

## **Entrepreneurship Education and Intention of Nigerian University Students: Evidence from Literatures**

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### **Abstract**

The major problem confronting the developing nations of the world, especially Nigeria is how to create employment for their younger generation. To be specific, countless of youth are graduating from higher institutions of learning every year in Nigeria, without corresponding job opportunities for them. It is perhaps the attempt at solving these problems associated with unemployment that the Nigerian government under the leadership of late Umaru Musa Yar'adua in 2006-2008 aiming at job creation, modified school curriculum virtually at all levels of education and tailored it towards that which youth would be self-employed through entrepreneurial education. The overall objective of this paper is to examine the relationship between entrepreneurship education and entrepreneurial intention among Nigerian university students. This paper sightsees entrepreneurial intentions and their antecedents among Nigerian university students with reference to Ajzen's (1991) model. In doing so, it contributes to the understanding of whether, and if so how, education can affect students' attitudes toward entrepreneurship and their entrepreneurial self-efficacy. This study as a concept paper embraces the conventional content analysis approach to research which heavily depends on information gathered from on-line journal articles, text books and publications and all were fully acknowledged in the references. The paper revealed that the most difficult socio-economic problem facing leaders particularly in Africa is the growing number of unemployed youth roaming the streets. There are teeming numbers of youth without jobs, thereby affecting their socio-economic status. Thus, the inclusion of entrepreneurship education in the school curriculum is a welcome development. This is because it will be helpful in training, reorienting as well as motivating students toward entrepreneurial activities.

**Keywords:** *Entrepreneurship education, Entrepreneurial intention, University students', Nigeria, Ajzen's model.*

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### **Background to the Study**

Entrepreneurship is a self-motivated process of vision, transformation, and creation. It involves an application of liveliness and desire towards the creation and implementation of new ideas as well as creative solutions. Essential ingredients include the willingness to take calculated risks in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to Marshall needed resources; and necessary skill of building solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion (Kuratko & Hodgetts, 2004). Entrepreneurship is more than the mere creation of business. Although that is undoubtedly as important facet, it is not the complete picture. The characteristics of seeking opportunities, taking risks beyond security, and having the tenacity to push an idea through to reality combine into a special perspective that permeates entrepreneurs. Thus, entrepreneurship is an integrated concept that permeates an individual's business in an innovative manner. This standpoint has transformed the way of conducting business at every level and in every country.

The current inclusion of entrepreneurship in the Nigerian university system is due to the growing need for entrepreneurship education as a basic skill in the Nigerian educational system. The most fundamental reason for thinking about entrepreneurship education at the university level is to find a sustainable and lasting solution to the rapid growing unemployment widespread among university graduates in Nigeria. The integration of entrepreneurship studies in the university education system is aim, to prepare the youths to be responsible enterprising individuals who will become entrepreneurs or entrepreneurial thinkers and contribute to economic development and sustainable communities (Ministry of Education in conjunction National Universities Commission, 2011). The goal of the entrepreneurial studies program is to provide the knowledge and skills needed to create value through identifying and developing opportunities. In other words, the goal is to empower graduates, irrespective of their areas of specialization with skills that will enable them engage in income yielding ventures if they are unable to secure paid jobs. Thus, it is a re-orientation from the take-a job mentality to make-a-job mentality.

It is generally belief that; a career in entrepreneurship offers substantial chances for individuals to enable them achieve; financial independence and benefit their countries economy by contributing to job creation, innovation, and economic growth. A reliable predictor or measure of entrepreneurial behavior and entrepreneurial activity according to Krueger, Reilly, & Carsrud (2000) is entrepreneurial intention. Today's university students are tomorrow's potential entrepreneurs, which may explain why a growing number of Nigerian universities introduced courses and programs in entrepreneurship. Despite this however, there is little understanding of the factors that affect students' intentions of becoming entrepreneurs and the relationship between entrepreneurship education and students' entrepreneurial attitudes and intentions (Souitaris, Zerbinati, Al-Laham 2007). In addition, little is known about differences in entrepreneurial intentions and attitudes among students belonging to different cultures and ethnicities (Wilson, Kickul, & Marlino, 2007).

Although, almost all the courses offered by Nigerian university students have potential for self-employment due to the introduction of entrepreneurship education. This affords students offering these courses, twin's opportunities for self-employment and white-collar jobs. Unfortunately, a larger percentage of graduates fail to make use of entrepreneurial aspect of their training but are left in the world of work either searching for employment or being

underemployed despite their exposure to entrepreneurial education (Aliyu, & Bambale, 2016). It is in this light, an examination into factors that influence such students' entrepreneurial intention is needed. Moreover, the introduction of entrepreneurial education into the Nigerian tertiary education curriculum is somewhat recent. Therefore, focus of research into this field of study is also relatively fresh although there are large numbers of research efforts into students' entrepreneurial intention in the developed societies. Therefore, a causative factor of entrepreneurial intention among youths in Nigeria is still under investigation.

This study aims to contribute toward addressing this gap in knowledge by theoretically adopting a model that draws on the Ajzen, (1991) theory of planned behavior (TPB) to examine the antecedents of entrepreneurial intentions among Nigerian university students. In doing so, it increases understanding of whether and if so, how education can affect students' attitudes toward entrepreneurship and their entrepreneurial self-efficacy.

The main objective of this paper is to examine the relationship between entrepreneurship education and entrepreneurial intention of Nigerian university students. This paper assumes that there is a significant relationship between entrepreneurship education and entrepreneurial intention among university students; this is because entrepreneurship remains a key ingredient for successful economic growth in developing countries.

The other parts of the paper structured as follows; In Section 2, statement of the problem is provided while section 3 provides the methodology proposed for the study. Section 4 reviews the literature where the concept of entrepreneurship education and entrepreneurial intention were discussed while the theory of planned behavior proposed by Ajzen (1991) was used to examine students' entrepreneurial intention. Also, some empirical studies conducted both on the foreign countries as well as the Nigerian were also reviewed with aims to fill the gaps in the studies. Finally, section 5 provides a summary and concluding remark.

### **Statement of the Problem**

One notable challenge threatening the developing nations of the world, especially Nigeria is how to get their youth gainfully employed. To be specific, countless of youth are graduating from higher institutions of learning every year in Nigeria, without equivalent job opportunities for them. The consequence of this deficiency has always been associated with diverse forms of criminality, violence and numerous social vices which youth are noted for (Akanbi, 2013). It is perhaps the attempt at solving these problems associated with unemployment that the Nigerian government aiming at job creation, modified school curriculum virtually at all levels of education and tailored it towards that which youth would be self-employed through entrepreneurial education (Muhammed, & Haruna, 20116; Akanbi, 2013). This policy direction is probably infused with a profound sense of relief when observed that entrepreneurship has the possibility of providing a source of income when an economy lacks ability to offer enough jobs or other alternatives for generating wages or salaries, even when positive social value is in place (Kelly, Bosma & Amoros, 2010). Apart from this, it is believed that a career influenced by entrepreneurship has propensity to offering the individuals ample opportunities for enjoying independence, reap greater financial pay back and of an overall gain to the economy through a contribution to innovation, job enhancement and economic development (Ahmed, Nawaz, Ahmad, Shaukat, Usman, Rehman, & Ahmed, 2010). Thus, entrepreneurship is vital to national and regional economic development (Sandler-Smith, Hampson, Chaston & Badger, 2003).

Despite these attached dividends to entrepreneurship and the provision of entrepreneurship training in Nigerian tertiary institutions, numerous Nigerian youths are still found roaming from place to place in search of better job without willingness to take entrepreneurship activities (Akanbi, 2013; Muhammed, & Haruna 2016; Aliyu, & Bambale, 2016). This suggests that entrepreneurship engagement is not only a function of education but much more of intention. This is because intentions have the ability to predict individual's behavior particularly when the behavior is rare, hard to observe or involves unpredictable time lags (Krueger & Brazeal, 1994). Therefore, entrepreneurship intention has proven to be a primary predictor of entrepreneurial behavior (Reynolds, 1995). Specifically, Autio Keeley, Klofsten, Parker & Hay (2001) stressed that intentions explain about thirty percent (30%) of the variance in behavior. It therefore follows that entrepreneurship education may not actually propel people into entrepreneurship unless their intents are actually developed towards self-employment. It is in the light of this that, interested researchers in the area of entrepreneurship have focused their studies on factors influencing entrepreneurial intention.

### **Methodology**

This study as a concept paper adopts the conventional content analysis approach to research i.e. documentary research method. The use of documentary method refers to the analysis of existing documents that contain information about the phenomenon under study. Thus, an expository survey of existing literature on the subject matter under review is used in explaining the major concepts. The choice of this method is necessary given the need to adequately, explain the relationship between entrepreneurship education and entrepreneurial intention with specific reference to Nigerian university students. The paper relies heavily on information collected from on-line journal articles, textbooks and publications, which were fully acknowledged in the references.

### **Literature Review and Theoretical Framework**

Creating a new venture requires gradual processes, which involve intention to start, conception of business idea and the actual formation of the new Business venture. Entrepreneurship activity should be a planned behavior which is intentional and usually affected by individual's attitude (Krueger & Carsrud, 1993). Intention involves intellectual procedure that has to do with belief, perception and action (Ajzen, 1991). Some scholars argued that attitude are; closely related to entrepreneurial intention (Shapero & Sokol, 1982). Students at tertiary institutions (Colleges, Polytechnics and Universities) may have different attitudes largely because of other exogenous variables such as entrepreneurial education, entrepreneurial experience, present of role model, demographics, individual perception etc. Although attitudes changes with time, it can provide the basic explanation or predictions of future action of individuals (Carlson, 1985). Knowledge of the intention and subsequent decision to create a new venture is an interesting issue to explore (Katz and Gartner, 1988). Moreover, understanding the intention and attitudes of the students could help in developing more vital and effective entrepreneurship education (Gibson *et al.*, 2011). Intention is an important factor in determining the emergence of new business ventures.

In some instance, socio-economic factors exercise great effect in changing attitude of the students. For example, with high competition in the labour market for vacancies, a student may not choose to wait until the end of his/her study to start looking for a job. The student may be compelled to think proactively and develop the intention of starting their business after



graduation rather than struggling for employment. The reality of starting a business requires overpowering many challenges such as start-up capital constraints, penetrating into the market and sustainability of the business (Aliyu, & Bambale, 2016). Many people have a clear intention of starting a business, but they failed to start because they could not overcome some of these challenges. Both Ajzen's intention-centered 'theory of planned behavior' and 'Shapero's model of entrepreneurial event' provides a well-grounded description and forecasts of variety of planned behavior. The theory of planned behavior contains three (3) different attitudinal antecedents of intention (i.e. perceived attractiveness of target behavior, perceived social norms and perceived behavioral control). However, this model was simplified or modified to capture entrepreneurial behavior (Krueger and Carsrud, 1993).

In both models, intention is considered as predecessor for entrepreneurial behavior. Therefore, the two (2) models considered as intentionality based models. In Ajzen's model, it is clear that intention is a prerequisite for target entrepreneurial behavior (new business initiation). While Shapero's model requires that individual perceived entrepreneurship as being credible career option (Krueger and Carsrud, 1993). Believing entrepreneurship as a career option is dependent on how an individual see it (i.e. whether feasible and desirable or not).

The intentions of the students in schools can be aroused based on how they feel about entrepreneurial behavior. If the students feel venture creation is something desirable and feasible, they may likely have intention for entrepreneurial behavior. Behavior can best predicted by the individual intention, which is normally, derived from his/her attitudes. The initial intention of the founders may have far-reaching implications on the characteristics of the organization. The intention of the founder reflects the critical assumptions about the venture's concept and its social context (Carsrud, 1989; Carsrud and Sapienza, 1993; Bird, 1998). Some of the exogenous factors affecting intention may include unemployment, unstable and predictable business environment, personality traits etc. Similarly, students may form an intention to engage in entrepreneurial activity depending on some motivational factors such; as desire for success, risk-taking ability, desire for independence etc. Those students, who perceived that their future in the labour market is uncertain, may decide on their fate by forming an intention to initiate business and ensure realization of their dreams upon graduation.

### **The Concept of Entrepreneurship Education**

The term 'entrepreneurship' is usually not associated to education. Its history is however, connected to the content of education and qualification. Entrepreneurship education has a broad definition, which includes economic, social and cultural factors. Entrepreneurship education is based on a dynamic and social process where individuals, alone or in collaboration, identify opportunities for innovation and act upon these by transferring ideas into practical and targeted activities, whether in social, cultural or economic context (Roe Odegard, 2004). According Isaac, Visser, Fredrick, and Brijal (2000) in Akinnawo (2013) Entrepreneurship education is the purposeful intervention by educator in life of the learner to survive in the world of business. Aruwa and Mainoma (2008) Affirm that Entrepreneurship education is viewed as learning about opportunities recognition, marshalling of resource in the presence of risks and building or establishing business venture. Entrepreneurship education has also been defined as a collection of formalized teaching that inform, trains, educate anyone interested in participating in socioeconomic development through a project to promote entrepreneurship awareness, business creation or small business development.

In entrepreneurship education, students participate in real life learning experiences where they have opportunities to acquire planning and organizing skills, take risks, manage the results and learn from the outcomes; acquire communication skills to enable them communicate freely with members of the society; acquire creative/innovative skills to enable them become creative and innovative by adding value to work. (Vivian, 2016)

Maina, (2013) Entrepreneurship education and training becomes very important machinery to meet the national goals. Nevertheless, while it is not necessary for an individual to obtain entrepreneurship training to be successful, obtaining an entrepreneurial education serves as a tremendous advantage to increasing the chances of success as an entrepreneur. This is because training is focus and directed to achieving a special purpose, while education is too broad and wide in scope. Thus, great developments needed towards the goal of educating people to become entrepreneurs to create job and enhance economic growth and development. The need for education in the developmental effort of any nation cannot be underestimated. The development of education sector is a sine-quo-quo for the development of all other sectors.

Akudolu (2010 in Kennedy, 2013) sees Entrepreneurship education as the acquisition of knowledge, skills and attitude to enable the learner apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life. The major criticism of all the definitions is lack of concession among them. From the forgoing, it can be seen that entrepreneurship education has a very important role to play in the formulation and setting up of business ventures as well as helping to solve the problem of unemployment in a globalised environment through the inculcation of entrepreneurial culture and innovativeness in individuals and groups. Entrepreneurship education in this study is seen as an educational process which is geared towards imparting requisite entrepreneurial skills in students to enable them become entrepreneurs and entrepreneurs so as to be useful to themselves in the society.

### **Entrepreneurial Intentions**

Generally, intention is the cognitive state immediately prior to executing behaviour (Krueger, 2005). Thus, an entrepreneurial intention is concerned with the inclination of a person to start an entrepreneurial activity in the future (Davidson, 1995). It is a key determinant of the action of new venture creation moderated by exogenous variables such as family background, position in one's family, parent(s) occupation, education and training (Bird and Jelinek, 1988).

Thompson (2009) defined entrepreneurial intention as “a self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future. Previous studies have indicated that entrepreneurial intention is a strong predictor of planned behaviour (Ajzen, 1991; Bird, 1988; Covin & Slevin, 1989). Pittaway and Cope (2007) suggested that more studies on entrepreneurial intention should be linked to employability in small and medium enterprises to provide a justification that is more than merely economical. Universities now regarded as a source of technological development that is worthwhile to entrepreneurial activity (Shane, 2004)

According to Bird (1988); intentionality is a state of mind directing a person's attention, which leads to experience and action in order to achieve something. Entrepreneurial intention is a state of mind that people wish to create a new firm or a new value driver inside existing organizations. (Bird and Jelinek, 1988). Intentionality therefore acts as a force that propels entrepreneurial actions and behaviour. It gives direction to someone attention and determines experience one gets in life.

Cooper and Dunkelberg (1986) indicated that various paths to achieving business ownership are; related to the background characteristics, motivations, attitudes, and employment history of owner-managers, as well as the support they receive and the processes they employ to start a new business. Cooper and Dunkelberg reported that entrepreneurs who establish firms differ considerably from those promoted or hired. Moreover, those who inherit or purchase a firm fall between these two extremes.

Therefore, examining individuals' intention to be self-employed would offer a worthwhile bright idea for researchers to realize entrepreneurial stages and forecast entrepreneurship activities in a effective way by keying out forerunners of entrepreneurship intention (Davidsson, 1995; Kolvereid & Isaksen, 2006; Krueger, 2007; Liñán, 2004; Peterman & Kennedy, 2003). To date, various studies were conducted on entrepreneurial intentions. However, the debates is continue on which, among the theories is comprehensive because their focuses of study and attributes varies in one way or the other. For example, the psychological approach concentrated on some personality attributes/traits as determinant factors of intention to be self-employed, these include; risk taking, goal oriented, high need of achievement, internal locus of control, etc. (Bygrave, 1989; Ferreira, Raposo Rodrigues, Dinis, & do Paço, 2012). They all believed that to be an entrepreneur an individual must possess certain psychological attributes. While the behavioural approach, on the other hand focus on certain behaviour by joining intention with followed the action (Ajzen, 1987, 1991). They argue that personal attitude, perceived behavioural control, as well as perceived feasibility are the determinants of intention to be self-employed (Kolvereid, 1996)

### **Review of Empirical Studies**

Adejimola and Tayo-Olajubutu (2009) in a study titled spinning off an entrepreneurship culture among Nigerian university students: Prospects and challenges using a case study of the Nigerian university system in re-positioning the economic development and entrepreneurial drive for job creation, wealth creation and global competitiveness of Nigerian youth/graduates. The main thrust of the paper is the emphasis on the marriage between theories and practice which the research and development centers in the universities should serve as technological incubators and entrepreneurship drive. The paper found out that the Nigerian ecosystem must be harnessed before meaningful entrepreneurship development can take place. The paper concludes that curriculum review, sensitization, advocacy and mobilization of support for entrepreneurship education, programme focus and funding together with the political will and stability of the government should be provided for entrepreneurship culture and development.

Mahammad and Haruna (2016) using the total population of 400 level student of business administration in Ahmadu Bello University Zaria also found out that perceived behavioural control and attitudes towards entrepreneurship have significant positive effect on entrepreneurial intentions of university students towards entrepreneurship while subjective norms have insignificant effect. The study recommended that the duration of the entrepreneurship training courses be increased at all levels and workshops be introduced so that students will learn not only the theoretical but also the practical aspects, this will create a positive mindset, attitudes and behaviours towards entrepreneurship

In another study by Thompson (2009) titled individual entrepreneurial intent: construct clarification and development of an internationally reliable metric which clarify the construct of individual entrepreneurial intent and then reports the development and validation of a

reliable and internationally applicable individual entrepreneurial intent scale using four hundred and fifty (450) respondents in East Asia. The variables of nationality, age, and occupation were used in the study. By defining the individual entrepreneurial intent construct and its parameters, it has been possible successfully to develop and validate a reliable and practically efficient metric of the multi-item nature that Krueger et al. (2000) have specifically stated is needed to “increase confidence of researchers” of entrepreneurship.

Another study from; OlveIakovleva, Kreid, & Stephan (2011). Titled: Entrepreneurial intentions in developing and developed countries. They investigated whether entrepreneurial intention and its antecedents differ between developing and developed countries. The study test the theory of PB in the two (2) groups of countries using Two thousand, two hundred, and twenty five (2,225) respondents from Brazil, Australia, Mexico, Canada, Romania, Czech Republic, Russia, France, Ukraine, Germany, Norway, Spain and the Netherlands They used the variables of Attitude, Subjective Norms, and PBC. The findings indicate that respondents from developing countries have stronger entrepreneurial intentions than those from developed countries. Moreover, the respondents from developing countries also score higher on the theory's antecedents of entrepreneurial intentions – attitudes, subjective norms, and perceived behavioral control – than respondents from developed countries.

Furthermore, Fitzsimmons & Douglas (2011) in their landmark study interaction between feasibility and desirability in the formation of entrepreneurial intentions using four hundred and fourteen (414) respondents in Australia, China, India and Thailand in which the variables of perceived desirability and perceived feasibility were measured using Douglas and Shepherd (2002) and entrepreneurial self-efficacy scale with Chen *et al.* (1998). They found out that there are significant positive correlations between measures of perceived desirability and entrepreneurial intentions as well as between perceived feasibility and entrepreneurial intentions.

Akanbi (2013) in his landmark study titled familial factors, personality traits and self-efficacy as determinants of entrepreneurial intention among vocational based college of education students in Oyo state, Nigeria using a correlation research design for the study where the participants include 470 vocational based students in the two public Colleges of Education in Oyo state, Nigeria. Using Pearson product correlation moment and multiple regression model, the results revealed that the independent variables examined jointly accounted for 74% of the total variance in entrepreneurial intention. The result also indicated that Parents occupation ( $t=2.45$ ), extraversion ( $t=2.44$ ), agreeableness ( $t=2.77$ ), conscientiousness ( $t=3.30$ ) neuroticism ( $t=-3.64$ ), openness ( $t=23.66$ ), and self-efficacy ( $t=3.99$ ) linearly contributed to the prediction of entrepreneurial intention whereas family income did not. The outcomes of the study were discussed and it was suggested that counseling practitioners should take care of these variables while handling issues relating to entrepreneurial intention among students.

In the same vein, Akpan & Etor (2013) also conducted a landmark research titled lecturers' perception of entrepreneurship education as an empowerment strategy for graduate self-employment in south- south Nigeria. A survey design was adopted and simple random sampling technique was used to select 480 lecturers from a population of 4,389 academic staff from four (4) universities. The data collected were analyzed using descriptive statistics. The result of the study showed that lecturers were positive in their perception of the relevance of entrepreneurship education as an empowerment strategy for graduate self-employment. Male



and female lecturers did not differ significantly in their rating of the relevance of entrepreneurship education to graduate self-employment. Lecturers rated information skill as the most important skill students should acquire in their preparation for entrepreneurship, followed by financial management skill and risk taking skill. Large class size, inadequate funding and poor mindset of students towards entrepreneurship education were rated as the major constraints to effective entrepreneurship curriculum content delivery. Premised on these findings, it was recommended that government should provide adequate funds to universities to enable them establish and equip entrepreneurial development centers for practical work and adequate teaching personnel in both quality and quantity should be employed to teach entrepreneurial courses in universities.

Likewise, Ayodele (2013) in a similar study titled demographics, entrepreneurial self-efficacy and locus of control as determinants of adolescents' entrepreneurial intention in Ogun state, Nigeria that investigated the relationship between sex, socioeconomic status, age, locus of control, entrepreneurial self-efficacy and entrepreneurial intentions among some Nigerian adolescents. Using a sample of two hundred and ten (210) students randomly selected from senior secondary school (SSS 3) classes in seven (7) secondary schools in Remo educational block of Ogun as sample for the study. Four (4) instruments were used for collection of data: locus of control behaviour scale, entrepreneurial self-efficacy scale, entrepreneurial intention scale, and demographic data collection scale. The data collected was analyzed using multiple regression analysis. Findings revealed that locus of control, entrepreneurial self-efficacy, and socio-economic status had significant correlation with the adolescents' entrepreneurial intentions, while age and sex were not. Thus, the need for School Counselors' to build into the school termly guidance programmes, motivational strategies capable of raising entrepreneurial intention or attitude in their students was recommended.

However, Abubakar, Kabir and Nalado (2014) in a study titled an assessment of students' entrepreneurial intentions in tertiary institution A case of Kano state polytechnic, Nigeria which examines students' entrepreneurial intentions while survey research design was conducted at School of Management Studies, Kano State Polytechnic. The population of the study composed of final year HND students in various managerial or administrative programmes. The study selected 312 samples using purposive sampling techniques. The study used theory of planned behavior and Shapero's model to explain entrepreneurial intentions of the students as used in other studies. Regression method was used to examine factors influencing entrepreneurial intention of the students. More so, in order to determine how students differ on their entrepreneurial intention, analysis of variance (ANOVA) was employed. The results show that perceived desirability has statistically significant relationship with entrepreneurial intention, while the perceived feasibility has no significant relationship with entrepreneurial intention. The result also indicates that both perceived desirability and perceived feasibility are not determinants of students' entrepreneurial intentions

In the same vein, Pulka, Rikwentshe, & Ibrahim (2014) who conducted a study titled an evaluation of students' attitude towards entrepreneurship education in some selected universities in north east Nigeria. The objective of the study was to examine the cognitive, affective, and behavioural components of students' attitude and to examine the overall attitude of students towards entrepreneurship education in Nigerian universities. The respondents were students from five selected universities in north-eastern Nigeria. The study falls within the domain of descriptive study, while purposive sampling was used in selection of the universities,

while simple random sampling was employed in selection of the respondents. The instrument used was structured questionnaire based on likert scales ranging from strongly agree to strongly disagree on four points. Four hundred (400) questionnaires were distributed, but only three hundred and seventy-five (375) were successfully retrieved and analysed. SPSS version 16 was used in the analysis of the data. The results indicated that the overall attitude of students is 82.12%. That means they hold strong positive attitude towards entrepreneurship education. Students with strong positive attitude tend to interpret that going into entrepreneurial activities is feasible and hence desirable.

Similarly, Soomro & Shah (2014) in their paper titled: Developing attitudes and intentions among potential entrepreneurs. The study explore: the attitudes, and intentions of individuals towards entrepreneurship, with the support of theory of planned behavior (TPB). They used two hundred (200) respondents from developing countries while utilizing the variables of Attitudes towards behavior, Subjective norms and Perceived behavioral Control, Achievement, Self-esteem Personal control and Innovation which were measured using adapted question items of entrepreneurship already developed by the field researchers (five point Likert scale). Results of the study showed that all variables are reliable and valid. However, internal consistency among the variables has been found. By using Pearson's correlations, entrepreneurship intention was found to be significantly and positively correlated to attitudes towards entrepreneurship.

Also, David (2014) in his work titled entrepreneurial perceptions and intentions: an empirical survey of students in the faculty of commerce at great Zimbabwe University, Zimbabwe using a sample of three hundred (300) students in Zimbabwe with an independent variable of education and intervening variables of family and social background. The study findings revealed that the majority of students have positive attitudes towards entrepreneurship and hold a positive perceived image towards entrepreneurs and in turn harbour clear and substantial entrepreneurial intentions after graduating.

Ekundayo and Babatunde (2014) in their side using the random stratified sampling of 120 undergraduate students from Landmark university 2013\2014 session they reported that: The exposure to entrepreneurship education influences students' intentions of becoming self-employed. It was however, discovered that most students were not very confident about their intentions due to fear of capital, failure, and lack of experience in business management. The study concludes that despite knowledge of entrepreneurship education as a contributing factor in the reduction of unemployment, Nigerian youth requires additional supports to overcome the foreseen challenges.

Yousaf, Shamim, Siddiqui and Raina (2015) who studied the influence of entrepreneurial attributes, subjective norms and perceived desirability on entrepreneurial intentions using a sample of two hundred (200) students in Pakistan. The independent variables of Entrepreneurial abilities and skills, Entrepreneurial attitude, perceived desirability and Subjective norms were measured using questionnaire adapted from Solesvik (2007). The research finds that students' entrepreneurial attitude, perceived desirability and subjective norms significantly lead to the development of students' intentions to become entrepreneurs.

Liñán, and Fayolle (2015). In their study on a systematic literature review on entrepreneurial intentions, citation, thematic analyses, and research agenda in New York. While taking a stock

of knowledge on the field, using a sample of four hundred and nine (409) found out that both entrepreneurs and would-be entrepreneurs can find inspiration, ideas, and ways to reinforce their EIs and turn them into successful behaviors. People who support, in a broad sense, nascent entrepreneurs may identify new ways of interacting with entrepreneurs, and therefore help them to improve their entrepreneurial activities.

Finally, Eburu (2015) examined the factors affecting the entrepreneurial intentions of the final year undergraduate students of business administration at a selected Turkish university and the relation between the success levels of the students in the entrepreneurship class and their entrepreneurial intentions. The study found a significant positive correlation between the students' success levels in the entrepreneurship class and their entrepreneurial intentions. Besides, it was found that the students with a self-employed father have higher entrepreneurial intentions in comparison with those whose fathers are not self-employed

From the above review, it is obvious that most of these empirical studies were conducted in developed countries with very few in developing nations. It is a known fact that different countries have different levels of development and local conditions, thus the impacts of entrepreneurship education on entrepreneurial intention of students in each country would therefore be different. Thus it can be deduced that these papers have addressed different aspects of entrepreneurship education on entrepreneurial intention of students. Earlier studies in the Nigerian situation examine mostly the importance of entrepreneurship education on entrepreneurial intention of students and the channels through which it may be benefiting to the economy. This leaves a huge gap to be addressed by the current paper as it seeks to find out from available literatures the antecedents of entrepreneurship education as it affects the intention of students. If entrepreneurship education actually contributes to entrepreneurial intention of students, then the sustainability of entrepreneurship education would be a meaningful activity and a way of achieving its sustainability is by identifying those factors contributing to it with a view to ensuring its enhancement.

### **Theoretical Framework: Theory of Planned Behavior (TPB)**

The theory of Planned Behavior was first developed; by Ajzen (1991) as an extension to reason action theory (RAT) by Ajzen & Fishbien. The theory propounded because of the failure of the concept theory. The theory came into being in order to plan and predict the behavior of an individual. TPB is considered as one of the major theories used in the study of intention (Fini et al., 2009). It posits that understanding the behavior of an individual can be done through the identifying some key determinants; they are attitude, subjective norms and perceived behavioral control. The antecedence mentioned above highlight the desirability executing the behavior, while the last one explains how an individual can control the behavior (Krueger Jr et al., 2000). In other words, the higher the attitude, subjective norms and perceived behavioral control of an individual, the higher the possibility of becoming an entrepreneur. It is believed that the more the understanding of the antecedents of the intention the more possible for us to predict behavior and attitude. Similarly, Krueger Jr, et al (2000) also argued that TPB is considered as one of the leading theory in terms of robust and validity. Several studies have used the theory of planned behavior which is considered of great important in determining entrepreneurial behavior; examples are (Krueger & Carsrud, 1993; Souitaris, Zerbini, & Al-Laham, 2007). For instance, examining the Douglas and Shepherd, (2002) using the theory of planned behavior reports that attitude, subjective norms and perceived behavioral control of an individual are very essential key in determining the entrepreneurial intention of an individual.

### Summary and Conclusion

This study utilized evidence from available literatures that evaluated students' attitude towards entrepreneurship education in Nigeria universities. The review of the literatures revealed that the major difficult socio-economic problem facing leaders particularly in Africa is the growing number of unemployed youth roaming the streets. The review shows that; there are teeming numbers of youth without jobs, thereby affecting their well-being and national security. The research findings from most of the previous studies conducted indicated that offering entrepreneurship education course is aiding students in development of favourable entrepreneurial attitude and also has a positive effect on students' intention for new venture creation. Therefore, there is strong ascertaining that attitude plays very important role in determining the learning behaviours of students in schools. Thus, the current inclusion of entrepreneurship education in the school curriculum is a welcome development. This is because it will be helpful in training, reorienting as well as motivating students toward entrepreneurial activities. The intentions of the students may be awoken and geared toward businesses start-up at the end of their university studies. The theory of planned behavior (TPB) therefore is regard as appropriate in explanation the antecedence of entrepreneurial intentions and subsequent behavior.

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