ABSTRACT: This study examined and compared the differences in entrepreneurial intention between entrepreneurship students and non-entrepreneurship students. It also investigated the relationship between entrepreneurship learning and entrepreneurial intention of undergraduate students in the Federal University of Technology, Akure (FUTA), Nigeria. A total of 104 students were selected, of which 51.9% were Entrepreneurship and 48.1% were non-Entrepreneurship students of the University. Descriptive statistics, t-test, and correlation analysis were used to analyse the data. The results showed a positive relationship between entrepreneurship education and entrepreneurial intentions. It shows a positive correlation coefficient of 0.321 and it is significant at 1%. Meaning a 1% increase in entrepreneurship education will increase students' entrepreneurial intention by 32%. The study further established that entrepreneurship students and non-entrepreneurship students have the same attitude towards becoming entrepreneurs. There were no significant differences between social norms and entrepreneurial intention among the group of students. Concerning perceived behavioural control, the result show that the mean difference (0.52) between the entrepreneurship students and non-entrepreneurship students is significant ($p = 0.01$). That is, the perceived behavioural control of the entrepreneurship students was higher than that of non-entrepreneurship Students. The findings of this study are of importance to the government, higher institutions, policy makers, individuals as well as academia in Nigeria. Government, especially in Nigeria should intensify effort in implementing her entrepreneurship education policy in the country as such would engender socio-economic development of the entire country. The findings of this study will also help educational institutions in their curriculum design, delivery approaches and evaluation strategies in their efforts to promote entrepreneurship.

Keywords: Entrepreneurship Learning, Entrepreneurial intention, Theory of plan Behaviour, Economic development, self-employment
Entrepreneurship education has given higher institutions the opportunity to produce employable graduates into the societies, who have the necessary skills for innovation, motivation and creativity to develop new products and services. Thereby form small and medium enterprises (SMEs) that do not only boost economies but also contribute to the overall cultural and social development of individuals (Attieh and Vanessa, 2011). Entrepreneurship education has also been presented as one way to contribute to the development of entrepreneurship within society and, thus, to address a growing range of contemporary socio-economic and political challenges (Matlay, 2005). There is evidence that entrepreneurial characteristics can be positively influenced by educational programmes (Athayde, 2009). Furthermore, many entrepreneurship programmes and courses are able to build awareness of entrepreneurship as a career option, and encourage attitudes toward entrepreneurship (Anderson and Jack, 2008).

Entrepreneurial intention can be described as a conscious state of mind that directs attention and therefore experience and action toward a specific object or pathway to achieve it (Hamidi et al., 2008). Thus, an entrepreneurial intention is concerned with the mind-set of a person to start an entrepreneurial activity in the future. The term entrepreneurial intention has also been referred to as the intention to be self-employed (Kolvereid et al., 2006). Self-employment intentions can be viewed as the first step in the process of new organisation emergence (Lee and Wong, 2004). An individual’s acceptance of self-employment as a desirable career option may likely be related to an intention to engage in self-employment at some time in the future (Segal et al., 2005). Despite the increasing attention toward entrepreneurship education and entrepreneurial intention, there is a dearth of information on entrepreneurial intentions between students undergoing entrepreneurship education as a major course and students taking it as a minor course or not exposed to such a programme at all, especially in Nigeria, hence, this study.

**Statement of the Problem**

It has been identified that there is insufficient research on the effects of entrepreneurship education (Fayolle and Gailly 2013). Similarly, Von Graevenitz et al. (2010) have stated that very little is known about the effects of entrepreneurship courses. The results of the few existing studies on entrepreneurship education and entrepreneurial intention are ambiguous or inconsistent at best (Weber, 2011). Methodological limitations and theoretical shortcomings may account for some of the inconsistencies found for the effects of entrepreneurship education (Fayolle, 2013; Von Graevenitz, et al., 2010). However, in Nigeria, little research has been conducted on the effectiveness of entrepreneurship education in higher institutions. In this paper, effort has been made to reduce the theoretical and methodological gaps found in existing literatures as regard the effectiveness of entrepreneurship education by applying the theory of planned behaviour (Ajzen, 1991). This theory has been tested to provide conceptual and methodological framework for assessing the effectiveness of entrepreneurship education on entrepreneurial intention (Fayolle and Gailly, 2013; Souitaris et al., 2007). At the level of the university, the main aim of entrepreneurship education is to positively influence the entrepreneurial attitudes and intentions of students to start a business after graduation, as this is one of the strategies towards capacity building for sustainable development and a means of alleviating poverty in a developing economy such as Nigeria.

**Research Objectives**

The objectives of this study are to examine and compare the differences in entrepreneurial intentions between entrepreneurship and non-
entrepreneurship students and also to examine the relationship between entrepreneurship education and entrepreneurial intentions of undergraduate students in Nigeria. This study is expected to be of importance in planning and decision making by government and other stakeholders towards entrepreneurship educational policy, and in realising the goal of using the policy for poverty alleviation and sustainable development of the country.

LITERATURE REVIEW

THEORETICAL FRAMEWORK
Theory of Planned Behaviour
This study is based on the theory of planned behaviour. The Theory of Planned Behaviour (TPB) is one of the most important theoretical frameworks for the study of human behaviour. This theory, which comes from the field of psychology, was postulated by Ajzen (1991), adopted by Krueger and Carsrud (1993), and was later adapted to the field of entrepreneurship by Kolvereid (1996).

According to this theory in Figure 1, human action is guided by three kinds of beliefs: behavioural, normative and control beliefs. Ajzen (1991) argued that, behavioural beliefs produce a favourable or unfavourable attitude toward the behaviour; normative beliefs result in perceived social pressure or subjective norm; and control beliefs give rise to perceived behavioural control. All these beliefs: attitudes toward the behaviour, subjective norm, and perception of behavioural control lead to the formation of a behavioural intention. That is, entrepreneurial behaviour is a function of entrepreneurial intentions. The theory of planned behaviour in Figure 1 defines the relationship between intentions and behaviour.

EMPIRICAL FRAMEWORK
This section presents the empirical framework and review of relevant literatures on entrepreneurship, entrepreneurship education and entrepreneurial intention. The framework and literature also covered entrepreneurship policy challenges in Nigeria.

Impact of Entrepreneurship Education on the Development of Students’ Entrepreneurial Skills and Intention
Global interest in entrepreneurship education and enterprise is rapidly growing because entrepreneurship has been considered as a source of national prosperity and competitiveness (Martinez et al., 2010). It is designed to prepare students for engaging in productive activities such as seeking business opportunities, taking risks and having the

![Figure 1: Theoretical model of planned behaviour](source: Ajzen, I. (1991))
tenacity to push an idea through to reality. It communicates and inculcates the skills needed to recognise business opportunity, organising, processing and starting new business venture (Brown, 2000).

In most developed and developing countries there is a tendency to view entrepreneurship and entrepreneurship education as the remedy for stagnation or declining economic activity, and it is not surprising that this topic has moved to the top of the political agenda. Entrepreneurship education has become a high-priority item in public policy and throughout the industrially developed world (Matlay, 2005).

There are numerous studies that had investigated the link between entrepreneurship education and entrepreneurial intentions. These studies were conducted using both quantitative and qualitative approaches. For instance, Muofhe and Du Toit (2011), using a quantitative approach, conducted a study amongst 269 final-year students in one of the higher institutions in South Africa. The study explored the differences in entrepreneurial intentions between entrepreneurship and non-entrepreneurship students, and also investigated the relationship between entrepreneurial education and entrepreneurial intentions. The result of the study suggested that entrepreneurship students have stronger entrepreneurial intentions than non-entrepreneurship students, and that, there is a positive relationship between entrepreneurship education and entrepreneurial. Also, Stokes et al. (2010) asserted that participation in entrepreneurship programmes can positively influence people’s entrepreneurial potential and attitudes towards entrepreneurship. A good example is the Young Enterprise Programme in the United Kingdom that aims to inspire and equip young people to learn and succeed through enterprise. Saini and Bhatia (2007) established the in India, entrepreneurs who had received training in entrepreneurship presented significantly higher levels of performance in terms of sales development and job creation, as compared to entrepreneurs without training. This shows that there is a positive link between entrepreneurship education and new venture creation.

**Entrepreneurship Education Policies in Nigeria and Its Challenges**

At the introduction of Western Education in Nigeria, emphasis was on how to be able to read and write with the main aim of preparing the learner for “white collar” jobs or for employment by the missionaries or colonial government. The national Curriculum Conference of 1969 resulted among other things in increase in the number of subjects studied in schools with the aim of making education more relevant to the Nigerian society and also for unifying the educational services in the different regions. This conference gave rise to the National Policy on Education (NPE, 1977) which has since been reviewed in 2004 and 2007 (Akudolu, 2010).

The problem of unemployment is particularly high in Nigeria as the number of graduates from various institutions looking for employment opportunities is increasing. The Nigerian Government has set a goal: that the country would be one of the world’s top 20 economies during the next two decades. In order to meet the target by 2020, Nigeria would need to increasingly globalize education in two key areas: Information and communications technology, and entrepreneurship. The Government has mandated that all university students in Nigeria, regardless of their major, will need to study entrepreneurship (The Entrepreneurship Challenge in Nigeria 2007).

In Nigeria, Entrepreneurship education was introduced to higher institutions curriculum in 2006. “The best way to solve the current problem of unemployment is by ensuring that students in institutions of higher learning undertake compulsory entrepreneurship study” (Yahya, 2006). The Federal Government policy stipulated that all higher educational institutions must teach
at least 4 units of entrepreneurship courses to all their students irrespective of area of their specialisation, and in most universities, entrepreneurship studies have been adopted as a compulsory general studies course for all students (Oke and Olowofeso, 2013). The low exposure to entrepreneurship combined with the poor infrastructural facilities make the barriers to grow in business enterprise in Nigeria significantly higher than the rest of the world.

**METHODOLOGY**

**Research Sample and Procedures**

The data used for this research was primary in nature. A questionnaire was developed that contained questions relating to demographic characteristics, behavioural factors, previous work experience, and entrepreneurial intentions. They were required to select from a five-point likert scale ranging from strongly disagree = 1 to strongly agree = 5. The questionnaire was drawn from undergraduate students from the School of Management Technology of the Federal University of Technology, Akure, Nigeria. FUTA have fully complied with the Federal Government’s policy on Entrepreneurship Education in Nigeria, where at least 4 units entrepreneurship course has been designed to be taught to students irrespective of their area of specialisation. Furthermore, this institution has Entrepreneurship as a Department where students can obtain a degree in Entrepreneurship. The respondents were randomly selected from the school of Management. The data was obtained from two main groups, namely entrepreneurship students and non-entrepreneurship students. The entrepreneurship students are students who offer entrepreneurship as their major course and non-entrepreneurship are students who have Entrepreneurship as their minor course. A total number of 140 copies of questionnaire were distributed and 104 or 74.3% were retrieved, out of which a total of 54 (51.9%) respondents were Entrepreneurship students whilst 50 (48.1%) respondents were non-Entrepreneurship students. Data were analysed using descriptive statistics, Independent sample t-test and Pearson correlation analysis. Independent sample t-test was used to compare the mean scores of Entrepreneurship and Non-Entrepreneurship Students on each dependent variable. The assumption of equal variance was checked using Levene’s test for equal variance. All the variables met the assumption, that is, the variances of scores for the two groups are the same. The effect size showing the magnitude of the differences between the groups was also calculated using eta squared and Cohen’s guideline (Cohen 1988).

All calculations were done by means of the Statistical Package for the Social Sciences (SPSS).

**Research Hypotheses**

Five hypotheses were set for this study. The first four hypotheses deal with the differences in entrepreneurial intentions between the entrepreneurship students and the non-entrepreneurship students. The remaining one deals with the relationship between education and entrepreneurial intentions.

- **H₀₁**: Personal attitude towards entrepreneurship are not significantly different between entrepreneurship and non-entrepreneurship students.
- **H₀₂**: Perceived Social norms are not significantly different between entrepreneurship and non-entrepreneurship students.
- **H₀₃**: Perceived behavioural controls are not significantly different between entrepreneurship and non-entrepreneurship students.
- **H₀₄**: There are no significant differences in entrepreneurial intentions between entrepreneurship and non-entrepreneurship students.
- **H₀₅**: There is no positive and significant relationship between entrepreneurship education and entrepreneurial intentions.
RESULTS AND DISCUSSION

Table 1 shows that 8.6% of the respondents were of the age group <20 years, 19% were of the age group 20-21 years. Furthermore, 29.5% were of the age group 22-23 years, 31.4% were of the age group 24-25 years, while 10.5% were above 25 years. This suggests that students within the age bracket of 24-25 years constituted the larger percentage of the sample size.

It was also found that 55% were male while 45% were female as presented in Figure 2.

From Figure 3, 53.8% respondents had Entrepreneurship as their major subject, that is, they were Entrepreneurship students while 46.2% respondents were non-entrepreneurship students, that is, respondents had it as a minor subject.

Descriptive Statistics

Table 2 shows that the coefficient of the variation (Standard deviation / mean) for all the variables is less than one, meaning that the coefficients of the variation are considered to have a low-variance. It shows that our data are centred or clustered around the mean. Also, the skewness coefficients for ATE, PBC, SN, EI and EE are respectively (-1.18), (-0.91), (-1.05), (-0.89) and (-0.82) are all negative, indicating that its distribution is right skewed and the variables score are clustering at the high end. While the coefficient for kurtosis are all positive and were above zero. This means that variables are flatter than a normal distribution with a wider peak and clustered at the centre.

Analysis of mean variance

Table 3 shows the analysis of the mean differences between the Entrepreneurship and Non-Entrepreneurship students on the respective variables and the coefficient of these variables are significant at 5%. The table also shows that all the variables had small effect size except PBC that had a moderate effect (0.06). Expressed as a percentage, only 0.6% of the variance in PBC is explained by undergraduate students. The results shows that there was no significant difference (\( p < 0.05 \)) in the mean scores between entrepreneurship students and non-entrepreneurship students except for PBC.

As for attitude towards entrepreneurship (ATE), Table 3 shows that the mean difference (0.22) of between the Entrepreneurship and the Non-

![Figure 2: Gender Distribution of the Respondents](Source: Field survey 2014)
Entrepreneurship students was not significant ($p=0.22$). The Entrepreneurship and Non-Entrepreneurship students had the same attitude towards becoming an entrepreneur. Hence, Hypothesis 1, which states that attitude towards entrepreneurship are not significantly different between entrepreneurship students and non-entrepreneurship students, is accepted. This result is in contrast with the findings of Muofhe, and Du Toit (2011). Although there is a different in their mean value with entrepreneurship students has higher mean than non-entrepreneurship students, but this mean variance is not significant. The indication was that both groups were well exposed to entrepreneurship training.

Table 3 also shows that there was no significant differences in the mean scores for social norms ($p=0.44$), and Entrepreneurial Intention ($p=1.00$). Therefore, Hypothesis 2 and Hypothesis 4 are accepted respectively. That is, the Entrepreneurship students did not perceive more social pressure than non-entrepreneurship students to become entrepreneurs. And also, they both have the same intention to become and entrepreneurs. The result of social norm in this study is contrary to an early report by Ajzen (1991) that postulates that there is a link between subjective norms and intentions to carry out behaviour. This implies that the goals of the entrepreneurship education programme were not really directed towards the enhancement of students’ subjective norms. As regards the entrepreneurial intention, the finding is at variance with the findings of Gird and Bagrain (2008) that the entrepreneurial intentions of entrepreneurship students increased after attending an entrepreneurship programme. The explanation for this result was that both are well exposed to entrepreneurship training, since both groups are in the same school of management.

Concerning perceived behavioural control, it is clear from Table 3 that the mean difference (0.52)
between the Entrepreneurship students and Non-Entrepreneurship students is significant \( p = 0.01 \). The perceived behavioural control of the Entrepreneurship students was higher than that of Non-Entrepreneurship Students. Hence, Hypothesis 3, which states that Perceived behavioural controls are not significantly different between entrepreneurship students and non-entrepreneurship students, is rejected. This means that entrepreneurship students were more exposed to method of developing business plan and had acquired more entrepreneurial knowledge and skills than non-entrepreneurship students. This finding is in line with the findings of previous studies that entrepreneurship training programmes had a positive impact on the perceived behavioural control of the respondents in their studies (Fayolle et al., 2006; Peterman & Kennedy, 2003).

### Correlation coefficients

The Pearson correlation was conducted to test Hypothesis 5 regarding the relationship between entrepreneurship education and entrepreneurial intentions. Table 4 shows that there is a significant moderate, positive correlation between entrepreneurial education and the entrepreneurial intention, \( r = \)

### Table 4: The Pearson correlations \( N = 104 \)

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>( r )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship education</td>
<td>0.321**</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed)
CONCLUSION

The findings show that there is a positive relationship between entrepreneurial education and the intention to start businesses by undergraduate students. This implies that exposing students to entrepreneurship education during their studies could enhance entrepreneurial intentions of the students and eventually lead to venture creation. The study further established that entrepreneurship students and non-entrepreneurship students have the same attitude towards becoming entrepreneurs. There were no significant differences between social norms and entrepreneurial intention among the group of students. But the perceived behavioural control of the entrepreneurship students was higher than that of Non-Entrepreneurship Students. A possible explanation for this finding is that the awareness of entrepreneurship education programme gave entrepreneurship students into what entrepreneurship entails made them realise that entrepreneurship is an easy pursuit. This has added to the existing body of knowledge on the impact of entrepreneurship learning on entrepreneurial intention. However, the study is limited to a sample of students from one higher institution in Nigeria, hence generalising the findings of this research for other schools and Universities may not be realistic. Finally, the research does not investigate other motivational factors that can influence their entrepreneurial intention.

RECOMMENDATIONS

Based on the findings from this study, it was recommended that the goals of the entrepreneurship education should be directed towards the enhancement of students’ subjective norms. Government should intensify her effort in promoting entrepreneurship education and make sure that all higher institutions implement the policy, as this in the long run will solve unemployment problem in the country. Also, Government should set a high-quality standard for entrepreneurship curricula, and ensure that entrepreneurship courses meet an international quality standard. More attention is needed to develop effective learning delivery strategies that would arouse the intentions of students to start businesses. The entrepreneurship educational programme should focus more on changing personal attitudes towards entrepreneurship, because its impacts could be more important in the process of business creation. More so, higher educational institutes need to be oriented to emphasise and value entrepreneurship in order to promote an entrepreneurial culture in the country. However, further studies especially on Nigeria can research on whether the intention was accomplished and businesses were established after the graduation of these students. Others variables that affects intention should be included in the nearest studies.
REFERENCES


