the entrepreneur as one of the primary skills that an individual needs throughout his lifetime. For this reason, it is mandated in EU members' state to introduce into their academic curricula 'the managers' training'. It was concluded that so far, all higher educational level in Europe have benefited from it. The benefits enlisted by the European Charter for knowledge base economy that include social skills, technological culture, information and telecommunication, foreign languages and entrepreneurship.

The dynamism of global economy because of the pronounced globalization has brought about many education reformations, especially in the developed western world (Moldovan & Bocos-Bintintan, 2015). Evidences from the American and the EU education context, non-formal education had become part of the major education curriculum and these have been proven by scholars and non-academics to be a way that support formal education (Cucos, 2002; Etling, 1993; Malcolm et al., 2003; Moldovan & Bocos-Bintintan, 2015). In view of Du Bois-Reymond (2003), it is noted that non-formal education changes the way, what supposed to be included in education in a knowledge-based society, citing new forms of education (distance learning, workshops, individual curricular approaches) to supplement of classical formal education in the European zones. With the above arguments, the study regarding types of entrepreneurial education remain relevant

### **1.3 Problem Statement**

The contribution of entrepreneurship as a source of economic stability through employment generation, poverty alleviation as well as reduction of social decay was recognized by governments, policy makers and economic stakeholders across the globe (Valerio, Parton & Robb, 2014; World Bank, 2015), especially in the developed world. According to earlier scholars and practitioners, the spread of entrepreneurship through entrepreneurial education has become rampant, thus, in the last few decades, many educational institutions have either introduced entrepreneurship as a course of study or field of specialization with the anticipation of reducing the high unemployment rate, joblessness and social disorder raving the society, especially among youths of which

majority of them are graduates (Finio, Sabadish & Shierholz, 2013; Kroeger, Cooke, & Gould, 2016).

This phenomenon is widely traced as scholars and practitioners, through investigations have suggested that with entrepreneurship education, students will possess the mindset and skills to participate in various entrepreneurial activities (Valerio et al., 2014), train individuals acquire cognitive and marketable skills (Cuzzocrea, 2015; The World Bank, 2015). A similar phenomenon was traced in Nigerian where the government through the ministry of education and the Nigerian Universities Commission (NUC) has adopted entrepreneurship education into higher education curriculum either as a course of study or as a field of specialization as far back as the year 2000 in a bid to reduce graduates' unemployment rate in the country (Premium Times, 2012; Omoankhanlen, 2010).

Despite the global acceptance of entrepreneurship activities, creating entrepreneurship awareness through academic institutions in the form of entrepreneurial education which the sole objective is to boost the intention of students towards self-employment by not relying on the available saturated jobs, the impact or effects of the entrepreneurship education were posited to be at the nearest minimum (The World Bank, 2015), is not an easy matter. Supporting this stance, a published report by World Employment and Social Outlook 'WESO' (2016) through the International Labor Organization (ILO) (2016) predicted that within the next two years, the unemployment rate in developing nation will increase, especially, countries that solely depend on crude oil due to the falling price of crude oil (Economist, 2016).

In addition, statistics reveal the percentage of youths unemployed globally is greater than the average unemployment in the total population (Davis et al, 2015; Kroeger et al, 2016). For example, the youths' (graduate) unemployment rate in the USA, is double compared to the total unemployment rate in the economy (Davies et al., 2015). Although these authors argued that the USA economy is improving, however, the aftermath of economic recession that hits the younger population, specifically the college graduate is more severe than anyone else in the US economy. With this, the widely-accepted phenomenon of reducing youths (graduates) unemployment rate with entrepreneurship through entrepreneurial and related education can therefore be subjected to scrutiny and calls for empirical investigation.

Before the adoption of entrepreneurial education in Nigeria, several programs designed to reduce unemployment had been implemented with less success than expected (Abimbola, et al., 2011; Mähler, 2010; Ucha, 2010). For examples, the National Youth Service Corps (NYSC) with the sole objective of exposing the fresh graduates to what is expected by the labor market and cultural integration for a period of twelve months (Okafor, 2011) and National Directorate of Employment (NDE), an empowerment scheme designed to train Nigerian youths, arts, crafts and other forms of marketable skills and Youth Entrepreneurship Development Program (YEDP) with the objectives of encouraging youths innovativeness and providing easy access to finance (Central Bank of Nigeria CBN, 2016).

Notwithstanding, little to none positive outcome were recorded (Ogundele, Akingbade & Akinlabi, 2012; Omoankhalen, 2010). Thus, by acknowledging the importance of entrepreneurship and entrepreneurial education as the effective tools in reducing unemployment, as argued by scholars and practitioners, entrepreneurial education was introduced into higher education syllabus. The anticipation is that by the end of the year 2015, unemployment in Nigeria, especially among graduate that was said to be one of the factors leading to social disorder such as theft, robbery, kidnapping among others will be reduced to the dearest minimum (Ogundele et al., 2012; Omoankhalen, 2010) was to be improved.

Moreover, Anyaehie and Areji (2015) believed the over dependence of the Nigerian economy on crude oil will be minimized and allows for economic diversification. This shows the important of entrepreneurial education. However, evidence from the arguments of Awogbenle and Iwuamadi (2010) and Ogundele, Akingbade and Akinlabi (2012) indicates that after graduation, students still queue for employment opportunities in various “over-saturated” public sectors, rather they will create jobs and generate employment opportunities for others. This shows that they are not ready to be self-employed. So, they must be better prepared to become entrepreneurs at the university level.

To reemphasized, instead of witnessing significant achievement of several measures put in place by the Nigerian government, studies argued that little to none achievement of these programs, especially at the non-university level are recorded (Abimbola, et al.,

2011; Stahl, 2015). This probably makes the Nigerian government to instruct for the entrepreneurial education as a compulsory subject at higher academic institutions. On the account of Economist (2016) and Stahl (2015), graduates' unemployment rate is on the rise because of students' lack of cognitive skills needed in the labor market, Mähler (2010) and Ucha (2010) argued that the initiated programs by Nigerian government and its agencies failed to cater for the needs of the populace because of the number of graduates produced yearly by higher institutions in Nigeria exceeds the available jobs.

Whereas, Adesulu (2014) of the Vanguard newspaper reported that the Nigerian education system suffers the shortage of infrastructure to cater for the growing number for students. The available resources tend to be scarce commodity as the Nigerian population witnesses massive growth as more graduates are being produced yearly and only a few of them were absorbed into the labor market. This makes most the graduates' population is either under-employed or unemployed (National Bureau of Statistics "NBS", 2015).

A data published by NBS (2015) presents unemployment rate in Nigeria to be at 9%, while, in 2016, the same office published a 0.9% increment in the unemployment rate as of December 2015. Similarly, a report published by one of the prominent Nigerian dailies (Premium Times) by Udo in the early quarter of 2016 mentioned that the for the group of 'persons to graduate and youths within the age group of 19–34', unemployment rate for the first quarter of 2016 to be at 12.6%. Such worst situation is also reported by a survey conducted by Jobberman.com, a leading recruitment agency in Nigeria, who

claims that about 45.72% of respondents who have participated in the survey were graduates and they were unemployed. Thus, it is concluded that higher percentages of unemployed graduates is really a case of concern that needs urgent attention.

Crucial in this study, in linking to the focus of the study, from pieces of reviewed literature, evidences show that there are ongoing arguments about the influence of entrepreneurial education on the students' intention to become entrepreneurs. For example, empirical investigations from Adelaja (2015), Elmuti, Khoury and Omran (2012), Lourenço, Jones and Jayawarna (2015), Karlsson and Moberg (2012), all support the argument that entrepreneurial education influences, contributes and well regarded as one of the major factors that enhances the entrepreneurial intention among students.

Attesting to the positive influence of entrepreneurial education, Ngugi, Gakure, Waithaka and Kiwara (2012) argued entrepreneurial education to furnish students with the required knowledge needed in the business world. If they want to become entrepreneurs, then they must have the intention to become one first. Thus, there is a need to nurture the intention among students and within the context of this study, together with the previous discussions, the 'right' ways to nurture them, in terms of the education types are crucial.

Within the effectiveness of the relationship, some scholars believed entrepreneurial education either has a negative relationship with the intention or no relationship at all.

For example, the investigations made by Bilić, Prka and Vidović (2011), Lorz (2011), Maina (2011), St-Jean and Mathieu (2015) conclude that entrepreneurial education has no significant relationship with the intention of students to become entrepreneurs. However, these studies do not specify the type of entrepreneurial educations they investigated. It is presumed that they only observed the formal education offered in the higher education, without observing the different types of education, the formal, informal and non-formal types of education.

On the account of Maina (2011), students who have a high intention of becoming entrepreneurs have already had the experience and it was not as an effect of entrepreneurial education learnt at school. A study by Samuel et al. (2013) also pointed to the no significant relationship between entrepreneurial education and intention to become entrepreneurs. This could be the mismatch between the entrepreneurial education curriculum and the needed cognitive skills, one of the skills crucial in developing intention in the fast-changing economy as pointed by Bell and Bell (2016), Akande (2014) and Lorz (2011). Hence, these arguments lead us to question the connection between entrepreneurial education and the intention of students to become entrepreneurs.

The complexity of education that demands for different consideration to conclude about the overall effect of education needs to be considered in this study. The three main types of education, namely formal, informal and non-formal entrepreneurial education is viewed as different types of education that need to be tested separately (du Bois-

Reymond, 2003) and this is also important within the context of entrepreneurial education. It is interesting to observe if the different types of education produce different results with the intention of the students at the higher institutions. Such idea is crucial as none of the study of such nature can be found in the literature of entrepreneurial education, examining the three types of education in a single model. Those available examined the types of education in the fragmented state. Thus, this study intends to examine the effect of education on the intention of students within the context of the three types of educations as mention by du Bois-Reymond (2003).

In the entrepreneurship training, literature shows that the non-formal and informal education are being mentioned and cited as influencing the entrepreneurial intention. Authors such as Amos et al. (2015), Jones, Macpherson and Jayawarna (2013), Ngugi et al. (2012) and Lee, Chang and Lim (2005), argued the importance of non-formal and informal education on entrepreneurial intention in the form of entrepreneurial training, exhibitions, entrepreneurial workshops, role model and other entrepreneurial networking activities. Whilst such consideration is available in the training sectors and not available in the academic world, the study regarding the three types of education to affect the entrepreneurial intention is crucial to be carried out.

In light of these arguments, there are urgent calls to investigate the role of entrepreneurial education types on the students' entrepreneurial intention. Nevertheless, the researcher acknowledges that such theoretical relation might also be influenced by other factors, not limited to education policy, infrastructure availability, supportive

education environment and culture, as stated by Constantinescu (201), Tende (2014), Adeyemi et al. (2012), Ogundele, Akingbade and Akinlabi (2012), Joardar, Wu and Chen (2014). In this research scope, among other influencing factors that can enhance or dampen the theoretical relationship of the government intervention through entrepreneurial education policies is favored.

Within the context of government intervention and policies, Constantinescu (2015), Tende (2014), Adeyemi et al. (2012) and Ogundele, Akingbade and Akinlabi (2012) suggest that it took the intervention of favorable and sustainable education policies to achieve effective and efficient influence of entrepreneurial education on students' intention to become entrepreneurs. Evidence from the conclusion of Constantinescu (2015) shows that the government interventions through diverse entrepreneurial education and entrepreneurship policies in the European Union Zone have all yielded positive results.

However, the study of Tende (2014) indicated that the intervention of government (through credit policies) had no significant effect on gearing Nigerian youths towards having the intention to become entrepreneurs. This reflects that laws and regulations that form the link between institutional development and the entrepreneurial endeavor needs to be investigated and probably more regulations need to be enforced to motivate students towards entrepreneurial intention and business creation. With this, government intervention measured by entrepreneurial education policies and sustainability is introduced as a moderating variable between entrepreneurial education and

entrepreneurial intention. The intervention of government through education policies is introduced as a moderator in this research work because previous scholars argued favorable entrepreneurial policies yielded positive outcome (Constantinescu, 2015), or will positively influence the effectiveness of entrepreneurial education on the intention to become entrepreneurs among students (Tende, 2014; Adeyemi et al., 2012; Ogundele et al., 2012), which contradicted to the suggestion by Tende (2014).

As mentioned by earlier scholars, the intervention of government harnesses the effectiveness of entrepreneurial education in enhancing students' entrepreneurial intention. On a contrary, studies from Nigerian context are doubtful and skeptical on the available government intervention programs pertaining to the formulation and implementation of such programs or intervention schemes (Adeyemi et al., 2012; Chukwuemeka & Nzewi, 2011; OmoanKhalen, 2010). In a similar view, Adeyemi et al (2012) claim that the ineffective implementation of policies hinders the efficiencies and effectiveness of most educational policies and educational support scheme initiated by Nigerian governments, both in the past and the current regime. Despite the agreement of Ogundele et al. (2012) to the issue of government intervention, the author concurs that government intervention failed because of a lack of sustainability policies. The sustainability issues are also being supported by OmoanKhalen (2010), where it was stated that policies that effect sustainability persist due to the different political interests, especially during regime transition in Nigeria.

In Nigerian context, issues such as access to finance, shortage of expertise and different political agendas of Nigerian politicians are some of the few factors that adversely influence the successful implementation of several government policies and empowerment programs in the country (Adeyemi et al., 2012). To overcome these issues and witnessed efficient and effective several government intervention programs, the beneficiaries that is, the stakeholders should be engaged in the several stages of the intervention process (Constantinescu, 2015).

Asides the issues of government intervention through educational policies to enhance intention of students towards becoming entrepreneurs highlighted above, it was observed that the course content of education (entrepreneurial education curricula) used in teaching entrepreneurial education at various higher academic institutions across the globe varies. Scholars had called for the convergence of these diverse entrepreneurial education curriculums to a singular or unified curriculum to attain the effectiveness of entrepreneurial education in enhancing the intention to become entrepreneurs among students (Joardar, Wu & Chen, 2014; Bette, 2012; and Colantone & Sleuwaegen, 2007). The opinion expressed by these authors was that using a unified entrepreneurial education curriculum will enhance the intention to become entrepreneurs at a ‘par value’ that is the expected rate.

The entrepreneurial education contents to be taught to students are therefore under heavy arguments. From the opinion expressed by Hugonnier (2007) and Ogbona (2010), in nurturing the entrepreneurial intention among students, the effects of globalization

should be put into consideration. Thus, unified curriculum is argued to be an important consideration. This is in-line with Joardar et al. (2014). The call for unified entrepreneurial education syllabus met heavy criticism from scholars, for example, Ginsberg (2005) who is of the view that unified entrepreneurial education is a dream to be fulfilled because cultural factors to significantly affect students' response to the classroom experience that might cause some sort of deviation from the objectives of the education.

Responding to this, argument by Bette (2012) and Joardar, Wu and Chen (2014) is referred to, which is the unified educational curricula have more pros than the challenges embedded by cultural factors. From the opinion expressed by Bette (2012), unified education curriculum possesses a negligible interest because with globalization, educational institutions move beyond the traditional borders to partner and offer singular education curriculum in different cultures. More supportive stance was again seen in the lecture note of Joardar, Wu and Chen (2014) and Suárez-Orozco and Qin-Hilliard (2004) stating that rapid cultural changes was felt because of the convergence of educational institutions offering unified education curricula.

In support of globalized entrepreneurial education, Colantone and Sleuwaegen (2007) argued that entrepreneurship activities can yield a positive effect, if and only if proactive measures are taken through education and networks. More arguments in favor of globalized entrepreneurial education include the evidence observed from the work of Christian (2014), who suggests that in order to produce or empower the would-be

entrepreneurs in Nigeria, the adoption of pedagogical process is needed. These include coaching, mentoring, case studies, developing a feasible business plan, which should be used to train Nigerian youths.

Moreover, the investigation of Mcneely, Wang and Hauze (2016) proposed, for a unified educational curriculum to cater for the need of “would-be” entrepreneurs from diverse cultural background, the global entrepreneurial education must be able to address multicultural needs in a dynamic global market. Therefore, based on these arguments, the perceptions towards changes in entrepreneurial education into a globalized entrepreneurial education curriculum calls for detailed empirical investigation in the Nigerian context.

#### **1.4 Research Questions**

In light of the above discussions, the following research questions are summarized.

The first main question to be answered is:

- i. Does entrepreneurial education have a significant relationship to intention of students towards entrepreneurship within the context of Nigeria, for every types of entrepreneurship education?

While the sub-questions which are based on the direct relationship between the types of entrepreneurial education examined are:

- a. Is there any significant relationship between formal entrepreneurial education type and entrepreneurial intention among students?
- b. Is there any significant relationship between informal entrepreneurial education type and entrepreneurial intention among students?
- c. Is there any significant relationship between non-formal entrepreneurial education type and entrepreneurial intention among students?

Pertaining to the moderating relationships, the following questions are under consideration.

- i. Does government entrepreneurial education policies moderate the relationship between entrepreneurial education and students' entrepreneurial intention?
- ii. Does adoption of unified entrepreneurial education curriculum moderate the relationship between entrepreneurial education and students' entrepreneurial intention?

The second major question answered in this research relates to the evaluation of the effectiveness of entrepreneurial education through:

- i. Is there any difference in students' entrepreneurial intention before and after taking the formal entrepreneurship education subject?

### **1.5 Research Objectives**

The main objectives of this research work are in two folds. First, this study attempts to identify the relationship of entrepreneurial education and entrepreneurial education types on entrepreneurial intention among university students. Also, this study investigates the moderating effects of government intervention through entrepreneurial education policies and the adoption of unified entrepreneurial education curriculum on the aforementioned relationship in becoming entrepreneurs.

Second, the study uses an innovative research method, in achieving the first objective, by using a quasi-experimental research design of two times cross sectional study method to compare the effectiveness of the entrepreneurial education, instead of the 'normal' one-time cross-sectional study practiced in the most quantitative survey.

For the first objective, the focus is the issue of different types of entrepreneurial education that to be hypothesized to affect differently on the entrepreneurial intention, which are the formal, non-formal and informal education types. This research starts by examining if there are differences in students' entrepreneurial intention before receiving an entrepreneurial education and after taking an entrepreneurial education class (formal education type) together with their knowledge acquired through on the other two entrepreneurial education types which are the non-formal and informal types.

In achieving this objective, the sub-objectives of the direct relationship between entrepreneurial education and entrepreneurial intention are to be achieved:

- i. To examine the significant relationship between formal entrepreneurial education on entrepreneurial intention among students.
- ii. To examine the significant relationship between informal entrepreneurial education on entrepreneurial intention among students.
- iii. To examine the significant relationship between non-formal entrepreneurial education on entrepreneurial intention among students.

Then, the sub-objective, in relation to the moderating variables are to be achieved as the following:

- i. To examine the moderating effect of government entrepreneurial education policies on the relationship between entrepreneurial education and entrepreneurial intention.
- ii. To investigate the moderating effect of adoption of unified entrepreneurial education curriculum on the relationship between entrepreneurial education and entrepreneurial intention.

The above tests and examinations set forth the research framework, which not being observed in any study, as of now. This means the research has the indirect objective of proving the research framework as the significant and relevant research framework to be utilized in research work later.

For the second objective, the main focus is the issue of the accuracy of the effect of independent variables on the entrepreneurial intention. The effect must be measured from a different research methodology approach as suggested by Linan and Fayolle (2015). This research adopts a quasi-experimental method of data collection that is before and after any event takes place. Such procedure helps the researcher evaluate the effectiveness of entrepreneurial education with the intention of students towards entrepreneurship rather than taking a guess work with a single data measure (Linan & Fayolle, 2015). In this view, the following objective was achieved:

- i. To compare the result of the before and after the entrepreneurial education takes place, which shows the effectiveness of the entrepreneurial education in enhancing the entrepreneurial intention.

## **1.6 Significance of Study**

Investigating the effectiveness of entrepreneurial education is of high importance and benefits not only for Nigeria, but, for the entire universe. With this, the contribution of this research is divided into three broad categories that is, practical, theoretical and methodological contributions which are elaborated below:

### **1.6.1 Practical Contribution**

Unearthing the lapses and the disconnection between the knowledge gained from entrepreneurial education types and the knowledge needed for creativity and innovativeness is the major breakthrough of this research. Implementing the findings from this research shall assist education policy makers to tackle unemployment and unwillingness of students to engage in entrepreneurship from a different view, which is effective enough to boost students' entrepreneurial intention through entrepreneurial education. With the proper implementation of the findings in this research, entrepreneurial activities shall be enhanced, thus, the objectivity of introducing and implementing entrepreneurial education types into higher education institution's curriculum shall become a reality.

### **1.6.2 Theoretical Contribution**

Earlier studies on entrepreneurial education had devoted noteworthy efforts on investigating the effectiveness of entrepreneurial education on students' entrepreneurial intention with little to no complete success. As discussed, the results from earlier studies continue to generate mix evidences. In these regards, this study took some innovative steps to examine the effectiveness of entrepreneurial education by amalgamating the three types of education, namely; formal, informal and non-formal entrepreneurial education into one research model.

More so, the students' intention before and after taking an entrepreneurial education class is also measured. This helps to determine the change in students' entrepreneurial

intention because of taking formal entrepreneur education. The implications of these two approaches to investigate entrepreneurial education adds more innovative knowledge in entrepreneurial education, theoretical framework and a robust method in examining the effectiveness of entrepreneurial education.

Furthermore, this research adds significant knowledge to the body of literature by producing a theoretical model that amalgamates the three types of entrepreneurial education into a single research model. Overall, this research suggests improvised method of examining the effectiveness of entrepreneurial education with the intention of students towards entrepreneurship.

### **1.6.3 Methodological Contribution**

Adopting a single sample and examining the intention of the samples before and after exposure to entrepreneurial education. This method used in evaluating students' entrepreneurial intention helps the research to predict with nearest accuracy the effectiveness of entrepreneurial education on students' entrepreneurial intention. Moreover, this method of evaluating students' entrepreneurial intention is less biased than earlier methods of control and treatment groups adopted by earlier studies where the treatment groups were at most times assigned larger sample size than the control group.

## 1.7 Organizations of Chapters

The content of this research is divided into five distinct but interrelated chapters. The expected contents of each chapter are therefore summarized below.

**Chapter One:** the first chapter starts by providing the research introduction, background of the study. It goes further to present the highlighted the issues and the problem statement that entails the (practical issues facing Nigerian economy, theoretical issues and methodological issues). Also, in this chapter, the research questions were presented. Then, the objectives of the research, the research scope, significance of research followed. In addition, this chapter presents the research mapping and the key terms used.

**Chapter Two:** This chapter reviews relevant literature to this study. Specifically, it reviews relevant literature (both conceptual and empirical) on entrepreneurial education, entrepreneurial intention and educational policies sustainability. Also, from the review and discussions of previous studies, testable hypotheses are developed in this chapter. The theories underpinning this study are discussed and the research framework for this study is presented and explained.

**Chapter Three:** This chapter discusses the approach, strategy and techniques employed in carrying out this study. It starts by explaining the different research philosophies, after which the research philosophy that guides this study was duly explained. It goes further to explain research design and the different types of research design, pointing out the type of research design adopted for this study. It also discusses the population, the sample size of this study and the sampling techniques adopted. This chapter

operationalizes the variables examined in this study. Procedures and techniques for data collection and analyses are also discussed in this chapter.

**Chapter Four:** In this chapter, the research data collected through the pre-designed questionnaire that was analyzed is discussed. The data were examined and analyzed using SPSS version 23, for data cleaning, normality check, mean comparison between the dependent variable. Also, the SPSS was used as a tool to examine the difference between pre-and-post tests of the entrepreneurial intention. Furthermore, the SPSS was used in accessing the structural equation modeling between entrepreneurial education and entrepreneurial intention. Finally, the results of moderating effect of perceived government intervention on the relationship between entrepreneurial education and entrepreneurial intention of the posttest data are presented.

**Chapter Five:** In this chapter, the discussion of the findings is presented. Suggestions, recommendations and conclusions about this research were made.

## **1.8 Definitions of Key Terms**

**Knowledge:** This is described as an instructional process of acquiring new skills and values for the perseverance of functioning in the society (Dickson, Callagher, Longden & Bartlett, 1985).

**Entrepreneurship:** This is defined as the process by which individual, group of individuals or corporate bodies took the initiatives to bear the risk of creating a market

which was not in demand and or no one ever think of its possibilities (Shane & Venkataraman, 2000).

**Entrepreneurial Intention:** This is described as the willingness or intent to embark on the journey of creating a market which was not in demand and or no one ever think of or offering new or modified products or services (Souitaris, Zerbinati & Al-Laham, 2007; Thompson, 2009).

**Government Intervention:** This is defined in this research in terms of supports and mechanism set in place by Nigerian government to enhance the relationship between entrepreneurial education that the students are exposed to and their entrepreneurial intention (Osoimehin, Jegede, Akinlabi & Olajide, 2012).

**Government Support:** This is described as the several entrepreneurship support programs implemented by the Nigerian government to enhance, improve entrepreneurship engagement aimed at economic sustainability in a long run (Spence, Gherib & Biwolé, 2011).

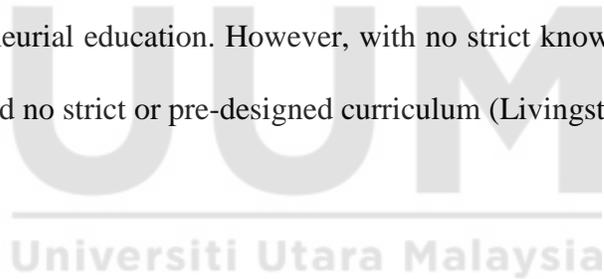
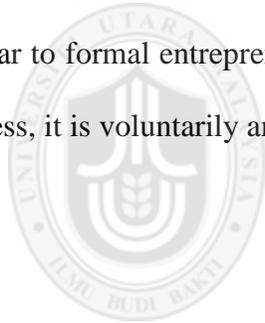
**Unified Entrepreneurial Education:** This is described as the adoption of single entrepreneurial education curriculum across several international borders (Bette, 2012).

**Formal Education:** This is defined as the entrepreneurial education types that happen within the four-corner classroom. It is characterized by, in most cases a teacher who has

absolute authority over the students. Also, the knowledge transfer is strictly based on pre-designed curriculum in a well-organized environment (Livingstone, 2001).

**Informal Entrepreneurial Education:** This type of entrepreneurial education happens freely among the students with little to no intervention from any higher authority, needs no structured or formality, but it's regarded as the most powerful, experienced filled types of education that happens in a free world (Amos et al., 2015; Blyth, 2008; Zeldin (2004).

**Non-Formal Education:** This is defined as an education types that occurs in a setting similar to formal entrepreneurial education. However, with no strict knowledge transfer process, it is voluntarily and no strict or pre-designed curriculum (Livingstone, 2001).



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews several related literatures, scholarly articles so that the relationship and or direction of the independents, moderation and dependent variables (entrepreneurial education, entrepreneurial intention and government intervention through perceived adoption of universal entrepreneurial education curriculum and available government support) are observed. Also, this chapter discusses the concepts of entrepreneurship, economist and non-economist view of entrepreneurship. Furthermore, the review and discussions of previous studies and testable hypotheses are developed in this chapter. The theories underpinning this study are discussed and the research framework for this study is presented and explained in this chapter.

#### **2.2 Concept of Entrepreneurship**

The term 'entrepreneurship' according to scholars has no agreed definition, rather it is described based on a concept of interest, perception and field of specialization (Akhter & Sumi, 2014; Eurostat, 2012; Kuratko & Hodgetts, 1998). According to Eurostat (2012), the concept is described based on individual interest or mindset in a way to influence economic activities through innovation and creativity that can integrate risk taking, sound managerial functions within existing or newly created firms. An

entrepreneur is said to be one who seeks opportunities and change (Akhter & Sumi, 2014).

Whereas, Kuratko and Hodgetts (1998) gave better insight by describing the concept of entrepreneurship to be more than seeking opportunities and change, but the process that encompass taking risks beyond scarcity, pushing ideas through reality with required necessary skills and resource. From the several descriptions of entrepreneurship given, entrepreneurs can be argued to be individual, or groups, or corporate bodies who seek opportunities, take economical risks in exploring the identified opportunities, uses these opportunities to induce positive economic changes and create economic balance for themselves and their environment at large.

The issues observed in defining the concept of entrepreneurship lies in the fact that there are specifically two schools of diverse thoughts, namely; economist and non-economist school of thoughts. As evident from the argument of Rocha (2012), entrepreneurial dilemma existed because old economist fails to recognize its importance and at most times, they are often indifferent with entrepreneurship. From the report, Rocha therefore acknowledged that an economist of the 21<sup>st</sup> century realized the full importance of entrepreneurship as one of the needed tools for economic development, sustainability and economic balance.

### **2.2.1 Economists view of entrepreneurship**

Economist view of entrepreneurship, according to the investigation of Rocha (2012) can as well be categorized into two waves. The traditional economists (pre-twenty-first century's view) where entrepreneurship is separated from economics and the conventional view of entrepreneurship by economists in the 21<sup>st</sup> century where entrepreneurial activities is seen as economic agent which cannot be sidelined. As reported by Berger (1991), economist view entrepreneurship as an economic variable that depends largely on economic factors. In other words, it is seen as independent of culture. Hence, it was said that entrepreneurs' motivation is profit maximization, positing that change in economic conditions either spur or hinder entrepreneurial activities.

The traditional economists of neoclassical fame emphasize the preeminent importance of the availability of capital, access to markets, labor supply, raw materials and technology. They formulate their analyses in terms of "economic opportunity conditions" and "economic risk."

Whereas, modern economists are of the notion that entrepreneurship cannot be separated from today's economic sustainability. On the account of Madhok and Keyhani (2012), recognizing the role of entrepreneurship in tapping into foreign markets, it was acclaimed that entrepreneurial process is more than having the resources but learning agility and to build on the available resource to gain competitive advantage.

### **2.2.2 Non – Economists view of entrepreneurship**

Most non-economist scholars subscribed to the idea of economists, however, went a step further, arguing that cultural factors needed to be fully considered in determining the success of entrepreneurial activities or any businesses. For the economist, culture is the least economic factor while to the non-economist, culture and its dimensions are among the vital factor on par with other economic factors (Anedo, 2012; Rocha, 2012). From the numerous definitions given by different scholars stated above, the characteristics of entrepreneurship can therefore be stated to be risk taking, innovation, opportunity searching and utilization as well as economic development through new business idea while putting cultural differences into consideration.

More so, Welter (2011) affirmed the contribution of culture and its dimensions arguing (social, political, institutional, spatial and historical context does empower individuals, or groups) avenues and as well inhibits purported actions. Furthermore, the author argued contextual factors can be a liability as well as an asset for entrepreneurial activities. Thus, it is important to understand the knowledge and actors of entrepreneurship. Therefore, this study describes the concept of entrepreneurship as the process by which individual, group of individuals or corporate bodies took the initiatives to bear the risk of creating a market which was not in demand and no one ever think of its possibilities. Evidence from the study of Osiyevskyy and Bogatyreva (2015) posited that the intention to become an entrepreneur is the pillar of entrepreneurial activities.

### **2.2.3 Entrepreneurship in the Era of Globalized Economy**

The effects of globalization influence were not only felt in production, consumption of goods and services, but it has redefined and reshaped how information is sourced, analyzed, used as well as knowledge sharing process. Examining previous scholarly works on the influence of globalization, it was concluded that globalization does have influence in both positive and negative ways. Focusing on the positive side of globalization, Nicolescu and Teodorescu (2014) argued globalization to erupt from two distinct events namely natural and artificial or dogmatic globalization.

Concerning the author's account, dogmatic globalization emerges as a result of political, economic, religious as well as social objectives of singular policy. The features of these forms of globalization, according to the argument of Nicolescu and Teodorescu (2014) rely heavily on intellectual power deriving its source of human education. It has been argued by diverse scholars that globalization had greatly influenced education and by education, the environment can be protected, people can leave a healthy life, businesses can converge through the internalization of trade and economy can be restructured significantly with a causal relationship (Bloom, 2004; Burbules & Torres, 2004; Dincer, Dincer & Yilmaz, 2015; Singh, DeNoble & Ehrlich, 2004).

In educational industry, the influence of globalization was as well felt. A fundamental argument on the globalization of education was evident in the work of Burbules and Torres (2000) where the authors argued globalization has helped many countries restructured their economies since the 1970s. Then, many countries adopt neoliberal

policies to fight against the capitalist system of economy. As seen in the work of Burbules and Torres (2000), globalization of the world economy is thus characterized by the creation of new market and economic integration. Hence, coming into play the foreign exchange practices. In this sense, information is regarded as important tools over manufacturing; reduction in the capital-labor issues, the labor market was restructured.

Many nations respond to the call of the globalization of education through a “unified central body” who devise and implement a sustainable education system that can at least standardize the educational system. For example, the World conference on education held in Thailand in 1990 aimed to provide education for all by the year 2000; United Nation Millennium Goals that proposed the completion of all primary schools by the year 2015 (Suárez-Orozco & Qin-Hilliard, 2004). To support the claim of Anand (2015) and Burbules and Torres (2000), concludes globalization through education creates an intense competition among market players that result in a partnership contract between public and private education institutions leading to economic growth.

Conferring to the study of Hugonnier (2007), evidence of globalization happening in the education industry caused an increase in the number of students studying abroad, also, the emergence and increase in the number of international campuses, development of partnership and cooperation among higher educational institutions around the globe. Therefore, Hugonnier (2007) proposed the emergence of this trend in the educational industry has direct and indirect influence on the knowledge economy, information sharing using information and communication tools.

Narrowing down the influence of globalization to entrepreneurship and entrepreneurial education, factors such as orientation towards high performance, high self-expression, as well as the low social desirability, enhance the internationalization process among new entrepreneurial firms (Pathak & Muralidharan, 2016). Whereas, Navarro-Garcia, Barrera-Barrera and Schmidt (2015) argued entrepreneurship internationalization depends on both internal (export commitment, experiences and resources) and external factors such as the distance of export firms and markets and competitiveness.

However, culture possesses a great threat to unified global entrepreneurial education curriculum that occurs because of the globalization process (Bloom, 2006; Christian, 2014; Colantone & Sleuwaegen, 2007). Scholars such as Bette (2012), Joardar, Wu and Chen (2014) believe that unified educational curricula have more pros than the challenges embedded by cultural factors. According to Ginsberg (2005), cultural factors significantly affect students' response to the classroom experience. Thus, proposing that in most cases, to motivate students' learning behavior teachers might deviate from formal educational instructions.

Nevertheless, in a bid to minimize the cultural influence, Mcneely, Wang and Hauze (2016) proposed, for a unified educational curriculum to cater for the needs of diverse cultural background, the global education must be able to address multicultural needs in a dynamic global market. In measuring the influence of globalized education, Bloom (2006) pointed to factors that contribute and to be measured and accessed. These are

inputs (from the educational stakeholders, including government, teachers and students in terms of money and term).

Also, process involving the functionality of the education systems in terms of teachers' qualification and teaching method, lesson quality and educational content; output of the process translates to direct result of the educational process in a short term, examples of these outcome as given by Bloom (2006) are competencies level and numerical literacies; and outcome translate to the long term result of these educational process examples of which include educational effects on innovation process and policies or governances.

However, despite the acceptance of a globalized education phenomenon, reports by the Global Partnership for Education "GPE" (2013) concludes that there is limited to no data on the comparison of students' performance across or within countries. Therefore, it is difficult to understand the real influence of global education curriculum on the relationship between entrepreneurial education and students' entrepreneurial intention. Also, the link between culture and entrepreneurial intention among students in federal universities in southwestern Nigeria remains unknown. Although, this is an important concept that worth investigating. Notwithstanding, it's one of the limitations the researcher faced as culture, though dynamic cannot be determined within the short period of time allotted for this research

### **2.3 Entrepreneurial Intention**

The intention is said to be the foundation of any action and its singularity, best prediction of any action taking by individual or groups (Krueger, Reilly & Carsud, 2000; Osiyevskyy & Bogatyreva, 2015). In entrepreneurship, there are arrays of empirical and conceptual investigations that try to exhume the factors responsible in creating intentions among students of different level of education. In recent times, two prominent models are widely used to investigate entrepreneurial factors; these are Ajzen theory of planned behavior (TPB) and Shapero & Sokol entrepreneurial event model (SEE) (Linan & Fayolle, 2015).

As noted above under the concept of entrepreneurship, evidence from scholarly articles reviewed pointed to the fact that there is a significant positive relationship between entrepreneurship or entrepreneurial activities and nations Gross Domestic Products (GDP) (Şahin & Asunakutlu, 2014; Blenker, Dreisler & Kjeldsen, 2006). This in a nutshell had triggered scholars across the globe to investigate the factors that lead or motivate people (especially students) in entrepreneurship engagement or have intention to venture into entrepreneurship in the later future (Akhter & Sumi, 2014; Michael, Okpi & Chinwendu, 2015; Thurik, Verheul, Hessels & van der Zwan, 2010). The study of Ali, Topping and Tarik (2011) after empirically examining six different universities in Pakistan concludes factors such as entrepreneurial education, demographic variables (gender, family background) to be predicting variables of entrepreneurial intention.

Krueger et al. (2000) regard entrepreneurship as a process, a way of laying emphasis on opportunities over threats by responding to push and pull forces. A prior study by Ajzen (1991) reports that individual attitude, perceive behavior, as well as subjective norm explains the intention of an individual to perform an action. Similarly, the entrepreneurial intention is explained by Shapero and Sokol (1982) by perceived desirability, perceived feasibility and the propensity to act. Several investigations on intentions reveals that contextual factors such as education as per teaching, motivation, experience (Farouk & Ikram, 2014), culture, need for achievement (McClelland, 1961), university environment, access to capital, gender, social network and risk tolerance (Obembe, Otesile & Ukpong, 2014) contributes to individual's entrepreneurial intention.

Adopting any of the available entrepreneurial models, factors responsible for entrepreneurial intention among students can be broadly be divided into two categories, namely individual or internal 'psychological' (Ajzen, 1991; Lee & Wong, 2004) factors and external or environmental factors (Krueger et al., 2000). Examining Ajzen (1991) TPB, one can simply categorize the model to be psychological in nature in the sense that the model differentiates entrepreneurs from a businessperson in terms of psychological factors also, successful entrepreneurs from some less successful ones. Confirming this, Valliere (2015) argues the intention to engage in entrepreneurship is divided into two broad categories, namely: opportunity recognition and new venture creation. The first part is argued as the first step to entrepreneurship while the later stage is more towards entrepreneurship realization.

Despite the wider acceptance of these two entrepreneurial modes, that is, TPB and SEE Kreuger et al. (2000) criticize them to be conflicting and overlapping, arguing SEE perceived desirability and perceived feasibility correspond to TPB's attitudes and perceived behavioral control, respectively. However, Sánchez (2012) in his perception argued that although these two theories or model look similar, but they are quite different. Sanchez claims that SEE model was developed to understand entrepreneurial behavior and intention, but, TPB model was developed and it best explains the entrepreneurial general behavior.

### **2.3.1 Philosophy of Intention**

Exploring several psychologists, behavioral scientists and philosophers' texts in understanding the concept of "intention, intent or intentionality" present that the term has no concessions definition, instead, despite the diverse descriptions given, there are some characteristics which feature and unite all scholars in this regard. It should be noted that intent, intention and intentionality as argues by Islam (2012) and Krueger et al. (2000) are different terms. Nevertheless, these terms are often used interchangeably. So, for the sake of easy understanding of this construct in this research, intent, intention and intentionality are not differentiated but believed to have the same meaning.

Diverse entrepreneurial intention scholars argue several factors (see Figure 2.1: page 45) to predict entrepreneurial intention. However, behavioral scientists, philosophers and psychologists believed there are more to that. For instance, the work of Bloom (1996) on intention argues intuition leads to the predisposition of how an event is pictured in the

mind of the individual and classified based on individual subjective judgment providing a framework under which intention to pursue an action emerges.

Similarly, using the clothespin experiment to explain what underlies children's naming or presentation, Bloom and Markson (1998) explored children's intention to represent an object by investigating 3-and-4-year-old kids to describe pictures that represent objects via intention and analogy. The authors conclude that the children's judgment 'appreciation' of that representation influences the object naming process.

Also, a definition of intention found in the book written by Searle and Willis (1995) describing intention as a mental process that is, 'thinking about' related to the essence of consciousness. Considerably, earlier investigation by May (1969) argues intention to be the pillar of consciousness, in other word, the author refers to intention as individual imaginative participation.

Thus, synthesizing the several descriptions of intention as described by classical and contemporary scholars, intention can therefore be described as the abstract thoughts or an imagery mindset to which individual subjectively evaluate an action, actions or process if it's worth attempting. Relating this to entrepreneurial intention, it can be deduced that the intention of students to become entrepreneurs lies on how entrepreneurs are pictured, how entrepreneurship transition is processed in their conscious minds of students or individuals.

### 2.3.2 Factors contributing to Entrepreneurial Intention

There are diverse factors that lead or influence entrepreneurial intention among students. These are not limited to family support, community support, psychological factors such as attitudes of students towards self-employment, perceived behavior, subjective norm, entrepreneurial education, role model, need of autonomy, achievement and risk-taking propensity (Ajzen, 1991, 2001; Akmaliah & Hisyamuddin, 2009; Lee, Chang, & Lim, 2005; Martin, Platis, Malita & Ardeleanu, 2011).

Thus, the summary of previous findings relating to factors that contribute or motivates students towards entrepreneurial intention is presented in the Figure 2.1 below:

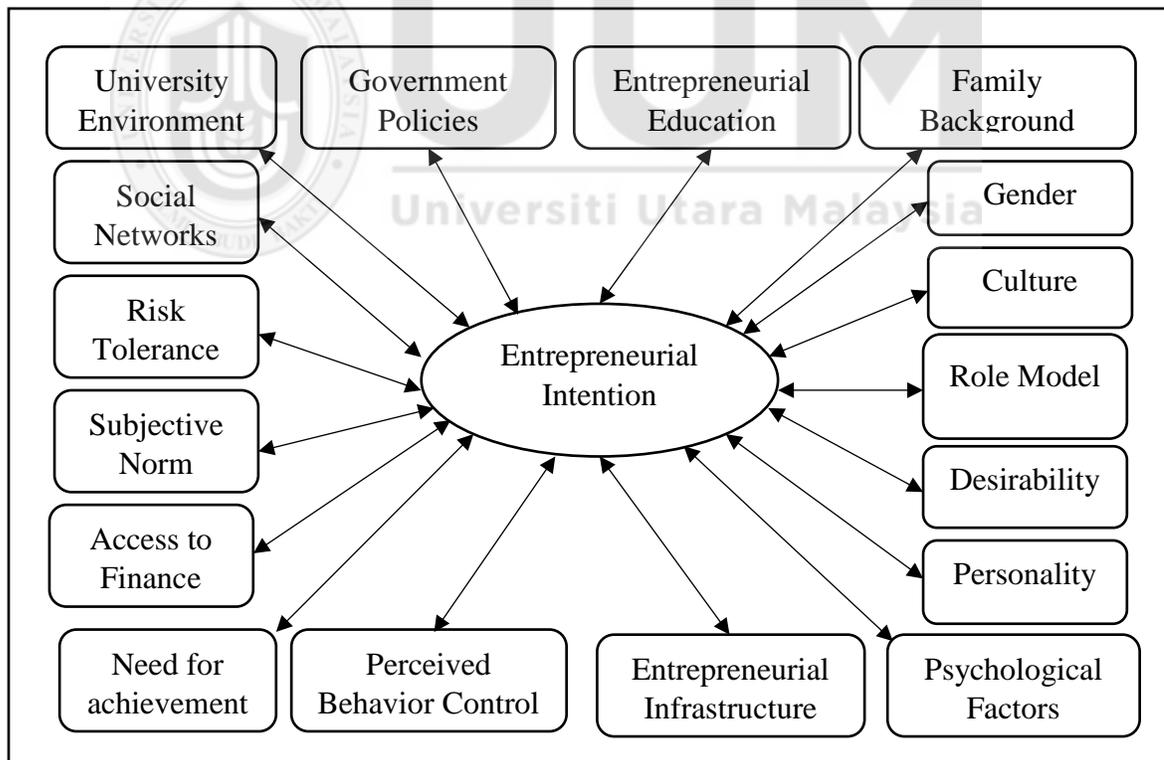


Figure 2. 1

*Summary of few identified factors influencing entrepreneurial intention*

Source: Developed for this work

Despite all these factors, the attention of this research is geared towards examining the effect of entrepreneurial education on students' entrepreneurial intention. This is to ascertain the change in the students' psychological states of mind 'entrepreneurial intention' when exposed to psychological treatment 'entrepreneurial education.'

Education on its own had been argued to be a psychological factor that alters the attitude, perceived behavior and subjective judgment or experience of the individual, thus, enhance students' emotions and emotional learning and risk-taking abilities (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011; Steinberg, 2008).

Conferring to the dependent variable in this research, 'entrepreneurial intention' which is referred to by behavioral scientists, psychologists and philosophers is the pillar of action which is evaluated and processed based on individual-behavior analytic approach (Bloom, 1996; Bloom & Markson, 1998; Krueger et al., 2000; Neuman, 2007; Osiyevskyy & Bogatyreva, 2015). The effects of entrepreneurial education after exposure is therefore opined to improve the individual subjective judgments and evaluation (Holmström, Lindberg & Jansson, 2015; Obschonka & Stuetzer, 2017). Could this be the reason why Keat, Selvarajah and Meyer (2011) and Lai and Lin (2015) notes entrepreneurial education to be a household name among economic actor such as politicians, academicians and government agencies.

In a similar view, the entrepreneurial researchers conclude entrepreneurial education to have similar psychological effects. For instance, Linan (2004), Lee et al. (2005), Martin

at al. (2011) and Obembe et al. (2014) conclude that students who are exposed to entrepreneurial education have a higher predisposition towards entrepreneurial risk taking. More so, investigation by Adelaja (2015) examining the factors that contribute to intention to become entrepreneurs among students between religious and non-religious institutions in Malaysia observed entrepreneurial education is a major predictor of entrepreneurial intention among the two different samples.

#### **2.4 Entrepreneurial Education**

Entrepreneurial education had been defined by several scholars and it seems to have an inconclusive definition, perhaps, because entrepreneurship itself has no concession meaning. For example, the definition given by United Kingdom Quality Assurance Agency for Education QAA (2012) sees entrepreneurial education as a way of preparing students through business start-up. In addition, QAA (2012) described entrepreneurial education as an education that furnished students with extra knowledge, attributes and capacity needed to setup a new business and operate it effectively.

Accordingly, Fayolle and Klandt (2006) argues entrepreneurial education to cover a wider scope that put in mind different contextual situations, methods and approaches to teaching and aim of the course. The authors described entrepreneurship education in a wider sense as any pedagogical program or process of educating for entrepreneurial attitudes and skills, which involves developing certain personal qualities. It is therefore not exclusively focused on the immediate creation of new businesses.’

On the account of Virkkunen (2009), entrepreneurial education was argued to be a concept that has a wider and broader scope than entrepreneurship itself. From the author's opinion, entrepreneurship education encompasses component such as entrepreneurial learning environment, enterprise-promoting policy in society and active individuals with initiatives. Further arguments put forward by Virkkunen (2009) was that entrepreneurial education is a lifelong learning pedagogy from which entrepreneurial skills are initiated, developed and supplemented at virtually all points in life. With entrepreneurial education, Virkkunen (2009) argued that entrepreneurs are able to self-guide their own action (attitude) to innovate process that bring changes that evolve the mode of operation, desire that unite with the knowledge to advance the competence in entrepreneurial skills.

Notably, from these few definitions, despite being diverse in nature, one can easily conclude that entrepreneurial education is more of a psychological tool which upon its exposure, it influences individual's attitude towards entrepreneurship (Fayolle & Klandt, 2006; QAA, 2012; Virkkunen, 2009). As time goes by, there are changes in the individual attitude, thus, the call to investigate the potential change in such relationship, as highlighted in the problem statement section is responded by various researchers. The conceptual study conducted by Linan and Fayolle (2015) attests to the continuous mix evidences on the relationship between entrepreneurial education and students' entrepreneurial intention across various contexts. Thus, they call for a more robust approach in investigating this relationship.

Despite the mix evidences, entrepreneurial education seen from different perspectives is purported to be among the influencing factors of entrepreneurial intention among students of tertiary institutions (Adelaja, 2015; Dogan, 2015; Mohammed, Rezai & Shamsudin, 2011). In the study of Adelaja (2015), a comparative study was conducted to investigate the influencing factors of entrepreneurial intention between undergraduate students of public and private universities. From the several factors considered, entrepreneurial education was found to be significant for both samples that is, public and private tertiary institutions. Therefore, the study concluded that entrepreneurial education is vital in inducing entrepreneurial intention among students.

In addition to the positive findings reported by previous scholars, using a different statistical approach, Dogan (2015) examines the relationship between student success in the formal entrepreneurial education and their entrepreneurial intention. The author, Dogan (2015) employs a Logit regression analysis set to 99% confidence interval, concludes a positive significant result, supporting the stance that the performance of students in an entrepreneurship class dictates their intention to become an entrepreneur. In a similar investigation by Ekpoh and Edet (2011), using Entrepreneurship Education and Career Intentions Questionnaire (EECIQ) and analyzing the data using frequency distribution, the authors deduce that the samples surveyed have the mindset of gaining employment and create their own small businesses. All these conclusions therefore conform to the psychological property of entrepreneurial education presented by Fayolle and Klandt (2006), QAA (2012) and Virkkunen (2009).

Nevertheless, the extent to which entrepreneurial education supports entrepreneurial intention among students in view of some scholars remains vague. For example, the study of Bae, Qian, Miao and Fiet (2014), argues that students who show a predisposition to become entrepreneurs are those with prior entrepreneurial knowledge. Supportive conclusion to this argument was seen in the investigation of Lorz (2011) and Maina (2011) investigating students in different contexts affirm that entrepreneurship education has no significant influence on the intention of students to become entrepreneurs. While Nabi, Walmsley, Liñán, Akhtar and Neame (2018) argue there is high tendency of entrepreneurial education taught in class to decrease the high entrepreneurial intention in students.

However, Bae et al. (2014), Lorz (2011) and Maina (2011) reported that those students with a high intention to become entrepreneurs are those who have prior knowledge through the family background or prior business experiences. Although Bae et al. (2014) claimed that the insignificant relationship was not moderated by time, the background and business experience factors are important. More so, Lorz (2011) claims that shortly after graduating from colleges (precisely six months), the intention to become entrepreneurs diminishes significantly among students with no prior knowledge. The conclusion of the investigation by Lorz (2011), therefore corresponds to the findings of McArdle, Karen and Ackland (2007), Mohammed et al. (2011) and Olorundare and Kayode (2014) where it is acclaimed that there is a missing link between the cognitive skills and knowledge gained from taught entrepreneurial education and the required

knowledge and skills needed in the society to influence students' entrepreneurial intention which triggers actual entrepreneurial activities.

To support the insignificant contribution of entrepreneurial education to entrepreneurial intention among students, Küttim, Kallaste, Venesaar and Kiss (2014), argue that the contents of entrepreneurial curricula taught in the educational institutions does not correlate with the needs of the economy. The authors argued the students' requirements differ from what the school is offering. With this view, they suggest more of informal education in the form of coaching and networking that expose the students to the real economy and prepare the students for the real reality.

Further study by Mohammed et al. (2011), after investigating the effectiveness of entrepreneurial education among Malaysian farmers using interview and structured questionnaire remarked, entrepreneurship education (formal) is regarded as an important factor in the knowledge economy, however, their empirical result reveals that the formal entrepreneurial education does not provide the farmers the needed skills acquisition. The conclusion above is quite similar to that of McArdle et al. (2007), Mohammed et al. (2011) and Stahl (2015) where entrepreneurial education rendered in tertiary institutions does not equip students with the required cognitive skills as demanded by the economy.

To confirm this, Fayolle and Gailly (2015) conduct an experiment to determine the impact of entrepreneurial education on students' entrepreneurial intention. Their result highlights a positive impact of entrepreneurial education on students' entrepreneurial

intention in the situation where there is little or no prior entrepreneurship exposure. This contradicting the study of Bae et al. (2014), Lorz (2011) and Maina (2011) who all argues students with the entrepreneurial intention after entrepreneurial education exposure are those with prior entrepreneurship experience. Despite these arguments, do Paço, Ferreira, Raposo, Rodrigues and Dinis (2011) neither agree nor oppose these stances. However, the authors recommend entrepreneurial education should focus on changing students' attitude, then knowledge, with these, they posit that entrepreneurial education could develop entrepreneurial competencies.

To clarify the role or influence of entrepreneurial education for students in the society, Welsh, Tullar and Nemati (2016) suggest entrepreneurial education for students is a must in an uncertain economy. Khalifa and Dhiaf (2016) argue there must be societal and economic needs of it. According to these authors, little does entrepreneurial education contribute to influence UAE students' entrepreneurial intention because the students are more comfortable with economic and societal life that demanding little to no entrepreneurial activities (in their research context).

With this, Linan (2004) argues entrepreneurship education revolves around four main paths or types which are awareness creation, education for startup, entrepreneurial education for dynamism and continuing education entrepreneurs. Similarly, entrepreneurship education, according to Béchar and Grégoire (2005), had been examined in four different streams, namely; entrepreneurial education role in the society, the systemization of entrepreneurship programs, entrepreneurial education

delivery mode and the last but not the least stream of entrepreneurship education, in which Béchard and Grégoire (2005) refer to the needs of individual participants in the entrepreneurial program (indirectly referring to informal and non-formal entrepreneurial education).

Thus, the scope of entrepreneurial education in the context of this research centers on awareness, education and education for startups among federal university students in southwestern part of Nigeria. The sole reason for choosing these two functions in this study is based on the nature of the behavior of Nigerian students towards entrepreneurship. As noted by Ogbonna (2010), although entrepreneurial education had been introduced into the Nigerian education system for over a decade, the overall entrepreneurial activities in the country are still at its infancy stage. Therefore, creating awareness about entrepreneurship increases knowledge about entrepreneurship as well influences attitude which might sway intentions (Linan, 2004).

Coupled with the recent call to diversify the Nigerian economy by the Federal Government of Nigeria (FGN) due to the declining value of crude oil that serve as the backbone of Nigerian economy, NBS (2015) statistics presents that only a few percentages of graduate students do have the zeal to create a new business startup. According to the finding of Ogbonna (2010), even though they have entrepreneurship background, the Nigerian youths are not willing to engage in entrepreneurial activities due to perceived risk associated with the new business venture startup.

Thus, focusing on these issues will create an avenue to understand and mitigate the Nigerian students' perception and educate them on how to calculate entrepreneurial risk in any opportunities seen that is opined to solve the real economic issues (Linan, 2004). More so, startup education is deemed necessary because of the cultural impact of the inhabitant of study context. Evidence from the study of Ogbonna (2010), the South-Western inhabitants "Yoruba people" are known for their culture that is of a business oriented. Therefore, it is assumed that most of the samples/subjects studied had some entrepreneurial background or idea needed by them in solving the practical questions about becoming self-employed (Linan, 2004).

Reviewing previous scholarly articles both past and contemporary, evidence shows that there are ongoing mixed evidences regarding the significance of entrepreneurial education, although several of these studies have made prior prediction of the positive influence of entrepreneurial education on the intention of students to become entrepreneurs. A justification for the continual arguments among scholars generated from the no unified definition of entrepreneurship and thus, no specific method of teaching the subjects itself is clearly available (Fayolle & Klandt, 2006).

Through the review of literatures on entrepreneurial education, it is observed that all forms of entrepreneurial education examined by earlier scholars can be divided into three major types, namely formal, non-formal and informal education (Küttim et al., 2014; Ngugi et al., 2012; Lee et al., 2005; Lourenço et al., 2015; Mohammed, et al., 2011; du Bois-Reymond, 2003; Walter & Dohse, 2009). These three types or categories

of entrepreneurial education are three different but interrelated education types. Deductions from the reviewed literatures present that a successful combination of these three education forms, types or categories is said to be the best knowledge distribution channel.

It could be argued that this claim does motivate scholars to conduct some investigations on the adoption of non-formal and informal education in a formal education system that leads to the positive results. On the account of Bilic, Prka and Vidovi (2011), making a comparative study between graduates and undergraduate students studying at the Faculty of Economics at University of Spilt, Croatia, using SEOB instruments, found the more entrepreneurial education or program exposure, the greater their inclination towards entrepreneurship. Evident from their empirical investigation presents that graduate students have a higher SEOB correlative index compared to students at the undergraduate and professional courses.

Thus, from the above arguments pertaining to the contribution of entrepreneurial education on students' entrepreneurial intention, this research posits a direct relationship between entrepreneurial education and students' entrepreneurial intention. This is presented in Figure 2.2 below:

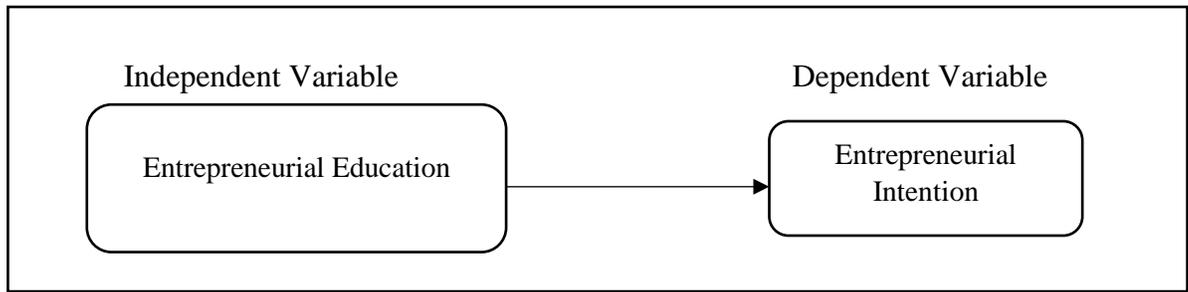


Figure 2. 2  
*Conceptual representation of the relationship between entrepreneurship education and entrepreneurial intention*

### 2.4.1 Types of Entrepreneurial Education

From the arguments presented above, it is noted that entrepreneurial education taught by educational institutions cannot be isolated from daily activities and other forms of education. A complete education is a form of education capable of developing knowledge, train individual's mentality and build up acceptable character (Kevin, 1990). While Dib (1998) posited that to solve the problems facing the current formal education, non-formal and informal education needed to be considered as their successful implementation equipped the students with technical and ethical foundations that's lacking in formal educational settings. In a similar view, Moldovan and Bocos-Bintintan (2015) assert that the interdependence of these forms of education should be inseparable in order to achieve educational efficiency and thus, the three types of education should be inculcated into the present knowledge paradigm supported by the legal context.

Thus, before effective educational systems could be attained, there must be the presence of these three types of education, although it should be noted that effectiveness and successful implementation varies on instances (Dib, 1988; Etling, 1993), which might include supportive policies (Eurydice, 2011) and policy sustainability (Constantinescu,

2015). Supports for the three types of entrepreneurial education mentioned earlier, can also be evident from the study of Cucos (2002), Etling (1993), Malcolm et al. (2003) and Moldovan and Bocos-Bintintan (2015). On the account of Malcolm et al. (2003), these education types are not independent of one another, notwithstanding, they are more pronounced in different context and country level factors, especially through the delivery mode (Martínez, Levie, Sæmundsson & Schott, 2010). This research, thus discusses these three (3) types of education in entrepreneurship context.

Similarly, the study of Werquin (2010) attested to the positive influence of adopting informal and non-formal education, after the investigation was conducted on OECD nations. However, posited that the adoption of these forms of education is solely based on policy responses or insightful policy recognition, which might or does lead to the reaction from the populace. Example, giving by the author is the pro-action of the Norwegians to the 2008 crises. As acclaimed, the crisis was more favorable to the Norwegians because they recognized the concept of informal and non-formal learning that was blended with their natural resources and tradition of development and sustainability through human capital reliance. A concept paper by Sondari (2014) suggests empirical investigation that best disseminate entrepreneurial knowledge to really actualize their entrepreneurial intention.

Also, concerning the role of informal education as a process of enhancing intention to become an entrepreneur, Walter and Dohse (2009) divide entrepreneurship education into three different categories, namely, (i) active mode of entrepreneurship that consist

of seminar on business plan, (ii) theoretical entrepreneurial education; these can be said to be formal entrepreneurial education, contingent, which is based on regional education (non-formal) and the last category (iii) the influence of individual-level that entails family, role model and work experience (informal). They conclude a direct link between active modes 'formal education' of entrepreneurship and intention while at the same time positing that informal education, that is, the parental role model was found to compliment the formal entrepreneurship education.

Velásquez, Arias, Hernández, Marín and Pérez (2018) after examining students based on their perceive significance of entrepreneurial education, argue that students who are exposed to entrepreneurial education can be classified into three clusters, namely; students who have a positive attitude and aptitude, neutral that is, those who are indifferent and those students who perceive the negative attitude and aptitude towards entrepreneurial education. Furthermore, Velásquez et al. (2018) argue that for those students who perceive a positive aptitude towards entrepreneurial education after exposure, those are students who are willing to engage in entrepreneurial activities, having higher entrepreneurial intention. The second cluster of students who perceive neutral aptitude of entrepreneurial education effects are those who are indifferent with starting a new firm. The authors argued that the third set of students have negative aptitude and attitude towards entrepreneurship after exposure to entrepreneurial education.

## **Formal Entrepreneurial Education**

This form of education is mostly found in all educational settings. According to previous authors, formal education's characteristics include organized model, rigid or fixed curriculum, which is delivered in accordance with a strict set of norms and laws (Dib, 1988; Malcolm et al., 2003).

Accordingly, entrepreneurial education provided by tertiary institutions falls under this category or types. Thus, over the years, studies on entrepreneurial education could have been assumed to be conducted to investigate the effects of formal entrepreneurial education on students' intention, especially among graduates' students. For example, Ekpoh and Edet (2011) conclude that exposing students to entrepreneurial education does influence career intentions in them.

Similar to this claim, the findings of Dabale and Masese (2014) favor the claim that entrepreneurial education does influence the students' intention to become an entrepreneur, after examining the entrepreneurial scores of alumni students. They found that those students who studied entrepreneurial education during their schooling days have a high rating score compared to their counterpart who do not. This, however, opposes the notion of Maina (2011) Lorz (2011) and Weber et al. (2009) where it was acclaimed that the intention to become entrepreneurs dampens after students had graduated. This, probably, is why Dabale and Masese (2014) have suggested entrepreneurship education must be included in academic curricula of every student irrespective of their area of specialization or study.

As posited by Farouk and Ikram (2014), with an empirical investigation of students at a Tunisia University, they claim that teaching entrepreneurial education influence student becomes an entrepreneur. In their empirical analysis, using F-test, 'entrepreneurial teaching' was found to have a predicting beta value less than .005 as well the overall model, including other factors examined has a p-value of .001 (pg.53) making the authors to have a strong affirmation of predicting the influence of entrepreneurial education on intention. This conclusion agrees with the decision of Weber, Graevenitz and Harhoff (2009) claiming that entrepreneurship education does generate signals which allow the student in evaluating their aptitude for entrepreneurial tasks. Notwithstanding, Weber et al. (2009) further mentioned that students' propensity has somewhat declined in the face of good class evaluation.

The findings of Lee et al. (2005), investigating the role of entrepreneurial education Chinese and USA students, indicate different level of entrepreneurial activities among the Chinese and the US citizen, even though they have similar entrepreneurial education curricula. This supports the conclusions from the arguments of Malcolm et al. (2003) and Martínez, et al. (2010) where it was argued that the pronouncement of various entrepreneurial education types differs in contextual interpretations. Thus, the role of culture comes into play. However, investigation of culture in this study is not considered because the changes in culture within a short period (single semester) is too minute to be measured. Therefore, the role of culture is listed as one of the limitations of this research in chapter five, section 5.6.

More supports of non-influence or non-significance of entrepreneurial education on students' intention to become entrepreneurs are found in the study of Maina (2011), where the author investigates Kenyan students taking an entrepreneurial class. The author concludes that the entrepreneurial education syllabus does not prompt any entrepreneurial conviction of the students surveyed. Also, stating that those with high entrepreneurial conviction of those who has prior experience or in a way engaged in entrepreneurial activities. This implies that the entrepreneurial education curriculum implemented in Kenya has less informal and non-formal entrepreneurial education contents, therefore, lacking to equip the students with the cognitive skills required, and thus, inhibiting the intention of students towards entrepreneurship.

Nevertheless, an investigation by Amos et al. (2015), examining the influence of formal education on Nigerian students in some southwestern state, posits a significant positive finding. This is in accordance with the finding of Gelard and Saleh (2010) acknowledging the fact that formal education contributes to intention to become an entrepreneur. However, they suggest for effective outcome of formal entrepreneurial education on students, effective policies should be put in place. An investigation by Ngugi et al. (2012) attests to the positive influence of formal entrepreneurial education on intention to become entrepreneurs suggesting that entrepreneurial education equips students with the required knowledge needed in the business world.

The conclusions of the investigations of Ajayi, Adeniji and Adu (2008), Akande (2012), Economist (2016), Lorz (2011) and Samuel, Bassey and Ikuenomore (2012) clearly

contradict the positive arguments on the effect of entrepreneurial education on intention to become entrepreneur. These authors are of the opinion that the formal educational system is nowhere equipping students with required cognitive skills needed to survive in the present-day volatile economy.

Nevertheless, the widely-used model of TPB, according to scholars such as Linan (2004) supports the similarities from the various definitions of entrepreneurial education, given by Fayolle and Klandt (2006), QAA (2012) and Virkkunen (2009), claiming that formal entrepreneurial education does change students' attitude and teaches them how to calculate business risk. Also, the conclusion from the study of Ngugi et al. (2012) does not really affirm that only formal entrepreneurial education equips students with the needed skills as they suggest specialized training (non-formal) education is also needed to be blended into the current syllabus to fully achieve the objectives of formal education.

From the selected literature listed earlier, it can be argued that during students' study period at the higher institutions, formal entrepreneurial education does have an influence on students' intention to become entrepreneurs. This becomes the proposition of the study, even though, after graduation, some studies argued that the intention diminishes, while most studies remain silent on the entrepreneurial actualization.

### **Formal Entrepreneurial Education Awareness**

Ever since entrepreneurship came into limelight, there have been several calls by scholars and practitioners to address the issues on the pedagogical entrepreneurial syllabus. For instance, the conclusion of Mitchel, Smith, Seawright and Morse (2000) indicates that the cognitive entrepreneurial script (education) should focus on creating more awareness of entrepreneurship. From the conclusion of Owusu-Ansah and Poku (2012), it can be spotted that students did not see entrepreneurship as a career option. Owusu-Ansah and Poku (2012), recommend setting up enterprise support centers that will motivate and create awareness to more students in recognizing self-employment as a career option.

On a similar account, Akpan, Effiong and Ele (2012) implore the Nigerian government to develop policies that will encourage practicability of learned theoretical education, making available capital for business formation towards or at the end of educational cycle. Furthermore, investigation by Mitchell et al. (2000) concludes, entrepreneurial education to be an eye opener for graduates to see a clear opportunity.

More so, Fretschner and Weber (2013) believe there is a cause and effect relationship between intention to become an entrepreneur among students and the awareness derived from entrepreneurship education exposure. One of the earlier study by Garavan and O'Conneide (1994) that emphasizing on the awareness of entrepreneurial education argued that this type of education produces an ample number of people and making them realize their knowledge and capabilities about small business, choosing it as career

alternative and thus having an impact on the economy. With this view, Kyrgidou and Petridou (2013) conclude that now is the time to educate, train and develop proper individuals to face the entrepreneurial tasks of the later years.

### **Entrepreneurial Education on Business Startups**

As argued by scholars, one of the main objectives of entrepreneurial education is empowering students with ideas and knowledge needed to start up their own businesses after graduation (Oghojafor, Kuye, Sulaimon & Okonji, 2009). Many studies have found the positive relationship between entrepreneurial education and business startups. For example, Mangasini (2015) reveals that university students have a low entrepreneurial inclination, however, mentions that those who studied entrepreneurial course have a higher inclination towards entrepreneurial activities. From the author's conclusion, there is an empirical evidence reveals that no prior business experience, inapt teaching approaches, lapses and lack of motivation from university programs to motivate students in the process of starting a business. These are some of the impeding factors of business start-up among the samples surveyed.

One of the main characteristics of entrepreneurial education is to educate the students on job creation (Okon & Friday, 2015). In view of Okon and Friday (2015), Nigerian economy can be improved through a quality education system that facilitates economic development and provides the basis for transformation. On the need and importance of entrepreneurship education in Nigerian society, Garba (2010) remarks current education system in Nigeria do not provide an avenue for innovation and development.































































































































































































































































































































































































