PECERPTIONS OF STUDENTS ON ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL INTENTIONS IN SELECTED NIGERIAN UNIVERSITIES

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A THESIS SUBMITTED TO THE DEPARTMENT OF BUSINESS MANAGEMENT, COLLEGE OF BUSINESS AND SOCIAL SCIENCES, COVENANT UNIVERSITY, OTA, OGUN STATE, NIGERIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF DOCTOR OF PHILOSOPHY (Ph.D) IN BUSINESS ADMINISTRATION

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Acceptance

This is to attest that this Thesis is accepted in partial fulfilment of the requirements for the award of the degree of the Doctor of Philosophy in Business Administration in the Department of Business Management, College of Business and Social Sciences, Covenant University, Ota.

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Declaration

I, OLOKUNDUN Ayodele Maxwell (13PAB00552) declare that this research work was carried out by me under the supervision of Dr. Chinonye Love Moses and Dr. Oluwole Oladele Iyiola of the Department of Business Management, Covenant University, Ota, Ogun State. I attest that the thesis has not been presented either wholly or partly for the award of any degree elsewhere. All sources of data and scholarly information used in this thesis are duly acknowledged.

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Certification

We certify that this thesis titled "Perceptions of Students on Entrepreneurship Education and Entrepreneurial Intentions in selected Nigerian Universities" is based on original research carried out by Olokundun, Maxwell Ayodele under our supervision and that it has not been submitted for the award of any degree in this or any other University.

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Dedication

This study is dedicated to Jesus My Lord and Savior whose strength is always made perfected in my weakness. I also dedicate this thesis to my wife; Mrs. Omolara Olokundun; and my Children, Ayomide Olokundun and Olaoluwa Olokundun for their support and understanding throughout the work.

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I love you all

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List of Abbreviations

LBD: Learning by Doing
NAPEP: National Poverty Eradication Programme
NDE: National Directorate of Employment
NEEDS: National Economic Empowerment and Development Strategy.
NGOs: Non Governmental Organisations
NPE: National Policy on Education
NUC: National University Commission
OECD: Organisation for Economic Cooperation and Development
PBL: Project-Based Learning
SHGs: Self Help Groups
SIWES: Student Industrial Work Experience Scheme
UBE: Universal Basic Education Programme
UNDP: United Nations Development Programme
UNESCO: United Nations Educational Scientific and Cultural Organisations
UNIDO: United Nations Industrial Development Organisations
USA: United States of America
WDR: World Development Report
WPP: World population Prospects
YOUWIN: Youth with Innovation

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Abstract

Entrepreneurship education is considered as a potent tool for influencing students' learning orientation and expression of entrepreneurial implementation intentions. This study examined the effects of entrepreneurship education and learning orientation on entrepreneurial implementation intentions of students in the first four universities in Nigeria to offer a degree in entrepreneurship. Sequential explanatory mixed method was employed using survey and semi-structured interviews as data collection methods. A total of 600 copies of questionnaire were administered. Semi structured interviews were also conducted on twenty (20) entrepreneurship educators in the selected universities. Descriptive and inferential research methods: mean and hierarchical multiple regression were used for analysis of the returned and valid copies of questionnaire completed by the respondents. Thematic analysis was also used to analyse the semi structured interviews. The results from the test of hypotheses showed that; entrepreneurship curriculum contents significantly impact on students' critical thinking and generation of business ideas (R^2 = .063, F (2, 563) = 37.587, p < .05 ; R^2 = .0143, F (1, 562) = 52.706, p < 0.05); entrepreneurship pedagogy significantly affect students' shared vision and identification of business opportunities (R^2 = .177, F (2, 563) = 121.108, p < .05 ; R^2 = .220, F (1, 562) = 30.696, p < .05). ; teaching methods in entrepreneurship significantly stimulate students' interest and business startups (R^2 = .188, F (2, 563) = 131.580, p < 0.05 : R^2 = .385, F (1, 562) = 181.753, p < 0.05); educator's competence significantly impact on students' commitment to learning and business plan writing(R^2 = .033, F (2, 563) = 18.962, p < .05 ; R^2 = .122, F (1, 562) = 56.959, p < .05); and university support systems significantly enhance knowledge sharing and innovations among students (R^2 = .052, F (2, 563) = 30.966, p < 0.05 ; R^2 = .097, F (1, 562) = 27.668, p < 0.05). Results from the thematic analysis validated the findings from the test of hypotheses. However, the findings of the thematic analysis also revealed that practical activities are mainly based on vocational skill acquisition and university support systems do not involve students across all levels. Based on the results from the quantitative and qualitative approach, it was recommended that apart from vocational skill activities, the curriculum should contain an extensive coverage of critical thinking and idea generation activities as graded components of the programme. It was also recommended that engagement of students with entrepreneurial development initiatives provided by institutions should involve students across all levels.Therefore to increase the likelihood of engagement in entrepreneurial activities after graduation the implications for the expression of entrepreneurial implementation intentions are that students should generate viable business ideas, identifying market gaps, engage in business startups, write viable business plans and engage in product innovations. These actions should be considered as the major teaching and learning outcomes of an entrepreneurship programme.

Key Words: Entrepreneurship education, Learning orientation, Entrepreneurial implementation intention

CHAPTER ONE
INTRODUCTION

1.0 Background to the Study

The rate of graduate unemployment in Nigeria has persistently been on the increase despite the enormous endowment of the country with human and natural resources. However, graduate unemployment is not peculiar to Nigeria or developing nations; it is indeed a long standing global phenomenon hence it has been a common trend in many countries to find graduates of universities not able to secure jobs several years after graduation (Twumasi, 2013). In tackling the global crisis of graduate unemployment, policy makers and stakeholders in developed countries such as England, USA, and Germany, advocated a refocus of educational systems towards acquisition of vocational and technical skills to enhance smooth transition into jobs for school leavers particularly graduates of universities. This owes to the fact that education is important to the development of any society particularly because the goals of wealth creation, poverty reduction and value re-orientation can only be attained and sustained through an efficient educational system which impacts relevant skills, knowledge, capacities, attitudes and values into individuals (Agi & Yellowe, 2013).

In the same vein, governments and educators of developing nations such as Kenya, Tanzania, Columbia, and Trinidad and Tobago re-aligned their educational systems towards the popular national and international support for vocational education as a viable option to tackle the growing concern of graduate unemployment. Thus various models of vocational education programmes were introduced to combat unemployment and tackle other socio-economic challenges (Abrokwa, 1995; Asiyai, 2013). In line with global trends, vocational and technical education policy was implemented in the educational system of Nigeria through the introduction of the 6-3-3-4 system of education (six year primary school, three year junior secondary school, three year senior secondary school and four year higher institution) in 1982 aimed at providing training and impartations of necessary skills geared towards the

production of craftsmen, technicians and other skillful youths who will possess enterprise skills and also have understanding of the increasing dynamism of technology (Federal Ministry of Education, 1992). One of the goals of the policy was to train youths to be self-reliant and to separate students with academic competencies from abilities those with technical (technical colleges) with the aim that the technically inclined individuals, will create jobs for themselves after school. However, the major challenges of the vocational and technical education policy include inadequacy of infrastructure, unfavourable conditions of service for teachers, inadequate funding for tertiary institutions, lack of adequate support for Student Industrial Work Experience (SIWES), unstable academic calendar due to strike actions, and inadequate collaboration between tertiary institutions and the organized private sector, hence the policy was ineffective (Asiyai, 2013). In an attempt to redress the challenges regarding acquisition of vocational skills and aptitudes presented by the 6-3-3-4 system of education, the National Policy on Education was again revised in 1998 with the introduction of the Universal Basic Education programme (UBE) which ushered in the 9-3-4 system of education primarily targeted at using education as a tool for national unity as well as enhancing the development of knowledge and skill acquisition for adaptation into the world of work and the larger society. Although, the dictates of the policy implied that basic education should be made compulsory, the implementation was not enforced thus the aim of the policy was defeated (Federal Ministry of Education, 2006).

University education has been acknowledged as a primary mechanism for the creation of a knowledge economy and the development of human capital all over the world, thus considering the pivotal role of university education to human development. Another revision was carried out on the National Policy on Education in 2004 to accommodate global trends in education as a result of technological development (Federal Republic of Nigeria, 2004). Consequently, the policy proposed that admission into Nigerian universities should be based on a 60-40 per cent ratio for science and humanities programmes respectively. This informed the establishment of Institutes of Technology in an attempt to usher in Nigeria into technological and industrial development. However, the policy failed in the achievement of its goals probably because universities were unable to meet the stipulated admission for programmes ratio owing to the fact that programmes in social sciences continue to attract

more candidates based on societal demands (Imam, 2012). The emergence of entrepreneurs is considered favourably as key policy strategy in many developed nations, and entrepreneurship is given the center stage particularly on issues of graduate unemployment and economic development. This owes to the fact that it contributes to nation's wealth by creating employment opportunities, opening new markets, driving industrialisation, as well as increase in productivity leading to equitable distribution of income and higher standard of living for the populace (Jahanshahi, Nawaser, Khaksar, & Kamalian, 2011). In light of the above, several entrepreneurship development programmes such as National Directorate of Employment (NDE), National Poverty Eradication Program (NAPEP) and more recently Youth With Innovation (YOUWIN) and many others have been embarked upon in Nigeria over the years. Many of these initiatives failed due to poor implementation and the inability to appreciably reduce the rising rate of unemployment particularly youth and graduate unemployment. Specifically, National Directorate of Employment (NDE) was created in 1986 saddled with the responsibility of designing and implementing programmes to tackle mass unemployment in Nigeria through vocational skill training, employment counseling, job linkages, as well as entrepreneurial training and enterprise creation. Nevertheless, the major demerit of the NDE was the inability of the programme to provide post training resources for job creation as a consequence of lack of commitment by government at various levels leading to low survival rates of businesses established (Mno, 2007).

The emergence of phenomenal entrepreneurs such as Bill Gates in the U.S and Alico Dangote in Africa has driven stakeholders, policy makers and researchers globally to search for ways to model the younger generation after these rare breeds of entrepreneurs in order to effectively tackle graduate unemployment and achieve economic development. The outcome is a focus on entrepreneurship education which is targeted at stimulating creative thinking and enhancing individuals to identify opportunities that can lead to business start-ups (Honig, 2004). The introduction of entrepreneurship education by the Government of Nigeria through the National Universities Commission (NUC) in 2006 was one of the intervention strategies and policies in line with global trends to refocus university education towards entrepreneurship development as well as to combat the persistent rise in graduate unemployment. At present, entrepreneurship education in Nigerian universities are offered as

a compulsory general course while some universities offer Bachelor degree in entrepreneurship. However, for any entrepreneurship education programme to achieve its goals, the structure and the key components of such programme must favourably motivate students' learning orientation and considerations of entrepreneurship as a future career. The consideration of learning orientation in the context of entrepreneurship education in Nigerian universities has practical implications considering that an individual's learning orientation is not completely static particularly because it can be influenced based on certain situational contexts (Dragoni, Tesluk, Russell, & Oh 2009). Specifically the design and process of an entrepreneurship programme offered in Nigerian universities can facilitate undergraduates to be more learning oriented particularly if the design and process of such programmes are active experimentation oriented as well as encourage students to question their current knowledge (Dragoni, 2005). Though an individual's learning orientation exhibits the attributes of a personal trait, it is still considered as one that can be influenced. Hence, a challenging entrepreneurship programme can enhance students learning orientation.

Entrepreneurship education in universities has attracted the attention of researchers all over the world and one main research focus is students' intentions for an entrepreneurial career. This is consequent upon the fact that intentions provide ample evidence of the outcome of an entrepreneurship training programme and because intentions are good predictors of future behaviour (Dirk, Benson, & Bruce, 2013). This implies that intentions could provide a reliable lead to future entrepreneurial behaviour and expression of actions. However, entrepreneurial implementation intentions as theorised in this study suggest that intentions can be expressed through certain observable actions and behavioural responses to show commitment towards the achievement of entrepreneurial goals and aspirations. Nevertheless, perceptions play a critical role in entrepreneurship education. If a student or an educator has a positive perception towards entrepreneurship education, it is likely that such an individual will actively engage in the activities involved in the programme. Individuals with positive perception of an entrepreneurship programme will perceive themselves as having what it takes to achieve the goals of the programme as it relates to the teaching and learning outcomes (Moy, Luk, & Wright, 2003). Therefore the perception of a student or an educator about various aspects of an entrepreneurship programme will largely determine the goals the

individual sets for him/herself and the expected outcome of actions taken.Therefore based on the perceptions of students and entrepreneurship educators in selected universities, this research explored the extent to which exposure to entrepreneurship education affects students' learning orientation and expression of entrepreneurial implementation intentions in Nigerian universities.

1.1 Statement of the Research Problem

Entrepreneurship education in universities is aimed at inculcating entrepreneurial skills and attitudes in students to motivate entrepreneurial intentions or considerations of entrepreneurship as a career by undergraduates (Middleton, 2010). Despite the introduction of entrepreneurship education as a compulsory course in Ngerian universities, the aspirations for white collar jobs and graduate unemployment has persistently been on the increase. However, studies such as Aja-Okorie and Adali (2013) as well as Adebayo and Kolawole (2013) have established that entrepreneurship education has a positive effect on entrepreneurial intentions of university students in Nigeria. Therefore the development of entrepreneurial intentions by Nigerian university students may not be in doubt.

It therefore suggests that university students in Nigeria are not able to translate their intentions into the achievement of entrepreneurial goals and aspirations at graduation. It is important to state that the success of any knowledge or skill development initiative is largely determined by the participant's learning orientation. Hence, considering that students in Nigerian universities are hardly able to translate entrepreneurial intentions into the achievement of entrepreneurial goals and pursuit, it implies that the exposure to entrepreneurship education may not favourably motivate students' learning orientation. Furthermore, the expression of actions in pursuit of a goal substantiates intentions and increases the likelihood for the achievement of a desired end (Gollwitzer, 1993). This implies that the rising rates of graduate unemployment in Nigeria may be a pointer to the fact that entrepreneurship programmes in Nigerian universities do not motivate students to initiate actions and behavioural responses in service of their entrepreneurial goals and aspirations at graduation. Therefore in proffering solutions to these challenges identified, there is a need to highlight what areas have been covered by existing literature as regards the interplay between the components of an entrepreneurship programme, the dimensions of students' learning

orientation, and expression of actions in pursuit of entrepreneurial goals (entrepreneurial implementation intentions), in order to identify the lacuna that exist.

Specifically, entrepreneurship education is a purposeful action which should stimulate critical thinking in participants for generating innovative and creative business ideas (Sadeghi, Mohammadi, Nosrati, & Malekian 2013). It is important to state that researchers such as Adebayo and Kolawole (2013), Dirk, Benson, and Bruce (2013) and Papadimitriou (2015) have advocated a revision of entrepreneurship curriculum content in universities to bridge the gap between theory and practice with particular emphasis on development of entrepreneurial intentions. However, there is a need to ascertain whether entrepreneurship curriculum contents stimulate students' critical thinking and generation of business ideas in Nigerian universities.

In the same vein, the pedagogical approaches adopted in entrepreneurship education should create a shared vision in students to see socio-economic problems as challenges that could be translated into viable and feasible business opportunities (Sahlberg, 2010). Consequently, studies such as Middleton (2010), Aja-Okorie and Adali (2013), and more recently Nasiru, Keat, and Bhatti (2015) on entrepreneurship pedagogical issues in university education have recommended the design of experiential learning activities to motivate the development of creative problem solving abilities in order to enhance students' entrepreneurial intentions. Nevertheless, considering the link between pedagogical approaches and identification of business opportunities, one aspect of keen interest particularly in the Nigerian university context that many studies have ignored is the extent to which the pedagogical approach adopted affect students' shared vision and identification of business opportunities.

Furthermore, a major aim of entrepreneurship education is to stimulate an individual's interest to perform as an entrepreneur; hence teaching methods in entrepreneurship education should enable tryouts through business startups in an organised environment within universities (Ahmad, Baharun, & Rahman, 2004). Studies such as Arasti, Falavarjani, and Imanipour (2012) Rae and Carswell (2001) supported by Shepherd and Douglas (1997), have studied teaching methods in entrepreneurship and their appropriateness for entrepreneurial

needs of graduate students. However, there is a paucity of research on teaching methods in entrepreneurship education and the effects on students' interest and business startups in the Nigerian university context.

An educator's competence is a decisive factor regarding the development of entrepreneurial skills (Hytti & O'Gorman, 2004). This suggests that the competence of an educator cannot be overemphasised particularly because practical business skills and experience are required to inculcate entrepreneurial skills in students. Business planning as an entrepreneurial activity that involves the totality of the entrepreneurship process, hence it is still considered as an important aspect of entrepreneurship education and training. Consequently, the study of Fiet (2000) looked at the role of the educator in entrepreneurship education generally; similarly Shulman and Shulman (2004) stressed the role of practical business experience and training of entrepreneurship educators in motivating considerations of entrepreneurship as a career by university students. However, considering the role of business planning activities in inculcating entrepreneurship skills in learners, another implication for this research is to examine the role of an educator's competence on students' commitment to learning and business plan writing.

University support systems can be a major determinant of student's consideration of entrepreneurship as a career. University initiatives and support systems may largely affect the expression of innovativeness (Morris, Kuratko, & Cornwall, 2013). These initiatives motivate knowledge sharing among students culminating in innovations (Morris, Kuratko, & Cornwall, 2013). The study of Reznik (2010) examined the university environment and student entrepreneurial aspirations. Other studies such as Linan, Urbano, and Guerrero (2011) and the study of Shirokova, Bogatyreva, and Galkina (2014) have looked into university environment and formation of student's entrepreneurial intentions. Nevertheless, a critical task to explore in the Nigerian context is to examine the role of university support systems in motivating knowledge sharing and innovations among students. Based on the areas of concern identified, the next section highlights the general and specific objectives of this study.

1.2 Objectives of the Study

The general objective of this study determined the effects of entrepreneurship education and learning orientation on entrepreneurial intentions of undergraduate students of universities in Nigeria. More specifically, the study attempted to:

i) ascertain the effects of entrepreneurship curriculum contents on students' critical thinking and business idea generation.

ii) examine the extent to which entrepreneurship pedagogy affects students' shared-vision and identification of business opportunities.

iii) evaluate the role of teaching methods in entrepreneurship on students' interest and business start-ups.

iv) determine how an educator's competence impacts on students' commitment to learning and business plan writing.

v) assess the role of university policy environment on students' knowledge sharing and innovation.

1.3 Research Questions

Based on the research objectives, the following research questions were addressed in the study:

i) To what extent do entrepreneurship curriculum contents impact on students' critical thinking and business idea generation?

ii) In what way does entrepreneurship pedagogy affect students' shared-vision and identification of business opportunities?

iii) In what way do teaching methods in entrepreneurship stimulate students' interest and business start-ups?

iv) To what extent does an educator's competence impact on students' commitment to learning and business plan writing?

v) To what degree do the university support systems enhance students' knowledge sharing and innovation?

1.4 Research Hypotheses

The following Hypotheses stated in null form were tested in this study;

H_{01}) Entrepreneurship curriculum contents do not significant impact on students' critical thinking and business idea generation

H_{02}) Entrepreneurship pedagogy does not significantly affect students' shared-vision and identification of business opportunities

H_{03}) Teaching methods in entrepreneurship do not significantly stimulate students' interest and business start-ups

H_{04}) Educator's competence does not significantly impact on students' commitment to learning and business plan writing.

H_{05}) University support systems do not significantly enhance students' knowledge sharing and innovation.

1.5 Significance of the Study

This study is significant to the following stakeholders:

a) Policy Makers

This study is important to policy makers and stakeholders in Nigeria regarding the design of an entrepreneurship curriculum that can enhance the development of viable business ideas by students of Nigerian Universities.

b) University Management

The result of this study will provide a guide for university managements on the formulation and implementation of policies, consistent with engagement in innovative activities and entrepreneurial development of undergraduates in Nigerian universities.

c) Students

The findings of this study will facilitate the development of entrepreneurial skills and aptitudes in Nigerian university students, which in turn will motivate the propensity for job creation and reduction in graduate unemployment.

d) Researchers

This research will contribute to existing knowledge in entrepreneurship education literature, by developing an intention model that will be useful for researchers in undertaking further research on related areas of study.

e) Practitioners

The findings of this study will provide evidence to validate the role of entrepreneurship training and education in motivating business startup.

1.6 Scope of the Study

Entrepreneurship education programmes in Nigerian Universities was the focus of this study. Specifically, the study examined the effects of entrepreneurship education on students' expression of entrepreneurial implementation intentions and the mediating influence of learning orientation. However, emphasis was laid on the first four universities in Nigeria to offer a Bachelors degree programme in entrepreneurship. The entrepreneurship programmes in these universities were considered relevant to the context of this study because there are indications that best practices in entrepreneurship education are obtainable in these universities, and also because the main aim of the entrepreneurship programmes in these institutions is to motivate students to initiate entrepreneurial actions during the course of the programmes. Attention was given the perceptions of students in the selected universities. This provided a basis to understand how students interpret the teaching and learning processes in entrepreneurship education and how these affects their behavioural responses and actions. Consequently, this study involved students of Federal University of Technology Akure, Ondo State; Federal University of Agriculture Abeokuta, Ogun State; Joseph Ayo Babalola University, Osun State; and Lead City University, Ibadan, Oyo State.

1.7 Limitations of the Study

i) The quantitative aspect of this research adopted survey method of data collection hence respondents may not be encouraged to provide accurate answers to the questions posed.

ii) Semi structured interview was used to collect qualitative data, this may affect the adequacy of the data collection process.

iii) This study was based on perceptions of entrepreneurship students and educators as this may limit the quality of information gathered.

iv) Five components each of entrepreneurship education, learning orientation and entrepreneurial implementation intentions were identified in this thesis. This may limit the adequacy of the components of the constructs.

1.8 Outline of Chapters

This research comprised five chapters containing relevant information documented for the study.

Chapter One: This chapter includes the background to the study, statement of research problem, objectives of research, research hypothesis, significance of study, limitations of the study and definition of terms.

Chapter Two: Chapter two consists of a conceptual framework on the subject of this research as well as the theoretical and empirical lens through which the study approached. The gaps in literature were also identified and stated in this chapter.

Chapter Three: This chapter contained the research methodology which consists of the research design employed in relation to data collection, data presentation, and analysis.

Chapter Four: Chapter four involved data analysis and interpretation; it includes the presentation of the findings of the research and also the interpretation of these findings.

Chapter Five: Chapter five featured the discussions of findings based on the stated objectives.

Chapter Six: This chapter comprised of the conclusions deduced from the findings of the study, recommendations of the study, indications for feature research, and contributions to knowledge.

1.9 Operationalization of the Research Variables

The variables for entrepreneurship education were developed based on studies such as; Fiet (2000), Van der Klink and Boon (2002), Keat, Selvarajah, and Meyer (2011), and Arasti Falavarjani and Imanipour (2012). The variables of entrepreneurial implementation intentions were developed based on studies such as; Gollwitzer (1993), Toubia (2006), Paloniemi (2010), Diaconu (2011), Lee, Wong, Foo, and Leung (2011) and Albornoz-Pardo (2013). The variables for learning orientation were adapted from the studies of Sinkula, Baker, and Noordewier (1997), Porac and Thomas, (1990), Perin, Sampaio, barcellos, and Kugler (2010), Hidi and Harackiewicz (2000) and Hidi and Renninger (2006).

Therefore effects of entrepreneurship education and Learning Orientation on entrepreneurial intentions are operationalized mathematically as follows:

$Z = f(X)$……. …..1

$Z = f(Y)$……....2

$Z = f(X) + f(Y)$…….3

$Z = f(X + Y)$……4

Where:

X = Independent variable

Y = Mediating variable

Z = Dependent variable

Substituting for X, Y and Z;

X = Entrepreneurship Education (EEd)

Y = Learning Orientation (LO)

Z = Entrepreneurial Implementation Intention (EI)

The independent variable (X) can further be broken down into the following variables:

$x_1, x_2, x_3, x_4 x_5$

Where: x_1 = Entrepreneurship curriculum contents

x_2 = Entrepreneurship pedagogy

x_3 = Teaching methods in entrepreneurship

x_4 = Entrepreneurship educators' competence

x_5 = University support systems

The dependent variable (Z) can be broken down into the following variables:

$z_1, z_2, z_3, \ldots\ldots z_5$

Where: z_1 = Business idea generation

z_2 = Opportunity identification

z_3 = Business start-ups

z_4 = Business planning

z_5 = Innovation

The Mediating variable (Y) can be broken down into the following variables:

y_1, y_2, y_3, ……y_5

Where:

y_1= critical thinking

y_2= Shared vision/focus

y_3 = Interest

y_4= Commitment to learning

y_5 = Individual knowledge sharing

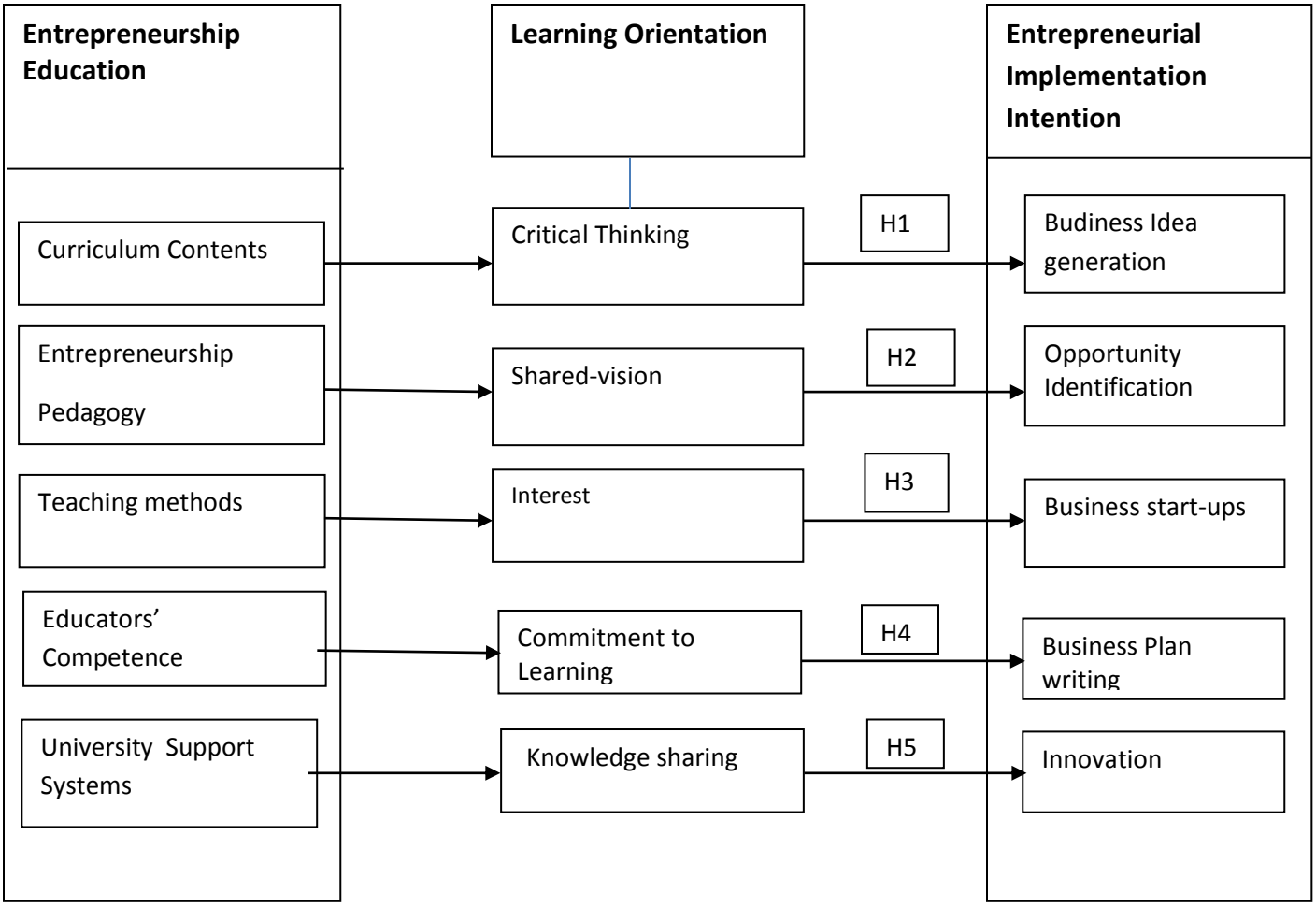


Figure 1.1: Schematic Model of the Study

Source: Reseracher's Model (2016)

1.10: Definition of Terms

Entrepreneurship: Entrepreneurship is defined as the process that involves idea generation, opportunity identification and business planning, which results in busness creation or product innovation.

Entrepreneur: An entrepreneur is defined as an individual, who can successfully and efficiently organise resources in search of an opportunity to create value.

Entrepreneurship Education: Entrepreneurship education is defined as any program or process of education targeted at motivating entrepreneurial actions and behaviour.

Entrepreneurship Curriculum Content: Entrepreneurship curriculum content is defined as information and experiences contained in the curriculum of an entrepreneurship program.

Entrepreneurship Pedagogy: Defined as the teaching and learning models adopted in an entrepreneurship program.

Teaching Methods in Entrepreneurship: Teaching methods in entrepreneurship is defined as specific actions and techniques employed in teaching in entrepreneurship classrooms.

Entrepreneurship Educator Competence: Entrepreneurship educator competence is defined as an integrated action based on skill and experience that enable individuals to perform adequately in inculcating entrepreneurial related knowledge and competencies in learners.

University Support Systems: University support systems are defined as the institutional climate, shared values and engagement in extra-curricular activities relating to entrepreneurship development.

Perception: Perception refers to the process of being aware of one's environment through the senses.

Learning Orientation: Learning orientation is defined as the inclination towards a continuous search for new knowledge.

Commitment to Learning: Commitment to learning is defined as the degree to which an individual values and promotes learning which is salient to the development of the individual.

Shared Vision: Shared vision is defined as a collective focus of learning.

Critical Thinking: Critical thinking is defined as the readiness of an individual to critically assess evaluate learning disposition and accept new ideas.

Individual Knowledge Sharing: Individual knowledge sharing is defined as individual beliefs or behavioural routines salient to the dissemination of knowledge and information collated from diverse sources that serves as reference for future action.

Interest: Alludes to an individual's generally continuing psychological (inclination) to re-engage in specific classes, occasions, or thoughts after some time and it is particular about content.

Entrepreneurial Intention: entrepreneurial intention is defined as an individual's drive to make a mind ful plan to execute the behaviour of setting up a business.

Entrepreneurial Implementation Intention: Entrepreneurial implementation intention is defined as a volitional phase consisting of efforts to initiate an intended entrepreneurial behavior.

Business Idea Generation: Busines idea generation is defined as the process of creating, developing and communicating business ideas which may be abstract, concrete or visual.

Business Opportunity Identification: Business opportunity identification is defined as the outcome of the process of idea generation that may lead to the achievement of one or more economic ends.

Business Planning: Business planning is defined as the creative development and documentation of a conceptual business model into a concrete form of viable venture.

Innovation: Innovation is defined as new products and processes as well as significant changes of products and processes.

Functional Resource Perspective of Entrepreneurship: The functional resource viewpoint of entrepreneurship centers on the role of the entrepreneur in the process of opportunity exploitation and resource combination and their effects on the economic system.

Psychological Perspective of Entrepreneurship: This standpoint is embedded in the psychological philosophy that studies the aspects and attributes of entrepreneurship from a psychological approach focusing on the personality traits and dispositions of an entrepreneur.

Behavioural Perspective of Entrepreneurship: The focus of this perspective is on what the entrepreneur does that is considered important as against a consideration of the traits they possess.

CHAPTER TWO

LITERATURE REVIEW

2.0 Preamble

This chapter contains the conceptual, theoretical, and empirical review. It also contains the gaps highlighted in consonance with the statement of the research problem and the stated objectives. The conceptual review discussed various concepts and contructs relevant to the stated objectives of the study. The theoretical review was based on three theories that are relevant to the topic. These are: human capital entrepreneurship theory, experiential learning theory and implementation intention theory. The empirical framework reviewed empirical studies in line with the specific objectives of this study. A critical analysis of the reviewed literature was carried out and gaps identified were summarised.

2.1 Conceptual Framework

2.1.1 The Concept of Entrepreneurship

There is no generally acceptable definition of entrepreneurship that is considered as adequate, and the absence of a universal definition results in the lack of consensus on the meaning of this concept (Katz & Green 2009; Mokaya, Namusonge, & Sikalieh, 2012). Different researchers such as; Drucker (1985) Bruyat and Julien (2001) supported by Shane and Venkataraman (2000) have characterised entrepreneurship from various perspectives and viewpoints; however the different conceptualisations are generally an impression of the analyst's field of specialisation. Ronstadt (1984) depicted entrepreneurship, as the dynamic procedure of making incremental wealth. As indicated by Ronstadt (1984), this wealth is made by people who take considerable risk as far as value, time, and career commitment, in giving value to some products. The definition of entrepreneurship presented by Hisrich (1985) made a stage for the quintessence of entrepreneurship in the contemporary world. Hisrich (1985) portrayed entrepreneurship as the way toward creating something new with value by allocating the vital time, exertion, and getting the benefits of monetary and personal fulfillment. The dominant perspectives in entrepreneurship research are the functional resource, the psychological and the behavioural views.

a) Functional Resource Perspective of Entrepreneurship

Barringer and Allen (1999) stated that the functional resource perspective of entrepreneurship, centers on the role of an entrepreneur in the process of opportunity exploitation and resource combination, and their effects on the economic system .The functional resource perspective is regarded as a neo-classical economic perspective, which emerged around the inception of the nineteenth century with a focus on the economic role of entrepreneurs (Jones & Spicer, 2009; Katz & Greene, 2009). The theoretical foundation for this perspective was mainly provided by the works of Schumpeter (1934) and the primary aim was to examine the socio-economic consequences of carrying out new combinations, Schumpeter (1934) considered entrepreneurship as the vehicle for innovation and came up with the term creative destruction, described as the process of creating disequilibrium, by destroying existing products with new combinations. Long (1983) posited that as a result of the Schumpeter (1934) perspective of entrepreneurship, the means-ends framework postulated by the neo-classical proponents, was altered by the concept of creative innovation. Consequently, researchers such as Zahra, Ireland, Guiterrez, and Hitt (2000) supported by Long (2010) focused on the opportunistic elements of entrepreneurship, which defines the concept based on pursuit and exploitation of business opportunities.

b) Psychological Perspective of Entrepreneurship

The psychological perspective of entrepreneurship provides a foundation for entrepreneurship theory building; this explains why this standpoint is embedded in the psychological philosophy, focusing on the personality traits, and dispositions of an entrepreneur (Ensley, Carland, & Carland, 2000 ; Krueger, 2007). The main theme of the personality theory is the identification of specific traits to provide answers to questions regarding the person, and emergence of an entrepreneur, stemming from the hypothesis that entrepreneurs may be different from non-entrepreneurs (Fayolle & Gailly, 2004 ; Baum, Frese, & Baron, 2007). The primary objective of the emphasis on entrepreneurial identity is to give a hypothetical clarification, on why few people are more effective as entrepreneurs than others. The attributes of an entrepreneur focuses on the need for accomplishment, proactive identity, risk propensity and independence (McClelland, 1961; Littunen, 2000). This suggests that an individual with a high ' need for accomplishment' may likewise have a

strong urge for accomplishment and achievement (Brockhaus & Horwitz, 1986; Chell, Hawort, & Brearley, 1991).

The reactions to this view are that the situational environment is not put into thought in McClelland's (1961) study and that the exploration on qualities and traits is not conclusive (Swedberg, 2007). The response to this feedback was the development of the social cognitive viewpoint, which considers cognition as an effect variable of behaviour (Bandura, 1997; Krueger, Reilly & Carsrud, 2000). One of the advocates of this approach is Rotter (1966) who argued that an individual is propelled by the discernment, and convictions in regards to the degree to which the result of an event is within his internal control, or past his own control. In this manner, entrepreneurs are considered as people who have internal control desires connected with learning and a drive to consistently improve (Mueller & Thomas, 2001; Krueger, 2007). Contrary to the approach of the trait models of entrepreneurship, the contingency models pay attention to the environment and prevailing circumstances inferring that entrepreneurial attributes ought to be situated within situational and environmental settings (Spector, 1982; Vaghely & Julien, 2010). The trait and socio-cognitive literature stress a general absence of agreement on what ought to constitute the principal qualities of an entrepreneur, hence research on the qualities of an entrepreneur has created contention in this stream of research (Amit, Glosten & Muller 1993; Morris, Davis & Allen, 1994). Nevertheless, Chell, Haworth, and Brearley (1991) supported by Collins, Locke, and Hanges (2000) affirmed that the reviews on the characteristics of an entrepreneur, give extremely valuable theoretical foundations for explaining entrepreneurial behaviour

c) Behavioural Perspective of Entrepreneurship

The focus of this perspective is on the actions of entrepreneurs that are viewed as vital, as against a consideration of the characteristics entrepreneurs possess (Jansen & van Wees, 1994; Gartner, William, & Carter, 2003). Wickham (1998) argued that what makes an entrepreneur is the capacity to act and the penchant to make change. Despite the fact that Schumpeter's (1934) research was at first embedded in the functional approach, his research considered the behaviour required of an entrepreneur (Goss, 2005; Mitchell, & Shepherd, 2010). As a result, Schumpeter's (1934) typology, highlights five noteworthy sorts of entrepreneurial behaviour which includes; the introduction of a new product as well as a new

production process; the opening of a new market, obtaining a new source of supply of raw material and finally the creation of a new organization (Swedberg, 2000 ; Kuratko, Hornsby, & Naffziger, 1997). Gartner (1985) is one of such researchers who addressed the general one-dimensional perspective of new venture creation which underlines entrepreneurial attributes. Based on Gatner (1985) theory of the entrepreneurship process, a structure of four measurements was postulated; the individual, organisation, process and environment. The framework depicts the multidimensional approach to new venture creation, demonstrating that each phase of the entrepreneurship process requires particular entrepreneurial behaviour and practices. Gatner (1985) noted that researchers that focus on the entrepreneurship process need to concentrate on what entrepreneurs do, the related behaviours, or practices. To this end, Gatner (1985) recommended six common behaviours/ practices which are incorporated into his model; finding the business opportunity, aggregation resources, marketing, creating the product, organisation building, and reactiveness to environmental factors, such as government and society (Shaw, 2011).

Gana (2001) posited that the growing interests in entrepreneurship research, encapsulates the different perspectives in entrepreneurship particularly because most researches are centered on entrepreneurial dispositions and mindsets, and the need to confront change as an opportunity that can be translated into positive outcomes through creative thinking patterns, identification and recognition of opportunities as well as exploitation of the discovered opportunities . Therefore this thesis draws on the functional and behavioural perspectives of entrepreneurship to define entrepreneurship as the process that involves the development of novel business ideas, the identification of business opportunities, the process of business planning resulting in the act of business creation and innovations. This suggests that the abilities of a successful entrepreneur should be centered on idea generation, opportunity identification and exploitation, business planning, as well as the abilities to efficiently combine resources towards the establishment of an enterprise and product innovation (Katz & Green, 2009 ; Choi & Shepherd, 2003).

2.1.2 An Entrepreneur

The word entrepreneur is said to have originated from France long before the conceptualisation of the term entrepreneurship (Casson, 1982; Minniti & Lévesque, 2008). One of the earliest uses of the word is dated back to the sixteenth century describing individuals who were engaged in spear-heading military missions and expeditions (Buame, 1994; Swedberg, 2007). Some writers and French economists in early 1800 attempted to give a definite meaning to the words, entrepreneurship and entrepreneur. However, there were disparities based on the features of the aspects of the economic sector of interest (Baumol, 2002; Bygrave, 1993). Kizner (1997) asserted that the French economist Richard Cantillon and Jean-Baptise Say, were the first to have first used the term 'entrepreneur' as a technical concept. Cantillon in his definition referred to the entrepreneur as the agent who organizes factors of production with the aim of creating a new product, while Jean-Baptise Say incorporated the concept of leadership, in defining an entrepreneur as one who organises individuals, in order to create a useful product (Kirzner, 1997; Shane & Venkataraman, 2000). It was Joseph Schumpeter who clearly associated entrepreneurs with the concept of innovation and economic development, defining an entrepreneur as the one responsible for organizing all factors of production to create quality products, while maximizing the employment of resources to achieve high productivity (Shane, 2003 ; Shaw, 2011).

Schumpeter (1934) posited that an individual, who can successfully and efficiently organise resources in search of an opportunity to create value, can be referred to as an entrepreneur. Shumpeter (1934) further argued that an entrepreneur may be considered as a founder who creates value by offering a product, while possessing strong beliefs about the market opportunity and at the same time organizing available limited resources in optimal combination to achieve greater output (Shane & Venkataraman, 2000; Swedberg, 2007). Consequently, entrepreneurs may be described as talented individuals with ideas as the bedrock for business start-ups and not necessarily particular individual attributes (Shaver & Scott, 1991; Klepper & Thompson, 2009).

2.1.3 Difference between an Entrepreneur and Small Business Owner

Entrepreneurs are described as individuals who are ready and willing to undertake high levels of personal, professional as well as financial risks in order to pursue an existing opportunity (Busenitz & Barney, 1997; Shaw, 2011). However, growing evidence suggests that these individuals actually master the art to achieve success as against the notion that they are mere risk takers who are not certain of the outcome of their venture (Chen, Greene, & Crick, 1998; Ssendi, 2013). This indicates that there may be a distinction between owning a small business, and being classified as an entrepreneur (Sexton & Bowman-Upton, 1984; Watson, 2001). Although, the risk bearing component is included in theories of entrepreneurship, still the risk-bearer theory alone cannot provide sufficient evidence and explanation, for the emergence of entrepreneurs. Kirzner (1997) argued that the unique distinctive attribute of the entrepreneur, is the ability to identify opportunities, hence entrepreneurs emerge from the population where there are various entrepreneurial opportunities, coupled with individuals able and willing to exploit these opportunities.

From this standpoint, the quality of information available to potential entrepreneurs and environmental factors, are basic determinants of the emergence of entrepreneurs in a society (Shane, 2003; Busenitz & Barney, 1997). Shane and Venkataraman (2000) posited that the emergence of entrepreneurs and expression of entrepreneurial behaviour cuts across various forms of professions. However, in line Azoulay and Shane (2001), the major difference between an entrepreneur and a small business owner is that an entrepreneur is considered to be central to economic development and a vehicle for change as a consequence of active and positive responses to the opportunities identified, while a business owner primarily oversees and supervises the activities and employees of an enterprise without paying cognisance to market gaps or available business opportunities

2.1.4 The Role of an Entrepreneur in Economic Development

As stated in Deakins and Freel (2003), Richard Cantillon argued that out of the three existing classes or classifications in society namely; entrepreneurial class, land owners, and workers, the entrepreneurial class is considered the main class and the vital economic performer. Marshall (1994) posited that entrepreneurs are individuals who through creative organization

of resources, produce novel innovation or improve on existing ones. Buame (1996) described an entrepreneur as a major player in the economy, and a vehicle for economic transformation, revitalisation and development. Gana (2001) contended that by combining diverse factors or aspects of production in the production process, entrepreneurs are able to identify or recognise entrepreneurial opportunities and accept the outcomes of their actions, based on the risks involved. This is consistent with other theories on entrepreneurship that associate the role of an entrepreneur with risk taking; particularly in seemingly uncertain circumstances and economic down turn (Hill & McGowan, 1999; Sine & David 2003). Therefore, it can be asserted that the role of an entrepreneur is associated with innovation and the ability to fill market gaps by closing the short-falls between market demand and supply which serves as a catalyst for economic development (Leibenstein, 1995)

2.1.5 Entrepreneurship and the Nigerian Economy

Annual Economic Report (2013) described Nigeria as the most heavily populated nation in Africa, which is naturally blessed with millions of acres of arable land, thirty eight billion barrels of state oil reserves, large gas reserves, an assortment of unused and untapped mineral resources, and a wealth of manpower and human capital by reason of its estimated population of above 160 million people. African Economic Outlook (2012) stressed that Nigeria is the world's eighth leading exporter of oil, and Africa's second largest economy, following South Africa. World Population Prospects (2015) also posited that Nigeria represents 15 per cent of Africa's population, and contributes 11 per cent of Africa's total output as well as 16 per cent of its foreign reserves, accounting for half of the population and more than two-thirds of the total output of West Africa sub-region. However, as stated in a study by United Nations Development Programme (2009), Nigeria still falls far short of both the economic and social advancement required to positively impact and influence the welfare and wellbeing of the average Nigerian. It is imperative to state that a document by the United Nations Industrial Development Organisation (2012) posit that entrepreneurship has the proclivity to power up the Nigerian economy, and statistics show that there are at present over 17 million business enterprises employing over 31 million Nigerians. In the same vein, Onugu (2005) argued that entrepreneurship accounts for over eighty percent (80%) of business enterprises employing an estimate of 75 % of the total workforce in Nigeria. Consequently, entrepreneurship as a foundation of developmental strategies in Nigeria, has gained support and recognition among

scholars and policymakers (Aldrich & Martinez, 2001; Samuel, Bassey, & Samuel, 2012). To this end, undying commitment to formulating and effectively implementing policies, that can enhance the development of entrepreneurship in the Nigerian economy, is considered a creative and innovative approach for job creation (Shane & Venkataraman, 2000; Aremu & Adeyemi, 2011).

2.1.6 Nigerian Government Policy Support for Entrepreneurship

The Federal Government of Nigeria at various levels and at different dispensations has attempted to curb the high rate of unemployment through the introduction of various intervention programmes, targeted at entrepreneurship development in the country. Notable among these intervention programmes, are the establishment of National Directorate of employment (NDE) in 1986 with emphasis on skill acquisition programmes, the creation of National Poverty Eradication Programme (NAPEP) in 2001, aimed at poverty reduction through vocational training programmes for youths and creation of employment opportunities in the automobile industry (Maduagwu, 2000 ; Odeh & Okoye, 2014).

More recent Government intervention programmes include; the creation of Subsidy Re-investment and Empowerment Programme (SURE P) in 2012, with components such as Graduate Internship Scheme (GIS) saddled with the responsibility of creating opportunities for the Nigerian graduates to be attached to reputable public/private firms/organizations, for training and mentorship for a period of one year on a monthly Federal government stipend of N18, 000 (Asaju, Arome, & Anyio, 2014; Maduagwu, 2000). The Youth Enterprise With Innovation (YOU WIN) in 2014, is one of such recent government intervention programmes targeted at curbing unemployment, by encouraging and supporting aspiring entrepreneurial youths in Nigeria to develop and execute business ideas, that will lead to creation of employment opportunities (Oseni, Oyetunji, Ogunlade, & Sanni 2012 ; Odeh & Okoye, 2014). These intervention programmes and many more, have been created by the government of Nigeria to help unemployed youths particularly graduates of universities to acquire entrepreneurial skills, knowledge and technical know- how geared at making them become self-employed and have venture creation capabilities (Adejo, 2006; Agbim, Oriarewo, & Owocho 2013).

Regardless of the laudable initiatives embarked on by the Federal Government of Nigeria at different dispensations, these programmes have not sufficiently produced positive results due to inadequate funding, incompetence of personnel and poor implementation (Aliyu, 2002 ; Agba, Chukwurah, & Achumugu, 2014). Personnel are usually appointed based on political affiliations, readiness to supervise these agencies for the benefits of their sponsors to the disadvantage of the nation and loans are approved for fellow politicians, relations as well as friends, who do not really have any affiliations with business establishments (Anger, 2010. ; Sunday, 2012). It is important to state that education as an empowering tool, can enhance individuals to change the conditions of their lives by trading with the knowledge and skills acquired (EFA, 2005; Okoli, 2011). This owes to the fact that education is considered fundamental to entrepreneurship development, because empowering people with education can amplify the possibilities for job creation abilities (UNDP, 2011; Igbuzor, 2013).

2.1.7 Education and Entrepreneurship Development in Nigeria

Education is considered as one of the effective tools for human capital and societal development, because no nation can attain an appreciable level of development beyond the level of her education (Adekola & Kumbe, 2012; Orji & Job, 2013). Education is very central to the training and development of human resources in any nation through impartation of suitable skills, knowledge, capacity building, attitude and value re-orientation employed in the transformation of individuals, communities and nations at large (Rae & Carswell, 2001 ; Boyi, 2014).

Therefore, education is seen as the most important instrument of any fundamental change, particularly with regards to the achievement of economic goals such as entrepreneurship development, job creation and poverty eradication, especially in the Nigerian context (Okoli, 2011; Agi & Yellowe, 2013). The National Economic Empowerment and Development Strategy (NEEDS) (2004), gives credence to the role of education in the development of self-reliant abilities and entrepreneurship skills in individuals. Therefore, the role of education as regards entrepreneurship development in Nigeria cannot be overemphasised.

2.1.8 University Education and Entrepreneurship Development in Nigeria

The prominent role of tertiary education as regards economic development of a nation has been recognised (Kors, 2008; Ajayi & Afolabi, 2009). The World Bank-sponsored study of Bloom, Canning, and Chan (2005) brought to the fore the crucial and pivotal role of higher education in the knowledge economy, showing a strong link between higher education and economic development, through human capital development and technology diffusion. Specifically, universities are duty-bound to encourage economic growth through research and development, teaching and transfer of technology (Olorundare & Kayode, 2014; Adamu, 2015). However, beyond the stated roles, building entrepreneurial competencies is an added task that the new knowledge societies have put on universities (Wong, 2007, Ifedili & Ofoegbu, 2011).

Today's fast-paced economies call for individuals that are enterprising, widely knowledgeable and able to effectively manage risks and uncertain situations (Wu, 2007; Enu, 2012). This mounts pressure on universities in Nigeria to meet up with the growing needs and expectations of students and the society, in order to ensure self reliance, job creation and economic and development (Hatakenata, 2006 ; Olorundare & Kayode, 2014).

2.1.9 The Concept of Entrepreneurship Education

Fayolle and Gailly (2004) defined entrepreneurship education as any pedagogical programme, associated with inculcating entrepreneurial skills and qualities in learners. Similarly, Oduwaiye (2009) supported by Ooi, Selvarajah, and Meyer (2011) described entrepreneurship education as the scope of lectures, curricular and programmes that attempt to provide students with the necessary entrepreneurial competencies, knowledge and skills, geared towards the pursuit of a career in entrepreneurship. This was supported by Clouse (1990) and Ejere and Tende (2012) who posited that the acquisition of relevant knowledge skill, and expertise, as regards the process of entrepreneurship is imperative for successful business startup. It was believed that entrepreneurs are individuals with peculiar genes who emerge as a consequence of genetic inheritance, however this myth has been demystified based on the premise that every individual has the potential to become an entrepreneur through the process of education (Apkomi, 2009; Gelard & Saleh, 2011). Most definitions of entrepreneurship education, agree that one of the main goals is inculcating entrepreneurial

skills in learners which should culminate in entrepreneurial behaviour and action (Blenker, Dreisler, Færgemann, & Kjeldsen, 2008; Akpomi, 2009). Two key words closely associated with education as a concept, is information, skill and competencies. Hence a comprehensive definition of entrepreneurship education should incorporate information and skill as outcomes of the process (Gibb, 2005, Ogundele, Sofoluwe, & Kayode, 2012). Therefore, this study will adopt the definition of entrepreneurship education presented by Alberti Sciascia and Poli (2004), which described entrepreneurship education as the structured formal communication of entrepreneurial competencies, which consists of skills and mental awareness employed by individuals towards the expression of entrepreneurial behaviour and action.

2.1.10 Development of Entrepreneurship Education in Nigerian Universities

A study by Oviawe (2010) stressed the colossal unemployment of Nigerian universities graduates in the country. The study traced the dilemma to the gap between labour market requirements, and an absence of basic employable skills possessed by the graduates. The research was a three-week large scale, rapid national survey in 2004, jointly sponsored by Nigerian University Commission, and the Education Trust Fund (ETF) to find out the needs of the labour market which Nigerian university graduates lack. The findings suggested that out of the one hundred individuals and twenty organizations visited, 44% rated Nigerian science graduates as average in competence, while 56% rated them as average in innovation, while 50% rated Nigerian graduates as average in rational judgment, 63% rated them as average in leadership skills, while 44% rated them as average in creativity.

More relevant to the context of this study is that the findings also suggested that 60% of the respondents rated the graduates as very poor in the required skills such as literacy, oral communication, information technology competencies, entrepreneurial competencies, analytical abilities, problem-solving abilities, and decision-making capabilities. It is notable that the findings of this research provide a plausible explanation for the persistent increase in unemployment level for the graduates of Nigerian universities (Oviawe, 2010 ; Ejere & Tende, 2012). The development of any nation depends basically on the creative capability of the citizens to effectively explore and exploit the country's natural resources, and transform them into finished products, in order to improve the standard of living of the country's

citizens (Erwart, 2012 ; International Labour Organization, 2010). Stakeholders in the educational system (primary, secondary, tertiary) of Nigeria observed that the present offerings are not capable of equipping the beneficiaries, with the required skills to tackle the challenges of 21st century technology, and scientific knowledge era (Odia & Omofonmwan, 2007; Okala, 2008). Nigerian system of education prior and sequel to independence in 1960, laid more emphasis on academic subjects than skill development; hence there is the propensity to produce an educated class without technical abilities (UNESCO, 2000; Erwart, 2012). Adamu (2005) argued that the educational system had fallen short of establishing the foundation of economic freedom, technical skills and essential expertise, for successful industrial and agricultural development. One of the shortcomings of the Nigerian educational system with emphasis on university education is its theoretical approaches and inclination, which result in churning out graduates who are at best suited and skilled for white collar jobs, with little or no basic experience and entrepreneurial skill (Oviawe, 2010; Olorundare & Kayode, 2014).

Naturally, such a situation as observed by Ejere and Tende (2012), will lead to high unemployment rate among university graduates. Consequently, stakeholders in the education sector, agitated for a review of tertiary institution curriculum to drive the nation into industrial and technological development (National Policy on education 1977). Even though the educational system in Nigeria have been reviewed many times to cater for the changes motivated by technological developments, however years after the emergence of new educational systems (6-3-3-4 and 9-3-4) the beneficiaries of tertiary education still lack the necessary skills for self-reliance(Uwaifo & Udin, 2009; Sofoluwe, Akinsolu, & Kayode, 2013). Considering the high rate of unemployment among Nigerian university graduates, it became imperative that university programmes should be reviwed to include not only the philosophy of entrepreneurship, but also equipping students with necessary skills to become entrepreneurs (Agu, 2006; Esene, 2014). This is how the conception of entrepreneurship education as an academic course of study came to the fore. This critical fact of the ineffectiveness of university education to afford beneficiaries with the skills required for a successful career in entrepreneurship underlies the directive of the Federal Government in 2006 through the National Universities Commission (NUC) to introduce entrepreneurship

education as a compulsory course in Nigerian universities. (Aliu, 2008; Adejimola & Olufunmilayo, 2009). The implication of this directive calls for a continuous and effective planning and implementation strategies, in order to achieve the goals of Entrepreneurship Education programmes (EEP) in Nigerian universities. Sequel to the directives of the Federal Government of Nigeria, entrepreneurship Education has since been included in the curriculum of all universities in Nigeria and many universities have established entrepreneurship centers to drive entrepreneurial orientation of the institutions (Aliu, 2008; Olorundare & Kayode, 2014). Considering the benefits of entrepreneurship to graduate employment, Nigerian universities are now favourably disposed towards motivating entrepreneurial thinking and behaviour geared towards development of students' awareness and interest in entrepreneurship (Oduwaiye, 2009; Babatunde & Durowaiye, 2014).

Although, entrepreneurship education is still at infancy in Nigerian universities, the fact remains that one of the policy goals of university education as entrenched in the National Policy on Education, is the development of entrepreneurial skills among undergraduates (Federal Republic of Nigeria, 2004; Esene, 2014). This is a major aspect that universities in Nigeria need to pay cognisance to in order to demonstrate entrepreneurial capabilities in their offerings, targeted at training graduates that would be job creators rather than employment seekers (Erwart, 2012; Olorundare & Kayode, 2014).

2.1.11 Entrepreneurship Education Programmes

Vesper and Gartner (1997) defined entrepreneurship education programmes as an educational regime characterised by themes such as organisation creation, firm growth, innovation, value creation and firm ownership. This definition was supported by Plaschka and Welsch (1990) who described entrepreneurship education programmes as integrative and holistic programmes, covering main themes that are central to entrepreneurship. As noted by Kuratko (2005) research in entrepreneurship education has moved from the question of whether entrepreneurship can be taught or not, to the questions of what should be taught, how it should be taught and by whom. This was supported by Solomon (2007) and Ireland and Webb (2007) who asserted that issues regarding entrepreneurship curriculum, pedagogical approach, educator competence, and institutional environments, are contemporary subjects of

debate in entrepreneurship education literature because these themes constitute the major components of an entrepreneurship education programme.

2.1.12 Components of Entrepreneurship Education Programmes

The major components of an entrepreneurship education programmes as suggested by Kuratko (2005) and Solomon (2007) include; the curriculum, pedagogy and teaching methods, educator's competence, and institutional support systems. These components are discussed with emphasis on university entrepreneurship education programmes.

i) Entrepreneurship Curriculum

Bobbitt (1941) who is considered as the proponent of the term of 'curriculum' defined the concept, as all the experiences that constitute an adult life. He stressed that individuals learn many things such as roles, rules, respect, hard work and other values which includes all learning that take place in a school. Kerr (1968) defined the word curriculum as a track, a set of challenges that an individual is set to overcome, or something that has a beginning and an end which an individual seeks to complete. In the context of education, Kerr defined curriculum as all the learning experiences regulated by an educational institution, which are carried out either in a group or with individuals within the institution. A curriculum generally, describes all the processes, products and human activities channeled towards the actualisation and achievement of societal goals through schools (Onwuka, 1981). However, Ornstein and Hunkins (2004) opined that the success of a new curriculum, depends largely on the perception of the needs of students, by the ones involved in the development and implementation of the curriculum.

Entrepreneurship curriculum is a dynamic and planned learning experience, related to entrepreneurial development of learners (Kourilsky, 1995; Gafar, Kasim, & Martin, 2013). An entrepreneurship curriculum is regarded as everything about learners' experience in school, relating to the development of entrepreneurial skills and capabilities (Kourilsky, 1995 ; Bassey & Achibong, 2005). Bilic, Prka, and Vidovic (2011) described an entrepreneurship curriculum as a mechanism employed for the structured reproduction of entrepreneurial culture with emphasis on critical independent thinking and entrepreneurship development. Entrepreneurship curriculum contains information on how students can identify and shape

opportunities, assess business concepts, develop operational plans, fund and launch ventures, and grow new enterprises (Kourilsky, 1995; Henry, Hill, & Leitch, 2003). Romer-Paakkanen and Pekkala (2008) opined that entrepreneurship and career education have some common variables that make them to be institutional strategies aimed at improving educational outcomes by relating teaching and learning activities to the concepts of self-development. This is why the importance of an entrepreneurship curriculum which contains the relevant teaching and learning activities salient to entrepreneurial development of students, cannot be overemphasised.

ii) Entrepreneurship Pedagogy

Moses, Akinbode, Olokundun, and Agboola (2015) defined entrepreneurship pedagogy as a combination of knowledge and skills, necessary for effectiveness in teaching entrepreneurship. In support of this, Krueger Reilly and Carsrud (2000) described entrepreneurship pedagogy as a highly dynamic blend of theoretical understanding and relevant practical skill. Sahlberg (2010) stressed that within a particular variety of procedures, diverse pedagogical approaches work differently, considering various groups of students, and peculiarity of the context. In the same vein, Reitan (1997) stated that while representing the collective wisdom of culture, as well as upholding the value of disciplinary knowledge, entrepreneurship pedagogy must also be a critical and analytical regarding the capacities of students. In other words, it is safe to state that good entrepreneurship pedagogy specifically involves a broad collection of approaches and sustained responsiveness to what produces student learning. However, Neck and Greene (2011) posit that the pedagogical approach salient to entrepreneurship education is experiential pedagogy. This notion was supported by Meyers and Jones (1993) who stated that experiential learning focuses on learning by doing; hence it is regarded as one of the best instructional techniques in entrepreneurship, because it provides students with opportunities to internalise material, and comprehend instructions given to them.

Neck and Greene (2011) argued that experiential learning approach in entrepreneurship education creates an environment where learners come with various useful and valuable experiences, from life outside the classroom, which can be employed to promote equality and diversity and explore learners' views and challenges. Knowles, Holton, and Swanson (2011)

stressed that learning from mistakes is considered a vital component of experiential learning, which provides valuable practical entrepreneurial experiences. Zapeda (2013) indicated that the use of role play activities and case studies, and interdisciplinary teams in experiential learning approach, enhance learners to learn from each other and experience real life challenges, in the business world. This was supported by Moses, Akinbode, Olokundun, and Agboola (2015) who suggested that experiential learning approach allows students to learn that making mistakes is a characteristic of product development.

Generally, in the context of entrepreneurship education Knowles, Holton, and Swanson (2011) posited that the incorporation of real life practices into entrepreneurship teaching activities is considered valuable and effective at motivating students towards application of entrepreneurial skills in proffering solution to real life issues and challenges. This was supported by Neck and Greene (2011) who stated that experiential learning incorporates other approaches and motivates the employment of holistic teaching pedagogies and practices, which attempt to inculcate curriculum content knowledge, entrepreneurial skills, and intentions in learners.

iii) Teaching Methods in Entrepreneurship

Shulman and Shulman (2004) described teaching methods in entrepreneurship as an assortment of teaching practices that have a strong research base, that are clearly understood by classroom practitioners and are direct responses to students' needs and challenges. Lovat (2003) asserted that research has dismissed these two myths as regards teaching; effective teaching derives from subject knowledge and mastery, and a competent teacher can teach or instruct on any subject. This was supported by Schwartz (2006) who argued that effective teaching is not just a function of subject mastery, but also the ability to identify the essential and relevant mix of knowledge and skills, necessary for effective teaching. In the same light, Fayolle and Gailly (2004) posited that the effectiveness of teaching methods in entrepreneurship, is assessed based on the extent to which the methods are able to essentially blend knowledge and skills, required for teaching entrepreneurship. To this end Brendel and Yengel (1972) argued that methods of teaching such as class lectures, question and answer sessions and drills, are not adequate to facilitate the development of business ideas and similar entrepreneurial behavior outcomes. This was supported by Lonappan and Devaraj

(2011) who suggested that some of the most common and effective classifications of teaching methods in entrepreneurship include; group and individual research projects, invitation of guest speakers, role play, and simulations.

Mwasalwiba (2010) in support of the methods considered as best practices in entrepreneurship teaching, recommended simulations, video and filming, role models, invitation of guest speakers, and project works, as active practices that are more suitable for cultivating entrepreneurial qualities in students. Ahmad et al. (2004) also argued that the most effective technique is to enable experiments by trying out entrepreneurship in a controlled environment, through methods such as business simulation or role playing. Therefore, there is a strong foundation based on literature, that the aforementioned entrepreneurship teaching methods can be considered salient to entrepreneurship development of students in the university context. The next section presents a brief description of these teaching methods considered salient to this study.

a) Simulation

Carson, Nelson, and Nicol (2010) described simulation as the imitation of the process of a real-world scenario in a given context. Hamstra, Dubrowski, and Backstein (2006) stated that to effectively simulate a process, a model that represents the major characteristics one desires to immitate must be developed. Janes, Silvey, and Dubrowski (2016) explained that the simulator characterises the process, while the simulation symbolises the operation of the system over time as regards its relation with other systems. In the context of teaching entrepreneurship, Brozik and Zapalska (2002) stated that using a simulator as a teaching method involves a process where a learner acquires actions, behaviours and skills through interaction with the simulated system over a period of time. In other words, educating a learner is considered as a system which can be represented by business start up operating as in the real world (Hertel & Millis, 2002). Therefore, changing some operational details of the stimulator, (business startup) in response to the actions of entrepreneurship students is considered as the act of simulation (Kirkley & Kirkley, 2005).

b) Role Play

Knight (2002) stated that role play activities afford students the opportunity take up the role of an individual in a particular scenario or situation. To this end, Joyner and Young (2006) stated that role plays engage students in practical entrepreneurial activities that involve real-life business scenarios. Bonwell and Eison (1991) supported by Kerr Troth and Pickering (2003) argued that role plays are quite different from simulations because simulations are usually planned, while role play activities are usually short, impulsive presentations, which may aslo take the form of pre-arranged research assignments. In the context of entrepreneurship education, Joyce, Calhoun, and Hopkins (2009) suggested that role plays can present students with ample opportunity to engage in activities which are proto-types of the role of an entrepreneur and entrepreneurial career-related scenarios. To enhance entrepreneurship students understanding of the use of role playing sessions, role plays should be content-focused, align with learning goals of an entrepreneurship programme and be applicable to real-world business scenarios (Harbour & Connick, 2005 ; Joyner & Young, 2006).

c) Project Method of Teaching

Gless-Newsome and Lederman (2002) described project-based learning (PBL) as an instructional methodology where students learn relevant and valuable skills by engaging in actual projects which are adjustable based on the dispositions of learners and learning situations. Blumenfeld (1991) affirmed that that project teaching method involves students in realistic, problem-solving contexts and environments, which help to build bridges between phenomena in entrepreneurial classroom and real-life business experiences. Colley (2005) on project method of teaching posited that students can employ core academic and creative skills, to solve salient problems in real business world situations. Katz and Chard (1989) suggested that students can be given the opportunity to choose entrepreneurship topics of interest within the stipulated content framework and they are responsible for developing project plans. This implies that the entrepreneurship teacher's role is mainly that of a facilitator, task master, and evaluator (Problem Based Learning, 2007).

d) Invitation of Guest Speakers

Karns (2005) stated that invitation of guest speakers as a teaching method is a valuable tool because it offers a new approach and blend in teaching, while it also addresses salient topics that are often absent from a regular class. This view was supported by Metrejean, Pittman, and Zarzeski (2002) who argued that the uniqueness of this method, gives room for a better and effective one-on-one approach as well as a better understanding of a subject that otherwise would have been difficult and challenging for student's comprehension. Therefore as posited by Mooney (1998) students have the opportunity to learn about certain entrepreneurship topics in a way that enhances full involvement in the class and active engagement. Hemphill and Hemphill (2007) advocated that in cases where there is a chosen entrepreneurship topic where a teacher is not so proficient; a guest speaker can be invited to talk about their field of expertise, especially because both the entrepreneurship teacher and students will be immensely imparted.

iv) Entrepreneurship Educator

Hytti and O'Gorman, (2004) defined an entrepreneurship educator as one who possesses vision, the ability to be both open and accommodating to new ideas, think laterally and critically about issues. Van der, Klink, and Boon (2002) described an entrepreneurship educator as one with a novel role and task to lead and provide guidance for their students. Shulman and Shulman (2004) argued that entrepreneurship educators must have an unbiased disposition and orientation especially with respect to the ways in which students and other stakeholders ought to be engaged in entrepreneurship education. According to Schwartz (2006), being entrepreneurial as a teacher means to be flexible and push the limits with respect to recognised criterions within entrepreneurship education.

v) University Support Systems

Gnyawali and Fogel (1994) described university support systems in the context of entrepreneurship education, as an entrepreneurial environment which consists of supporting infrastructures and initiatives. These include initiatives such as seed funding, business incubation, patenting and commercialization to mention a few. Considering that university teaching environments represent the most influential factors that affect students' perceptions and considerations of an entrepreneurship career. Mahlberg (1996) argued that universities

play an active and important role in the promotion of entrepreneurship education, particularly because they are the most ideal setting to nurture and shape an entrepreneurial culture among students. Bygrave (2004) stated that universities are at the forefront in the promotion of entrepreneurship as regards influencing students to think and behave like entrepreneurs. Roffe (1999) posited that universities create an environment that is entrepreneurially supportive, which encourages students' engagement in entrepreneurial activities. This was supported by Nasiru, Keat, and Bhatti (2015) who stated that entrepreneurial universities create an environment that present entrepreneurship in a positive light, in order to attract the attention of students towards an entrepreneurial career.

2.1.13 Concept of Entrepreneurial Intentions

Entrepreneurial intention is defined as the willingness of an individual to express entrepreneurial behaviour and engage in entrepreneurial activities associated with self-employment initiatives and new business startups (Dell, 2008; Dohse & Walter, 2010). According to Ajzen (1991) intention is the immediate determinant of behaviour; hence Davidsson (1995) asserted that individuals would consider a career in entrepreneurship based on their perceptions of its suitability and desirability. In the same vein, Barringer and Ireland (2010) argued that individuals will consider careers in entrepreneurship based on their perceptions that such efforts can enhance the achievement of personal goals, pursuit of ideas, and the realisation of financial gains. Zain, Akram, and Ghani (2010) stated that entrepreneurial intentions are a reflection of inner courage, ambition, and a sense of independence. This was supported by Khalid, Jusoff, Rahman, Kassim, and Zain (2009) who opined that an individual's potential to become an entrepreneur may not find expression, except they have intentions to become entrepreneurs. According to Bird (1988) entrepreneurial intentions reflects an individual's state of mind targeted at new venture creation, development of new business models and value addition within existing business models. These arguments suggest that intentions represent an important factor in the processes associated with entrepreneurship.

2.1.14 Entrepreneurship as an Intentional Behavior

The findings of various researches such as Krueger, Reilly, and Carsrud (2000) supported by Peterman and Kennedy (2003) as well as Liñán (2004**)** have provided evidence that

entrepreneurial intention is a compelling and undeniable determinant of the expression of entrepreneurial behaviour. Researches such as Krueger (2007) Dell (2008) Ismail, Khalid, Othman, Jusoff, Kassim, and Zain (2009) affirmed that entrepreneurial intentions offer priceless insights for researchers to gain better understanding of the entrepreneurial process, because entrepreneurial behaviour is better predicted, based on the determinants of entrepreneurial intentions. Krueger (2007) stated that intention serves as a mediating factor between expression of entrepreneurial behaviour and possible exogenous factors such as traits, skills, demographics, social, cultural, and financial support. Krueger (2007) proposed that intentions precede opportunity recognition and choice of business startups. Some researchers such as Peterman and Kennedy (2003) Kolvereid and Isaksen (2006) Dell (2008) and Tam (2009) have advocated that entrepreneurial intention model should be adapted to include entrepreneurship education, because the attitudes of individuals towards entrepreneurship, their self-efficacy and control beliefs are influenced by exposure to entrepreneurship education.

In summary, as asserted by Kolvereid and Isaken (2006) entrepreneurial intentions are a major determinant of eventual business start-ups for aspiring entrepreneurs. Krueger Reilly and Carsrud (2000) supported by Krueger (2007) also stressed that the theoretical underpinning of entrepreneurial intentions is that individuals do not embark on business startups as a consequence of reflex action, but rather a function of an intentionally planned behaviour.

2.1.15 Entrepreneurial Implementation Intentions

An implementation intention is defined as a volitional phase consisting of actions to initiate an intended behavior (Gollwitzer, 1999; Gollwitzer & Sheeran, 2006). In line with the study of Edelman Brush and Manolova (2010) entrepreneurial actions such as generating a business idea, identifying a business opportunity and other similar actions involved in the entrepreneurship process, could be considered as evidences of an individual's intention to engage in entrepreneurial behaviour and activities. Krueger Reilly and Carsrud (2000) explained that these entrepreneurial actions can initiate an intention – based cognitive process that leads to engagement in entrepreneurial activity and behaviour.

Therefore entrepreneurial actions and implementation intentions are closely connected because studies such as Gollwitzer and Oettingen (2011), Gollwitzer (1999) and Golwitzer and Sheeran (2006) have argued that an individual who expresses these actions, show more likelihood for engagement in entrepreneurial activities and behaviour. To this end in line with Kourilsky (1995) it is important to state that for entrepreneurship education to achieve its goals, it must successfully educate students to initiate entrepreneurial actions in service of their entrepreneurial goals and aspirations while in school.

2.1.16 Entrepreneurial Actions

The process of entrepreneurship involves five major entrepreneurial actions namely; the generation of a business idea, identification of market opportunity, business planning, business start-up, and innovation (Sahlman & Stevenson, 1992).

i) Business Idea Generation

Pam (2013) defined a business idea as one that is feasible and viable which can be translated into a venture. Long (2010) argued that from an entrepreneurship point of view, idea generation as an intention based action, involves either the discovery of a business idea or the development of a feasible business concept over a period of time. Arenius and Declerq (2005) posited that the quality of information an entrepreneur gets increases the chances of generating an idea. Therefore in the context of entrepreneurship education as asserted by Morais (2001) the development of creative business ideas by students as a result of exposure to an entrepreneurship programme affirms that idea generation can be taught and learnt. The common approach for idea generation activities in entrepreneurship education is refered to as brain storming.

The concept of Brainstorming was originally proposed by Osborn (1957) as a means of developing as many ideas as possible from group work. In line with Nutt (1984) and Arenius and Declerq (2005), the dynamism of the business world requires a critical mind to stimulate the generation of viable business ideas; hence brainstorming within the context of entrepreneurship education is an important activity that can motivate students to generate viable business ideas. This is important because business idea generation is an important

outcome of an entrepreneurship programme particularly because it also provides tangible evidence of the intentions of students to engage in entrepreneurship (Morais, 2001).

ii) Opportunity Identification

Dragan (2012) described opportunity identification as the bed rock of the entrepreneurship process because it involves blending observations, customers' opinion, invention and adaptation targeted at identifying a gap in the market place for a product to fill at an affordable price. Krueger, Reilly, and Carsrud (2000) argued that every invented product requires an innovation period where the invention coincides with opportunity, because a new technology is not an opportunity within itself. Sadeghi, Mohammadi, Nosrati, and Malekian (2013) opined that opportunities are the expression of an entrepreneur's intention to create value that will yield future profits if resources are deployed effectively within the control of the entrepreneur.

In the context of entrepreneurship education, and in line with Wouter (2010) business opportunity identification can be regarded as an entrepreneurial activity that can take place while undergraduates are still in school. This was supported by Klein (2008) whose study suggests that undergraduates at all levels can identify business opportunities before and after graduation. Therefore, opportunity identification by university students is a desired behavioural outcome because it emanates from a nexus of intentions and actions of students and the successful creation of value by them.

iii) Business Planning

Meloy (1998) supported by Zuckerman (2004) described a business plan as a comprehensive written report of the goals of the business, which includes discussion of the business concept, operational plan, marketing plan, financial issues, organisational structure and legal requirements. According to Svatko (1988), a business plan serves as a road map that charts the course of the starting point, direction, and destination of a business. Baker, Addams and Davis (1993) argued that business plans are not only employed by start-up companies but also by existing businesses. Perry (2001) supported by Hormozi, Sutton, McMinn, and Lucio (2002) emphasised that the use of business plans enhances the chances of survival and success of businesses and also to minimize the possibilities of failure (Perry, 2001).

Furthermore, Schamp and Deschoolmeester (1998) supported by Armstrong (2001) opined that the true objective of a business plan is to infuse appropriate attitudes and motivations into entrepreneurs which have implications for business growth. Brinckmann, Grichnik, and kapsa (2010) described business planning as a process that involves the intentions and actions that an entrepreneur envisions in order to guarantee the survival, prosperity and growth of a business. Delmar and Shane (2004) argued that if a business requires investment capital from financial institutions, angel investors of venture capitalists, a well written business plan communicates an entrepreneur's intentions and it is usually a pre-requisite to obtain any loan for such purpose.

Therefore, in the context of entrepreneurship education the work of White, Hertz, and D'Souza (2011) suggests that university students can engage in business planning process that involves an informal review of specific key aspects of business performance. This is particularly important because writing a business plan by students provides evidence of the intentions and entrepreneurial aspirations of students (Honig & Karlsson, 2004). By formalising intentions in a business plan, students commitment to entrepreneurial related actions can be can be motivated (Brinckmann Grichnik & Kapsa, 2010; Delmar & Shane, 2004).

iv) Innovation

Barringer and Ireland (2006) stated that innovation is regarded as the primary function of entrepreneurship and the core of the entrepreneurship process, because major ingredients of entrepreneurial breakthrough include new product development, a new technology, new location, and a new market. Bosma and Harding (2007) argued that innovation involves the conversion of knowledge and ideas into benefits, hence it is a tool employed by entrepreneurs. Larsen and Lewis (2007) described innovation as a combination of the intention to develop a good idea and the doggedness and commitment to remain with the concept until implementation stage. Morris, Kuratko, and Cornwall (2013) posited that innovation is evident in the introduction of new products in the firm and the introduction of new products to the relevant market. According to Larsen and Lewis (2007), this attribute distinctively differentiates innovation from invention because invention enhances the stock of knowledge, but it does not immediately arrive in the market place as a finished novel product or process.

Therefore, based on exposure to entrepreneurship education the study of Barringer and Ireland (2006) suggest that students can engage in innovative activities arising from the applications of both existing and new knowledge. This is very important and relevant to entrepreneurship education in the university context because as described by Bosma and Harding (2007) innovation is an intention based process that can be expressed by students.

v) Business Start-up

Damodaran (2009) defined business start-up as an entrepreneurial venture which involves an emerging business. Cole, Rebel, Tatyana, and Sokolyk (2014) described business startups as organisations established to search for repeatable and scalable business models. Cassar (2004) argued that startups are not necessarily smaller versions of larger companies, rather they are temporary organisations established and designed to search for a product/market fit and a business model. Cassar (2004) explained that in constrast, a large company is usually a permanent organisation that has already achieved a product/market fit designed to execute a well-defined, fully validated, repeatable and scalable business model.

In the context of university entrepreneurship education, students have more room to experiment and navigate both the successes and failures of starting an early stage company. This is in line with the study of Shirokova, Osiyevskyy, and Bogatyreva (2015) who posited that the role of universities has been increasingly recognised because of their contributions to nations' business start-ups through the training of new generations of entrepreneurs. Some of the biggest disruptions in the technology industry were founded by university entrepreneurs such as Mark Zuckerberg who founded Facebook while he was at Harvard and Michael Dell who founded Dell Computers in his dorm room at the University of Texas at Austin. Therefore, university entrepreneurship education provides a good platform for students to express their intentions and considerations of a career in entrepreneurship through business startups.

2.1.17 Concept of Learning Orientation

Kolb (1984) defined learning orientation as the process of transforming new experiences in a mix of novel and existing knowledge. Joy and Kolb (2009) stated that learning orientation comprises an individual's access to new knowledge and their ability to accommodate such

new knowledge into their present knowledge base. Dweck (1986) argued that learning orientation reflects an individual's inclination towards a continuous search for new knowledge. Dweck and Leggett (1988) supported by Honig and Karisson (2004) stated that the theoretical underpinning of learning orientation suggests that the inclination to acquire new knowledge, and subsequent accommodation of this new knowledge into the existing knowledge set facilitates the ability to overcome challenges and deal with uncertain situations. Sarasvathy (2008) explained that a continuous upgrading of current knowledge base enhances the capability and capacity of individuals, to proffer creative and novel solutions to existing problems and challenges.

Consequently, considering that a career in entrepreneurship is inevitably characterised by high levels of uncertainty, Moorman and Miner (1998) posited that learning orientation is a facilitating factor necessary to transform students' career specific considerations into action based intentions. According to Sinkula Baker and Noordewier (1997) supported by Porac and Thomas (1990) Perin, Sampaio, barcellos, and Kugler (2010) Hidi and Harackiewicz (2000) and Hidi and Renninger (2006) the following are considered as five components of individual learning orientation; commitment to learning, shared vision, critical thinking, knowledge sharing and interest.

a) Commitment to Learning

Norman (1985) defined commitment to learning as the degree to which an individual values and promotes learning which is salient to the development of the individual. Perin, Sampaio, Barcellos, and Kugler (2010) posited that an individual committed to learning would consider learning as a major investment crucial to survival, hence the more value an individual places on learning, the more the likelihood of the occurrence of learning. Slater and Narver (1994) suggested that commitment to learning is closely associated with long term strategic orientation. In the sense that a short-term investment on learning could yield long –term gains in the context of the performance expected from students as a result of exposure to entrepreneurship education. Consequently Dirk, Benson, and Bruce (2013) argued that if exposure to an entrepreneurship programme fails to motivate or encourage the development of knowledge, the result will be expressed as lack of interest by students in pursuit of learning activities. This suggests that in the context of an entrepreneurship

programme, students are motivated to actively engage and participate in entrepreneurial related learning activities which may enhance the achievement of desired outcomes only if the programme motivates a commitment in them to learn. (Dirk, Benson & Bruce, 2013; Moses, Olokundun, Akinbode, Agboola, & Inelo, 2016)

b) Shared Vision

Sinkula Baker and Noordewier (1997) defined shared vision as an individual's focus on learning. Hult (1998) argued that without a shared vision, learning by a group of individuals may be negated because it becomes challenging to know what to learn without a shared vision. With particular reference to entrepreneurship programmes in universities, Verona (1999) suggested that a common challenge is that innovative and creative ideas are hardly implemented by individuals owing to the absence of clearly defined course and varied interests. Brown and Eisenhard (1995) noted that the design of entrepreneurship education programmes can affect an individual's focus; hence a clear and concise goal for an entrepreneurship education programme may motivate the entrepreneurial dispostions of an individual. Therefore, a shared vision can channel the focus of entrepreneurship students as regards engaging in entrepreneurial activities and behavioural responses considered as favourable outcomes of the programme (Day, 1994; Brown & Eisenhardt, 1995).

c) Critical Thinking

Porac and Thomas (1990) described critical thinking as the readiness of an individual to critically assess and evaluate his or her learning disposition and acceptance of new ideas. Particularly with the fast changing trends in technologies, Sinkula (1994) argued that past knowledge learnt may be instructive and beneficial if individuals are favourably disposed to questioning these stocks of knowledge with open mindedness, geared towards updating existing knowledge base. Sinkula and Baker (1997) posited that critical thinking is closely linked to the concept of unlearning through which individuals consciously and proactively, question older routines, status-quo, assertions and individual beliefs.

Probst and Buchel (1997) posited that critical thinking may facilitate students' development of new business ideas or discovery of novel business opportunities, as a consequence of exposure to challenging models of entrepreneurship programmes. This suggests that some aspects of entrepreneurship education can stimulate critical thinking in participants which

may translate into expression of entrepreneurial actions and behaviour considered as desired outcomes of the programme (Sinkula, 1994; Probst & Buchel, 1997)

iv) Individual Knowledge Sharing

Lucas, Hult, and Farrell (1996) defined individual knowledge sharing as the shared beliefs and behavioural practices associated with the dissemination of learning among different individuals. Moorman and Miner (1998) argued that knowledge sharing keeps alive knowledge and information acquired from different sources and serves as a reference and orientation for future action and direction. With particular reference to entrepreneurship education in the context of a university, the ideas generated by students in the business school may be valuable to students in the school of engineering as regards the development of innovative products and services. Lucas, Hult, and Farrell (1996) stated that individual learning is as a result of a buildup from various sources, thus individual knowledge sharing is salient to the prevention of information loss as a consequence of students' graduation. Moorman and Miner (1998) posited that an individual can be committed to learning and have a shared vision and still be limited in learning without the accumulation of knowledge. Lucas, Hult, and Farrell (1996) suggested that the experiences gained and lessons learnt during entrepreneurship education programmes, must be disseminated among students across various units or departments, which will eventually be stored up as an individual's information memory bank. This may lead to the expression of desired entrepreneurial actions and behavioural responses by students (Moorman & Miner, 1998; Dirk, Bruce, and Benson, 2013)

v) Interest

Hidi and Harackiewicz (2000) defined interest as an individual's relatively enduring psychological predisposition (preference) to re-engage in particular classes of objects, events, or ideas over time. Hidi and Renninger (2006) argued that an individual's interest develops slowly; it tends to be long-lasting and relatively stable. Hidi and Anderson (1992) posited that individual interest develops in combination with an individual's knowledge and values. Similarly, Krapp, Hidi, and Renninger (1992) alluded that interest plays a major role in an entrepreneurship student's preference, to engage in an entrepreneurial related task over time and in predicting future motivation for an entrepreneurship career. On the other hand, Xiang,

Chen and Bruene (2005) described interest as an affective reaction, triggered in the moment by stimuli in the environment, which may have a short-term effect and marginal influence on an individual's knowledge and values. According to Hidi, Renninger, and Krapp (1992) this type of interest is evoked by specific or appealing features in the environment and it has the potential to generate a true state of interest.

Specifically, following exposure to entrepreneurship education a student with strong interest in entrepreneurship may react differently compared to another student without such an interest (Hidi 1990; Hidi & Harackiewicz, 2000). On the other hand, interest evoked by some environmental stimuli presented by an entrepreneurship education programme, may contribute to the development of a student's long lasting interest in entrepreneurial related activities (Hidi 1990; Hidi & Harackiewicz, 2000).

2.1.18 The Concept of Perceptions in Entrepreneurship Education

Perception refers to the process of being aware of one's environment through the senses (Irrissappane & Yasodha, 2014). How an individual perceives the world largely determines how one reacts to it. Perception involves analysing and interpreting information identified by the senses in order to attach meaning to them. How one analyses and interprets a sensory reception depends on many factors which include cultural setting, memories, values, imaginations and past experiences. Consequently, different individuals will perceive the same object in different lights because the content and degree of these influences are not the same. Generally, perception is the way an individual thinks about the reality which is subjective (Barnes & Lock, 2010).

Perception plays a critical role in entrepreneurship education. If a student or an educator has a positive perception towards entrepreneurship education, it is likely that such an individual will actively engage in the activities involved in the programme (Barnes & Lock, 2013). Individuals with positive perception of an entrepreneurship programme will perceive themselves as having what it takes to achieve the goals of the programme as it relates to the teaching and learning outcomes (Moy, Luk, & Wright, 2003). Therefore the perception of a student or an educator about various aspects of an entrepreneurship programme will largely

determine the goals the individual sets for him/herself and the expected outcome of actions taken.

2.1.19 Students' Perceptions and Entrepreneurship Education

Students' perception in terms of an entrepreneurship programme portrays the way students analyse and interpret the teaching and learning processes involved in entrepreneurship education (Barnes & Lock, 2013). Student perception towards entrepreneurship education is an important topic based on the premise that perception affects behaviors. In line with the study of O'Malley and McCraw (1999) one of the major factors that determine the perceived effectiveness of an entrepreneurship programme is the perceived characteristics of the programme. Students will then act in accordance to the perceived effectiveness of an entrepreneurship programme. Hence many students' perceptions play a role in determining either to or not to pursue educationally sound behaviors such as participating in activities involved in an entrepreneurship programme.

There are two common approaches to getting intended values from an entrepreneurship programme: regulating students' behaviour and changing their perceptions (Barnes & Lock, 2010). A weakness of the first approach is that students may not express the desired entrepreneurial behaviour when they are guided by their perceptions to circumvent the learning process. This is important considering the fact that entrepreneurship education is a compulsory course particularly in the Nigerian university setting. This is why the concept of students' pereption is very salient to the overall assessment of the effectiveness of an entrepreneurship programme. This is consequent upon the fact that a careful assessment of students' perception of an entrepreneurship programme can serve as a basis for improvement and effective implementation of the programmes.

2.1.20 Educators' Perception and Entrepreneurship Education

Perceptions of entrepreneurship educators in the context of entrepreneurship education describes the way entrepreneurship educators analyse and interpret the teaching and learning processes and the outcomes of an entrepreneurship programme (Irrissappane & Yasodha, 2014). Entrepreneurship educators are seen as the key factors in promoting entrepreneurship education; hence it is important to stress their perceptions as promoters of an

entrepreneurship programme (Reber, 2001). Entrepreneurship educators play a very important role regarding the overall aims of entrepreneurship programmes which is hinged on combating unemployment and increased future entrepreneurial activities in the society. This is consequent upon the fact that entrepreneurship educators are instrumental to the transformation of the goals of an entrepreneurship programme into teaching activities and learning outcomes (Irrissappane & Yasodha, 2014). This also suggests that entrepreneurship educators are also in the best position to evaluate the goals, the actions, and the outcomes of entrepreneurship education. This is why the perceptions of entrepreneurship educators regarding the teaching and learning processes of an entrepreneurship programme is very important.

2.1.21 Students' and Educators' Perception of Entrepreneurship Education

Students and educators may have same or different perceptions of the effectiveness of an entrepreneurship programme (Horwitz, 1990). However conflicting perceptions in any aspect of an entrepreneurship programme between students and entrepreneurship educators may lead to a lack of student confidence in and satisfaction with the teaching and learning processes as well as the activities involved in the programme. Therefore the goal of assessing students' and educators' perceptions of an entrepreneurship programme is to identify areas of agreement and to predict conflicts that may contribute to student and educator frustration, anxiety, or lack of motivation as regards participation in the activities involved in an entrepreneurship programme (Brown, 2006). Therefore an analysis and interpretation of the perceptions of both students and educators involved in entrepreneurship education, can present a holistic picture of the effectiveness of the teaching and learning processes as well as areas of improvement in an entrepreneurship programme.

2.1.22 Entrepreneurship Education and Entrepreneurial Intentions

A career in entrepreneurship is characterized by uncertainties particularly because entrepreneurs are associated with novel efforts geared towards the achievement of challenging goals thus insufficient entrepreneurship-related knowledge may militate against the development of entrepreneurial propensity and lead to a risk-averse behaviour (Wang & Wong, 2004; Zhou, Tao, Zhong, & Wang, 2012). To this end Gelard and Saleh (2010) argued that adequate and effective entrepreneurship education can stimulate and increase

students' career considerations in entrepreneurship. This is achievable because according to Izquierdo and Buelens (2008) entrepreneurship education can effectively equip learners with the required skills and knowledge, consistent with effectively tackling challenging situations and complexities in decision making, associated with a career in entrepreneurship. Therefore, the perceptions of the impediments and risks associated with entrepreneurship is downplayed which motivates venture creation and well established business start-ups (Clouse, 1990; Ahmed, Nawaz, Ahmad, Shauka, Usman, Rehman, & Ahmed 2010; Zhou, Tao, Zhong, & Wang, 2012).

Various studies such as Lee, Chang, and Lim (2005), Matlay (2008), Izedonmi and Okafor (2010), and Aja-Okorie and Adali (2013) have shown that entrepreneurship education is effective at motivating students' entrepreneurial intention which culminates into performance of entrepreneurial behaviour by students. Extant studies in Nigeria and outside Nigeria such as Adebayo and Kolawole (2013) and Ooi, Selvarajah, and Meyer (2011) have established a premise for the relationship between entrepreneurship education, attitude towards entrepreneurship and entrepreneurial intention. The studies of Aja-Okorie and Adali (2013), Dell (2008) and Tam, (2009) showed that there is a significant relationship between entrepreneurship education and changes in entrepreneurial attitude. The authors argued that participation in entrepreneurship education positively impacts students' attitude towards entrepreneurship, owing to the fact that students are more equipped with the technical know-how and real-life skills necessary for a successful outcome in their pursuit of an entrepreneurial career. Hence entrepreneurship education increases students' entrepreneurial intentions considerably. However, the authors further contended that students who are averse to participation in entrepreneurship programmes express negative attitudes towards entrepreneurship as well as lack interest in the pursuit of an entrepreneurship career. This negative attitude may inform the basis of the disparities in entrepreneurial intention between entrepreneurship students and non-entrepreneurship students (Hamidi, Wennberg & Berglund, 2008; Miller, Bell, Palmer & Gonzalez, 2009; Zain, Akram, & Ghani, 2010).

In the same vein, practical knowledge and adequate exposure to the business world may also explain why higher level students and learners, indicate higher entrepreneurial inclinations

than students and learners in lower levels of an institution (Souitaris, Zerninati, & Al-Laham, 2007; Vazquez, Naghiu, Guitierrez, Lanero, & Garcia, 2009; Ahmed, Nawaz, Ahmad, Shauka, Usman, Rehman, & Ahmed, 2010). Studies such as Kolvereid (1996) supported by Chen, Green, and Crick (1998) have also shown that students who express interests in participating in entrepreneurship programmes as a taught course especially in the universities, are likely to exhibit a higher level of perceived behavioural control which indicates that exposure to entrepreneurship education, positively influences perceived behavioural control. Various studies such as Basu and Virick (2008), Kristiansen and Indarti (2004) Ruhle, Mühlbauer, Grünhagen, and Rothenstein (2010) supported by Paço, Ferreira, Raposo, Rodrigues, and Dinis (2011) have also showed that perceived behavioural control positively influences entrepreneurial intentions hence the theoretical underpinning indicates that the higher the perceived behavioural control of an individual the higher the entrepreneurial intentions and vice-versa.

However, regardless of the result of several studies suggesting a favourable relationship between entrepreneurship education and entrepreneurial intention, quite conversely some studies such as Wang and Wong (2004) supported by Oosterbeek, Prag, and Ijsselstein (2008), Göksel and Aydintan (2011), Graevenitz, Harhoff, and Weber (2010) as well as Hill (2011) have argued that entrepreneurship education is averse to the development of entrepreneurial capabilities and skills of university students, hence a deterrent to their interests in entrepreneurship as a career. In the same vein, Oosterbeek, Praag, and Ijsselstein (2010) posited that the result of these findings may owe largely to the fact that students may have acquired a realistic perception of a career in entrepreneurship, which may have reduced students' interests in entrepreneurship. Nabi, Holden, and Walmsley (2006) also argued that even though there are some evidences that entrepreneurship education plays some positive role on student entrepreneurial intention, however the impact of university entrepreneurship education has been questioned particularly regarding the effects on transition from intention to entrepreneurial behaviour.

Although, there are evidences in research within and outside the Nigerian context that suggest that exposure to entrepreneurship education has positively impacted university students' entrepreneurial intentions however, the persistent rise in graduate unemployment level and increased aspirations for white collar jobs questions the effects of entrepreneurship education on entrepreneurial intentions developed while in school (Adebayo & Kolawole, 2013; Aja-Okorie and Adali, 2013).

2.1.23 Entrepreneurship Education, Learning Orientation, and Entrepreneurial Implementation Intentions

Dweck (1986) stated that learning orientation is a reflection of individuals' inclination towards the continuous expansion of their knowledge base and current knowledge set. This is explained by Ames and Archer (1988) who posited that individuals' learning orientation are easily subjected to active experimentation which implies that new knowledge is acquired through learning from real life situations and experiences. Kolb (1984) argued that individuals are in a good position to leverage the intrinsic potential in their current knowledge base and knowledge set by accommodating new knowledge and insights. In the same light Dweck and Leggett (1988) suggested that the role of a strong learning orientation transcends the sustenance of an individual's knowledge set but also provides indicative information as regards the expansion of current knowledge geared towards overcoming new challenges and barriers. Armstrong and Mahmud (2008) also argued that a strong learning orientation can enhance the leveraging of current knowledge particularly because it facilitates the incorporation of both new and old knowledge thereby enhancing the abilities to tackle the uncertain and challenging situations associated with an entrepreneurship career. Murphy, Trailer, and Hill (1996) posited that a career in entrepreneurship is associated with a likelihood of business failure as well as the challenge to minimise the possibility of failure. This suggests that individuals with strong learning orientation are likely to believe that they are able to leverage on their past and present relevant experiences to tackle the anticipated challenges associated with future entrepreneurial activities (Dweck & Leggett, 1988; Sarasvathy, 2008).

The consideration of learning orientation in the context of entrepreneurship education and implementation intention formation in Nigerian universities has practical implications considering that an individual's learning orientation is not completely static particularly because it can be influenced based on certain situational contexts (Gong & Fan 2006 ; Dragoni, Tesluk, Russell, & Oh 2009). Specifically the design and process of an entrepreneurship programme offered in Nigerian universities can facilitate undergraduates to be more learning oriented particularly if the design and process of such programmes are active experimentation oriented (Honig, 2004; Dragoni, 2005). Although an individual's learning orientation exhibits the attributes of a personal trait, it is still considered as one that can be influenced. Hence, a challenging entrepreneurship programme can motivate students learning orientation towards initiating behavioural responses and actions (entrepreneurial implementation intention) in service of entrepreneurial goals. This increases the likelihood of achievement of these goals by students at graduation based on the fact that efforts have been initiated in pursuit of entrepreneurial aspirations and goals in the course of the programme (Franke & Lüthje, 2004; Sarasvathy, 2001).

2.1.24 Entrepreneurship Curriculum Contents and Idea Generation

Bruyat and Julien (2001) posited that as the literature on entrepreneurship education evolves, there has been a particular focus on what should be the content of the entrepreneurship curriculum, because researchers have argued that there is a fundamental disparity between entrepreneurship and business management. Past studies such as McMullan and Long (1987) Vesper and McMullan (1988) supported by Plaschka and Welsh (1990) associated with the theoretical foundation for the emergence of entrepreneurship as an independent academic discipline, have argued in favour of a distinction between the curricula of entrepreneurship education and that of the management education. McMullan and Long (1987) argued that entrepreneurship education curriculum should contain entrepreneurial activities that motivate critical thinking in order to achieve teaching goals. Vesper and McMullan (1988) in support of skill building courses suggested that the focus of these courses should feature an important distinction between entrepreneurship education and traditional management, which is the development of a mindset to generate business ideas and business forecast.

Plaschka and Welsh (1990) in support of the distinction between entrepreneurship education and traditional management opined that entrepreneurship programmes should be targeted at creative thinking and theory-based practical applications for solving problems. Solomon (2007) in a review of entrepreneurship education in the United States of America, suggested that the curriculum contents of an entrepreneurship programme, should stimulate a critical mindset geared towards multiple venture plans and business ideas generation. This suggests that the contents of an entrepreneurship curriculum in Nigerian universities may motivate students to engage in critical thinking activities and business idea generation if the curriculum contains an extensive coverage on idea generation activities as a major theme in the entrepreneurship programme (Steinfioff & Durges, 1993; Solomon 2007).

2.1.25 Entrepreneurship Pedagogy and Identification of BusinessOpportunities

The study of Solomon (2007) on the role of pedagogy in entrepreneurship education suggests that pedagogies should expose learners to the unstable and dynamic nature of entrepreneurial experience, so that they can develop the focus and energy required for tackling the challenges of an entrepreneurship career. Sexton and Upton (1984) suggested that entrepreneurship education programmes should involve more of individual over group activities in order to reinforce focus. In the same vein, Ronstdt (1990) posited that the design of these activities should not be monotonous but unstructured, to give learners the opportunity to practice how to identify business opportunities and proffer creative solutions to challenges in situations of risk, and conditions of instability.

Cubico, de Oliveira, Bellotto, Formicuzzi, Favretto, and Sartori (2015) stated that theoretical and methodological uniformity, pedagogical fragmentation and segregation have been an issue of contention in entrepreneurship education. According to Anderson and Jack (2008), there is a need for more research and studies on the adopted pedagogy of entrepreneurship programmes consistent with motivating a focus in students towards acquisition of entrepreneurial skills and identification of business opportunities. Consequently, teaching entrepreneurship in Nigerian universities may require a pedagogical approach which engages learners in practical activities and motivate focus for problem solving, identification of market gaps and business opportunities.

2.1.26 Teaching Methods in Entrepreneurship and Business Start-ups

Hidi, Renninger, and Krapp (1992) argued that it would be quite an extraordinary and challenging task for educators to take cognisance of each learner's interest given the time limitations and the class sizes instructors have to work with. However, employment of appropriate teaching methods can create the environment that stimulates students' interests in entrepreneurship and for business creation (Hidi & Anderson, 1992) The aforementioned calls for closer examination in university entrepreneurship education because; creating an environment that leverages upon the provision of real life situations and practical activities in entrepreneurship teaching, could trigger interest among students to engage in business creation (Mitchell, 1993). Mitchell (1993) likewise posits that interest that emerges out of the creation of practical learning experiences in entrepreneurship teaching has the ability to motivate individuals to act. Therefore, with specific reference to Nigerian universities it is possible that employing appropriate and practical teaching methods in entrepreneurship classes may trigger students' interest to engage in business startups during the course of the programme.

2.1.27 Educator's Competence and Business Plan Writing

Schulman and Schulman (2004) posited that the success of entrepreneurship education demands for competent entrepreneurship educators. This means that an educator's competence is an important factor to ensure students' commitment to entrepreneurial related learning. In support of this, European Commission (2008) argued that entrepreneurship teachers play a vital role because the encouragement and motivation of entrepreneurial attitudes and behaviour is hinged on educators' experience and training. Sykes and Dunham (1995) in agreement with Mason and Stark (2004) posited that business plan writing in entrepreneurship education enhances a student's ability to analyse future scenarios, understand the financial future and funding related issues identify and minimise risks. In the same vein, Castrogiovanni (1996) opined that learning occurs during the business planning process which enhances the operational efficiency of a new business. Honig (2004) asserted that business plans are promoted by educational and governmental institutions, financial institutions and investors.

According to Cordell (2001), teaching business planning has become a standard in most business and entrepreneurship curricula throughout the world. In support of this view Hytti and O'Gorman (2004) argued that business plan writing is regarded as a popular skill building activity employed to teach entrepreneurship, because it requires an understanding of the processes and activities of entrepreneurship. Business plan writing is a popular outcome of university entrepreneurship programme in Nigeria (ENTENP, 2013). Considering the important role of an entrepreneurship educator in achieving the goals of an entrepreneurship programme, it therefore implies that the competence of an entrepreneurship educator in Nigerian universities has implications for the commitment to learning of students especially in the context of writing feasible business plans to show tangible expression of their considerations of entrepreneurship as a future career. (Gibb, 2005; ENTENP, 2013).

2.1.28 University Support Systems and Innovation

Alberti and Sciascia (2004) argued that although students may possess the relevant entrepreneurial knowledge and skills, however they may not venture into entrepreneurship if the university supporting systems and infrastructure fail to promote the positive image of entrepreneurship. According to Kauffman (2013), Universities play a major role especially in creating an environment, which motivates students to express entrepreneurial behaviour, by linking their research and students' education to emerging industry interests. Linan, Urbano, and Guerrero (2011) posited that collaborations and innovations among university students can be achieved through activities such as partnering with businesses, offering internships, creating venture funds and industry funded incentive programmes. Morris, Kuratko and Cornwall (2013) argued that university support systems may stimulate knowledge building and sharing among undergraduates culminating in technological innovations and product development. Therefore, the lessons learnt from the experiences and opportunities offered by support systems in Nigerian universities may motivate knowledge sharing among students which may foster a conducive atmosphere for innovations.

2.2 Theoretical Framework

This study seeks to explore the relationship between entrepreneurship education and entrepreneurial implementation intentions and the role of learning orientation in mediating the aforementioned relationship. Therefore, the theoretical underpinning of this study is

derived from the following theories; human capital entrepreneurship theory, experiential learning theory, and implementation intention theory.

2.2.1 Human Capital Entrepreneurship Theory

Human capital entrepreneurship theory was postulated by Becker (1975) and derives its premise primarily on two factors which are; education and experience. The theory postulates that knowledge acquired from education and experience, is considered a resource that is diversely dispensed across individuals, which informs the basis for understanding the disparities in identification and exploitation of opportunities (Shane & Vankataraman, 2000). Davidson and Honig (2003) and Anderson and Miller (2003), affirmed that human capital factors as has a positive impact on the emergence of nascent entrepreneurs. This implies that Human capital theory of entrepreneurship creates a foundation for the place of education regarding entrepreneurial development which makes it particularly relevant to the context of entrepreneurship education (Chandler & Hanks, 1998). Specifically, in the context of this study Shane and Vankataraman (2000) argued that human capital factors are salient to idea generation, opportunity recognition and business planning. This according to Anderson and Miller (2003) implies that the components of an entrepreneurship programme has a prominent role to play in enhancing the development of abilities associated with successful entrepreneurial outcomes of an entrepreneurship programme

2.2.2 Experiential Learning Theory

The experiential learning theory was postulated by Kolb (1984) who stated that learning involves the process of knowledge creation through transformation of experience. In the same vein, Zapeda (2013) stated that experiential learning theory is hinged on the assumption that learning takes place between individuals and the environment. Knowles, Holton, and Swanson (2011) argued that adults learn effectively when new information is presented in real-life situations. Using a problem-solving approach in classroom activities rather than the traditional content-knowledge practices represents an example of a real-life situation approach to learning. Hence, experiential learning theory views learning as a social process of adaptation which employs a dynamic and holistic perception of learning (Zapeda, 2013).

Experiential learning theory is classified as a constructivist learning theory particularly because individuals transform their experiences into new knowledge using cognitive and

social properties (Zapeda, 2013). Consequently knowledge is considered as subjective and created as a function of the interaction between content and experience (Zapeda, 2013). The transformation of the experience is core to the learning process based on the fact that it requires the use of various learning approaches. The Kolb's learning cycle, is considered a more effective and less traditional approach to teaching entrepreneurship. The cycle suggests that entrepreneurship can be taught through creating significant learning experiences that encourage learning through engagement in entrepreneurial activities. Figure 2.1 features the four stages in the Kolb's model of experiential learning. It suggests that individuals learn through the process of experience, reflection, thought and experimentation.

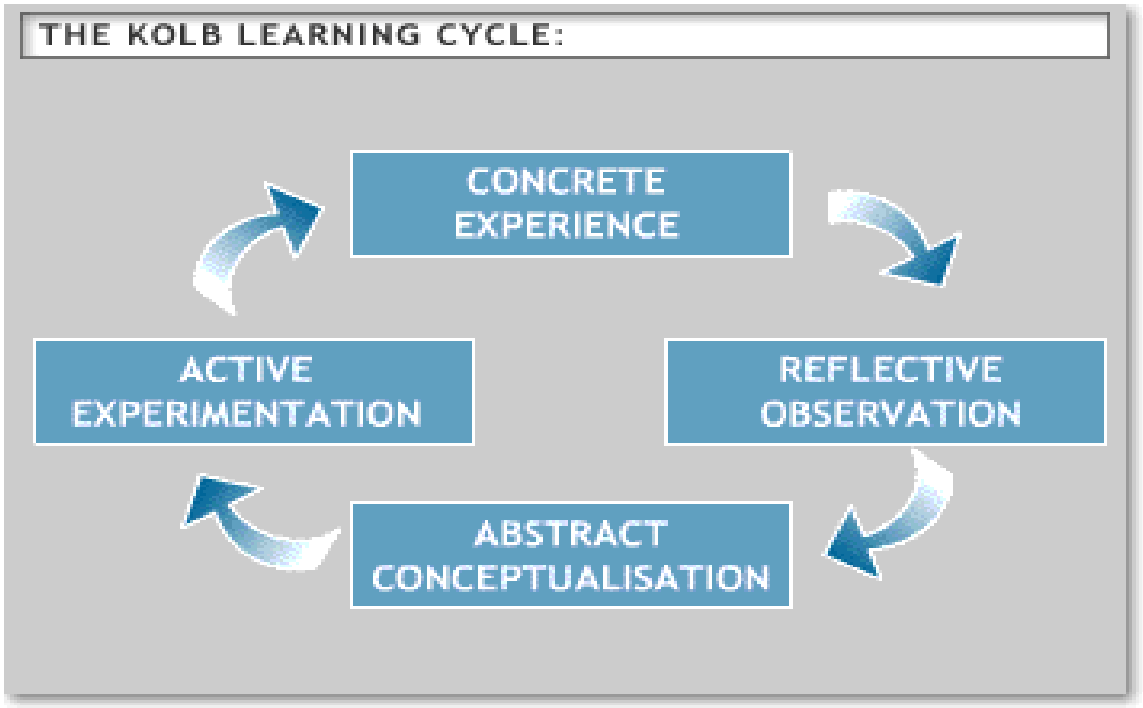


Figure 2.1: Kolb's Model of Experiential Learning
Source: Kolb's Experiential Learning Model. Kolb (1984)

Kolb's learning cycle involves two interrelated ends which are grasping and transforming experience. In figure 2.1 above the vertical axis illustrates the grasping mode of experience beginning from concrete experience as the initial stage to conceptualization. Both stages refer to the various approaches adopted by individuals geared at the acquisition of information from the real world through either apprehension or comprehension. Apprehension is achieved

as a consequence of the tangibility and qualities of an immediate experience, while comprehension is reached as a consequence of the conceptual interpretation and symbolic representation of experience. As suggested by Knowles, Holton, and Swanson (2011) the initial stage of Kolb's model which is concrete experience, can be achieved through the use of simulations or entrepreneurial related games, demonstrations, presentation with real world experiences and social problems. These teaching methods will ensure that students are fully involved in new and concrete experiences. In the same light, entrepreneurship educators can use more creative pedagogical methods such as sharing content, conceptual mapping, and project–based learning particularly in the active conceptualisation stage of the learning cycle. The goal here will be the usage of appropriate pedagogies that motivate students to know how to think and not what to think as regards entrepreneurial related goals. Gibb (2002) argued that entrepreneurs are considered as individuals who are action-oriented, whose learning is typically experientially based.

However, Neck, and Greene (2011) have noted that little has been done about the design of entrepreneurship programmes to be consistent with the development of learners as reflective entrepreneurs. In Figure 2.1 the horizontal axis illustrates the dimensions of transformation of experience through intention or extension. The transformation of experience through intention is tagged reflective observation, which suggests that individuals internally reflect upon the various components of their experiences and ideas. In the same vein, the transformation of experience through extension is tagged active experimentation, which implies that individuals learn through an active testing or experimenting of ideas and business opportunities in real life situations. The learning cycle when viewed holistically, illustrates that the two dimensions of grasping and transforming information culminates in four ways of learning and creating novel knowledge. As Suggested by Scon (1983; 1987) supported by Stevens and Cooper (2009), the reflective observation stage of the Kolb's learning cycle can be achieved through the adoption of pedagogical methods such as reflection practice, class discussions, and journal keeping. These approaches will strongly motivate critical reflection and keen observation of learning experiences and enhance the creation of a course of action for their ongoing entrepreneurial development. Active experimentation which represents the last stage of the Kolb's learning cycle can be realised

through business plan writing, business startups, idea generation and opportunity identification exercises. These activities function as a linkage between the theory and practice of entrepreneurship, when learners experiment with the process of business creation through actual creation and offering of new products and services into the market.

The incorporation of real life practices into these activities is considered valuable and effective, at motivating students towards application of entrepreneurial skills in proffering solution to real life issues. In summary, the experimental learning theory motivates the employment of holistic teaching methods and pedagogies that attempt to inculcate curriculum content knowledge, entrepreneurial skills as well as motivate intentions to become entrepreneurs (Neck & Greene, 2011).

2.2.3 Intention Models

The concept of entrepreneurial intention requires the use of a predictable and strong theoretical structure that can reflect start-up intentions. Different reviews and researchers have proposed various intention models, notable among these models are; Bird's (1988) model further developed by Boyd and Vozikis (1994), the Shapero model (Shapero & Sokol, 1982) which was validated by Krueger (1993), Azjen's model (1988, 1991) and Davidson's (1995) model,which was likewise created and tested by Autio Keeley Klofsten and Ulfstedt (1997). The two prevailing intention models that have been distinguished in the literature and have been progressively utilised since 1990's are Ajzen theory of planned behaviour, and Shaper theory of entrepreneurial event. (Autio, keeley, Klofsten, Parker, & Hay 2001; Shook, Priem, & McGee, 2003). Ajzen's theory of planned behaviour (TPB) was first postulated by Ajzen (1988). The theory emphasises that intention is determined by attitude towards behavior, subjective norm, and perceived behavioural control. Shapero's model of entrepreneurial event was first postulated by Shapero (1980). The model emphasises that intention formation is a function of interactions among contextual factors which impacts individual’s perception. However, another intention model that is hardly considered in entrepreneurship education literature is implementation intention theory. The theory was first postulated by Golwitzer (1993) who stressed that intentions can be substantiated through actions initiated in pursuit of a goal. Hence these three theories of intention will be reviewed

as a basis for the choice of intention model considered appropriate for the context of this study.

a) Shapero's Model of Entrepreneurial Event

Shapero and Sokol (1982) developed the Shapero's Entrepreneurial Event Model (SEE). With regards to SEE, intention formation is a function of interactions among contextual factors which impacts individual's perception. This model emphasises that entrepreneurial intentions comes from perceived desirability which also means the attractiveness for a person to start up his own business and perceived feasibility which implies the degree to which people see that they are able to start their own business actuating an affinity to act in the face of opportunities (Krueger, Reilly & Carsrud, 2000). The model assumes that inertia in human behaviour is changed by a negative or positive external event, the "trigger event" that alters an individual's circumstance or future plans (eg. decision of future work).

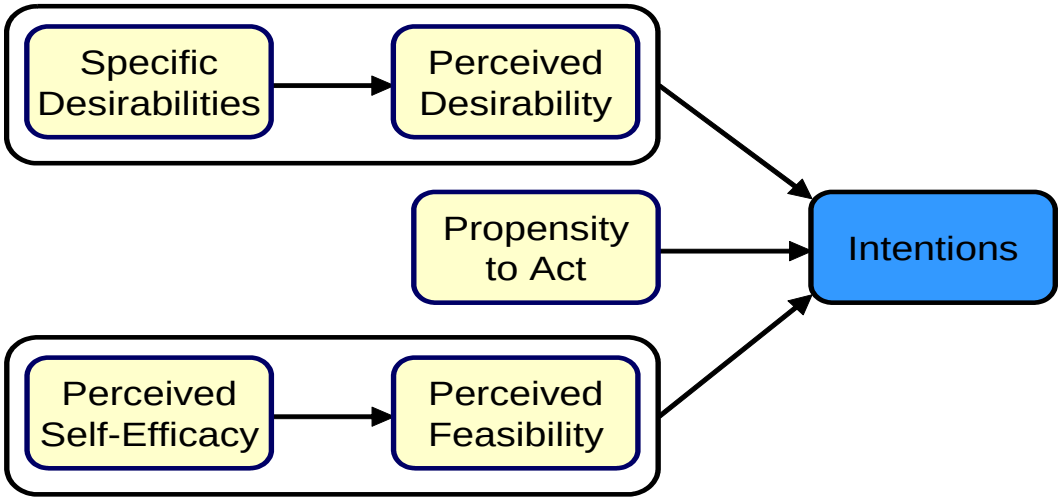


Figure 2.2: Shapero's Model of Entrepreneurial Event
Source: Krueger, Reilly, and Carsrud (2000).

b) Theory of Planned Behaviour

The theory of planned behaviour was derived from the theory of reasoned action (TRA) postulated by Ajzen & Fishbein (1980). Perceived behavioural control was employed to predict human behaviours that are not completely under voluntary control. TRA was able to predict behaviour based on intentions with the assumption that all behaviours are voluntary and under control. However, not all intentions translate into actual behaviour which informed

the premise for the introduction of perceived behavioural control. (Ajzen, 2002). The concept of perceived behavioural control asserts that control beliefs give rise to either perceived ease or difficulty in the performance of behaviour. This implies that intention is a direct determinant or antecedent of behaviour performance while perceived behavioural control, Attitude and subjective norm are regarded as the antecedents of intention (Ajzen, 1991). The theory of planned behaviour (TPB) (Ajzen, 1988, 1991) has developed as a standout amongst the most predominant and well known conceptual frameworks for the investigation of human activity (Ajzen, 2002) and specifically the individual's intention to take part in different activities. TPB has a major place with intention models and has been consistently connected to the field of entrepreneurship; given validated research outcomes (Krueger, Reilly, & Carsrud, 2000). The focal point of the TPB is the individual's intention to carry out a given behaviour (Ajzen, 1991). In essence, intention is best anticipated by attitude towards the behaviour, subjective norms and perceived behavioural control hence, with regards to entrepreneurship education, it then suggests that participation in a programme can influence an individual's attitude, perceived behavioural control and subjective norm in the development of students' intention to create new businesses (Fayolle & Gailly, 2004)

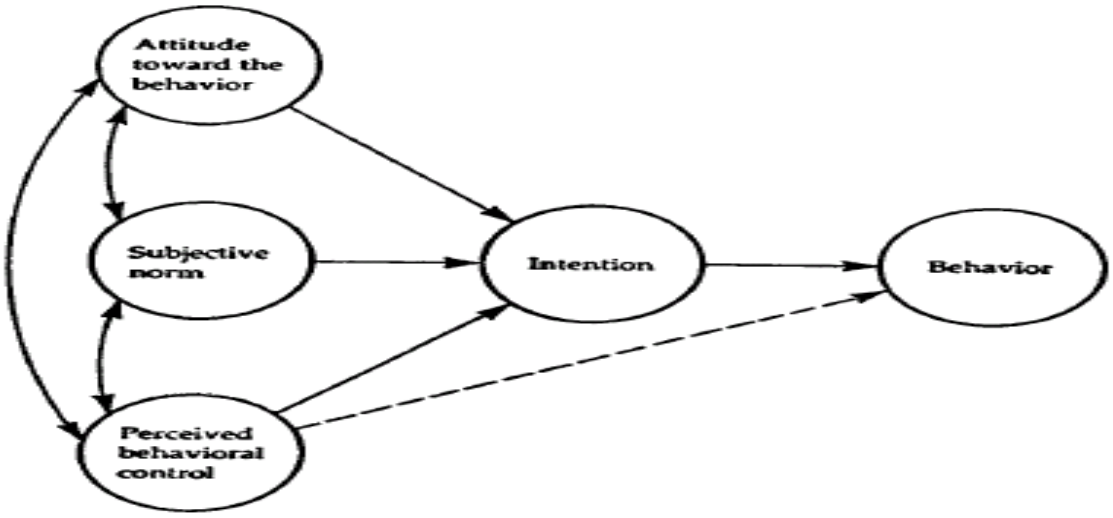


Figure 2.3: Theory of Planned Behavior Model
Source: Ajzen, (1991)

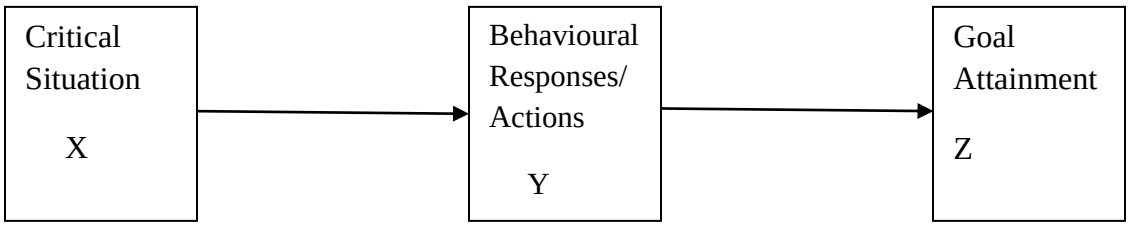
In figure 2.3 above, the model shows that students entrepreneurial intentions is determined by the attitude of students towards an entrepreneurial career, their perception of the

challenges associated with an entrepreneurial career (perceived behavioural control), and what individuals important to them think about how successful they will be in pursuing an entrepreneurial career (subjective norm). Consequently, the development of entrepreneurial intentions translates into expression of entrepreneurial behaviour or activities.

c) Implementation Intention Model

Implementation intention model was postulated by Golwitzer (1993) and the model emphasises the mental act of relating a foreseen critical circumstance, to an effective goal directed response. This implies that an association is framed between mental representations of determined signals considered as critical situations, and the method for achieving goals which might be alluded to as behavioral responses. Golwitzer and Sheeran (2006) argued that goal intentions stipulate what one wants to achieve, while implementation intentions stipulates the behaviour/action that one will perform towards goal attainment, and the particular situational context in which one will perform. Hypothetically, it implies that if situation Y occurs, then an individual will initiate goal-directed response Z (Gollwitzer, 1999).

The formation of an implementation intention involves an individual identifying a response that is instrumental for goal attainment as well as anticipating a critical signal to initiate that response (Golwitzer, 1993). The theory asserts that the mental linkage created by implementation intentions, enhance goal attainment based on psychological processes associated with both the anticipated situation and the intended behavior. This owes to the fact that the formation of an implementation intention involves the selection of a critical future situation; hence the mental representation of this situation becomes actively heightened and activated.



Source: Gollwitzer & Sheeran (2006).

Figure 2.4: Implementation Intention Model: An adaptation

In the context of entrepreneurship education and entrepreneurial intention, figure 2.4 above suggests that participation in entrepreneurship education could be regarded as the critical situation 'X', which could stimulate behavioural responses and entrepreneurial actions 'Y' such as; identification of business opportunities and idea generation. These behavioural responses and entrepreneurial actions substantiate intentions for an entrepreneurial career which translates into attainment of desired goal 'Z' which in this case is pursuing an entrepreneurial career.

2.2.4 Critical Evaluation of Intention Theories

Gollwitzer (1999) supported by Golwitzer and Sheeran (2006) posited that movement toward a goal initiates with a motivational stage in which costs and benefits of the goal are assessed. The motivational stage terminates with a goal intention which implies a decision of whether to express or perform the behaviour. This stage is considered closely associated with Ajzen's (1991) postulation of three independent determinants (i.e., attitude, subjective norm, and perceived behavioral control) and Shapero and Sokol (1982) postulation of perceived desirability and feasibility to determine a goal intention. However, Ajzen's (1980) theory and Shapero's (1982) model end here, positing that intention is a predictor of subsequent behaviour. Goal intention mostly accounts for only 20% to 30% of the variance in future behaviour (Ajzen, 1991), which is an indication that many individuals intending to perform their desired behavior may end up not achieving the goal. Therefore this may imply that many entrepreneurship students who intend to become entrepreneurs may end up not achieving their goals based on the theoretical foundations of Ajzen's (1980) theory of planned behavior as well as Shapero's (1982) theory of entrepreneurial event.

2.2.4 Application of Implementation Intention Theory to Entrepreneurship Education

Gollwitzer (1993) posited that apart from the theory of planned behaviour, a volitional stage consisting of efforts geared towards initiating the intended behaviour by formulating specific plans of where, when and how to implement the intended behavior is referred to as implementation intentions. The effectiveness of an implementation intention intervention, when applied to entrepreneurship education is evidenced by the fact that an assessment of an

entrepreneurship programme based on implementation intentions may have the ability to increase the likelihood of students performing entrepreneurial behaviour as a result of initiated efforts such as ideas generated, opportunity identified, startups and other similar entrepreneurial efforts as indicators of intention to engage in entrepreneurial activities even after graduation (Golwitzer & Sheeran 2006). Therefore, the intention model employed for this study is the implementation intention theory.

2.3 Empirical Framework

i) Entrepreneurship Curriculum, Critical Thinking, and Idea Generation

The contents of an entrepreneurship curriculum should stimulate critical thinking in students and motivate generation of feasible and viable business ideas. This was supported by the study of Bodnar, Renee, and Besterfeild-Scacre (2015) who examined the development and assessment of two offerings of a sophomore-level engineering innovation and entrepreneurship boot camp. The boot camp was based mainly on the development of entrepreneurial mindset skills via the provision of curricular content on idea generation and the customer's role in the design and technology transfer process. Results indicated that the bootcamp curricula can motivate learning of innovation and idea generation and lay the basic foundation for students' skill sets that can be further developed within their academic careers.

In the same vein, Mahajar and Yunus (2012) explored the inclination towards entrepreneurship among university students. The total population in this study was 181 and the respondents were selected by using simple random sampling. The findings of the research showed that the role of universities in promoting entrepreneurship, entrepreneurial curriculum and content and role models had significant impact on the inclination of the students towards entrepreneurship. In a similar study, Gafar, Kasim, and martin (2013) examined entrepreneurship training in the tertiary institutions and development of innovative business idea to the business venture start-up stage. The Business Team Project Partnership Program (BT-PPP) was identified as a strategic teaching curriculum for facilitating entrepreneurial idea generation. The study was based on a survey among the students of real estate students and facilities management students of Universitie Tun Hussein Onn Malaysia (UTHM), in 2012 business team projects partnership program. The result showed that BT-

PPP passed the suitability fitness for motivating entrepreneurial idea generation, interaction and networking, as entrepreneurial learning outcomes.

Conversely, Caloghirou, Protogerou, and Deligianni (2013) focused on the role of education in the promotion of entrepreneurial activity among students and young university graduates. The study examined the link between relative educational programmes designed to stimulate knowledge-intensive entrepreneurship with emphasis on engineering education. The study was based on a survey undertaken among graduates of the National Technical University of Athens (NTUA). The findings showed that the contents of the curricular offered by NTUA was weak in offering the necessary non-technical knowledge and skills that would assist young graduates in setting up entrepreneurial ventures. In a similar work by Papadimitriou (2017) the study compared the entrepreneurial intention of business students attending the first and the fourth year of Business studies, in a Greek university in order to determine the impact of curriculum and to explore the role of the Theory of Planned Behaviour (TPB) in explaining students' entrepreneurial intention. Copies of questionnaire were distributed to a sample of 186 students attending the 1st (108) and the 4th (78) year of studies at Business Management. The results of the research showed that entrepreneurial curriculum contents were insignificant in influencing the intentions of business students to pursue a self-employed career.

In a related research, Bilic, Prka, and Vidovic (2011) assessed the influence of education curriculum on entrepreneurship orientation and intention. The study adopted a survey method using 253 undergraduate and graduate students enrolled in entrepreneurship courses in the Faculty of Economics University of Split, Croatia. The main goal of the research and study was to assess the effect of education system as well as the curriculum in terms of its role and effectiveness in providing relevant knowledge and tools necessary for implementing and engaging entrepreneurial or business idea in practice or in real life situation. The study also examined the willingness and abilities of students to employ additional opportunities such as scholarships, grants and international work experience which should provide additional ample evidence of their considerations for a career in entrepreneurship after graduation. The findings of the research suggest that there is a low correlation between the education system

and entrepreneurship orientation. According to the authors, this may be as a result of the inability of the curriculum to stimulate entrepreneurial ideas.

ii) Entrepreneurship Pedagogy, Shared Vision and Identification of Business Opportunities

Entrepreneurship pedagogies should engage students in practical activities that motivate a shared vision and focus for identification of business opportunities. This is in line with the study of Saks and Gaglio (2002) that focused on how entrepreneurship educator-practitioners conceptualize and instruct the opportunity identification process. The results of the research showed that seventy five percent of the educators revealed that they anticipated that their students would figure out how to recognise potential business opportunities. The authors posited that little is thought about whether and how opportunity identification is instructed in the entrepreneurship classroom. Similarly, Detienne and Chandler (2004) took a look at opportunity identification and its part in the entrepreneurial classroom. The goal of the study was to ascertain that opportunity identification is a competence that can be developed in the classroom with the appropriate pedagogical approach. Using participants of 130 senior-level undergraduates at a university in Western United States and a variation of a Solomon Four Group Designed experiment, the results showed that individuals can learn the processes of opportunity identification in entrepreneurial classes.

In a similar study carried out by Kickul, Gundry, Barbosa, and Whitcanack (2009) on the critical role of various cognitive styles in opportunity identification and recognition, individuals with an intuitive cognitive style were observed to be more positive about their capacity to identify opportunities, while individuals with an analytical cognitive style were observed to be more certain about their capacities to identify, assess, plan and marshal resources. In another research by Nab, Bulte, and Pilot (2013) on fostering the competence of science students in identifying business opportunities, an educational design research approach was employed using a case of 23 graduate students of Utrecht University. The findings showed that students were able to identify business opportunities and other entrepreneurial outcomes in pursuit of entrepreneurial goals and aspirations.

In the same light, Kickul (2006) illustrated a set of assignments for teaching students, particularly the aptitude of writing an opportunity proposal that determines how students ought to exploit business opportunities following an analysis of the industry. The assignments resulted in an increase of students' entrepreneurial self-efficacy and students were able to identify business opportunities. This is also similar to the study of Muzychenko (2008) on international opportunity identification. The author stressed the role of a competence-based and experiential approach to teaching. According to the author, this approach centers on opportunity identification and the self-perceived task competence (self-efficacy) of the entrepreneur, especially on the grounds that self-efficacy and opportunity identification are unequivocally connected and correlated.

In the same vein, the study of Munoz, Mosey, and Binks (2011) examined how the development of students' capabilities for identifying business opportunities is underpinned by a change in their opportunity-identification mental frames. The research was based on a qualitative study consisting of two rounds of semi structured interviews including open-ended questions, an opportunity assessment, and pictorial representations. Fifteen students were investigated as they took part in an award-winning entrepreneurship module. "Entrepreneurship and Business" is an undergraduate module of the Nottingham University Business School. The authors concluded that entrepreneurship courses need to adopt more practical pedagogical approaches in order to help students interpret information and enable them to more effectively identify new business opportunities. This is in line with the study of Piperopoulos and Dimov (2014) that assessed the relationship between student's self-efficacy beliefs and entrepreneurial intentions in the pedagogy of the entrepreneurship course. The study was based on a survey of 114 students enrolled in different entrepreneurship courses at a major British university. The authors concluded that higher self-efficacy is associated with lower entrepreneurial intentions in the theoretically oriented courses and higher entrepreneurial intentions in the practically oriented courses.

On the contrary, Nkala and Wanjau (2013) examined factors influencing implementation of the entrepreneurship programme conducted in tertiary technical institutions in Kenya. The study investigated the influence of teaching and assessment methods, teachers' network with

entrepreneurship practitioners and availability of training resources. A census survey of entrepreneurship education teachers in technical training institutions in Nairobi County was conducted, using a structured self-administered questionnaire. The authors asserted that teachers use traditional pedagogical approaches that are not practical oriented. According to the authors, this has a negative effect on students as regards entrepreneurial learning and identification of opportunities.

iii) Teaching Methods in Entrepreneurship, Students' Interest and Business Start-ups

The teaching methods engaged in entrepreneurship education should stimulate students' interest in entrepreneurship and activities involving business startups. This was supported by the study of Arasti, falavarjani, and Imanipour (2012) that focused on the suitable teaching methods in entrepreneurship education by carrying out two qualitative studies. The authors concluded that the appropriate teaching methods for teaching the course are group project, case study, individual project, development of a new business creation project and problem-solving. In the same vein, Malach and Malach (2014) examined the experiential entrepreneurship education approach highlighting the "Start Your Own Business" Assignment in the context of the entrepreneurship course offered to over 200 undergraduate students per year at the Haskayne School of Business, University of Calgary, Canada. The findings of the study suggests that experiential education in entrepreneurship courses, conveys both substantive, theoretical knowledge and intangible learning experiences best absorbed through active participation. The authors concluded that starting and operating a business is a unique, educational experience which allows students to apply the substantive knowledge gained in entrepreneurship courses to a real business. Similarly, Canziani, Welsh, Hsieh, and Tuller (2015) investigated the effectiveness of different teaching methods in entrepreneurship. The research focused on three learning design choices namely; experiential learning, use of teamwork and focus on quantitative methods. The paper examined teaching methods that could contribute to raising student scores on constructs of change, risk taking, goal setting, feedback and achievement as measured by a customized entrepreneurial propensity survey. The researchers asserted that experiential and practical oriented teaching methods motivate entrepreneurial goal setting.

Contrarily, Penanluna, Peneluna, and Jones (2012) examined the contextual contrasts in the development and delivery of enterprise education in higher education globally. Utilizing data gotten from an online survey conducted on enterprise educators, the authors concluded that there are low levels of business start-up activities among students during enterprise education and one year after graduation. This is in line with the study of Rodriguez, Chen, Sheppard, Leifer, and Jin (2015) who explored the reasons for some engineering graduates who co-founded or started a company may no longer have an entrepreneurial interest. The participants in this study were 484 alumni who received their undergraduate engineering degrees in 2007 from four different universities in the United States of America. The authors argued that one of the factors responsible for loss of entrepreneurial interest is that despite exposure to entrepreneurship education, graduates appear to choose positions that would support career advancement.

iv) Entrepreneurship Educator's Competence, Commitment to Learning and Business plan Writing

An entrepreneurship educator's competence can motivate students' commitment to entrepreneurial related learning particularly as regards business plan writing. This was supported by the study of Arasti, Falavarjani, and Imanipour (2012) who examined the skill of entrepreneurship educators and appropriate teaching methods required for business planning competence of entrepreneurship graduate students. The research was based on an M.sc Entrepreneurship Management Course in three Universities of Tehran, Iran. The study adopted a qualitative approach using ten semi structured interviews on a sample of business plan experts and Entrepreneurship lecturers respectively. The results for the sample of experts showed that formal lectures, group project and simulation were effective teaching methods however, the results for the sample of lecturers showed that group project, case study, new venture creation project and problem solving approaches are deemed appropriate. Nevertheless, the authors argued that students effectiveness in writing business plans can only be achieved based on the teacher's skill and knowledge of teaching methods in entrepreneurship education.

Similarly, McGing (2016) investigated the present practice and comprehension of the teaching of the double weighted final year Business Plan module to undergraduate level for

BA (Hons) in Business Studies students in Griffith College Dublin. The author focused on the teaching approach utilized on the course and analysed its viability. A qualitative approach was utilized which included the majority of the students, various supervisor, and the Business Plan Co-ordinator. The author posited that business planning in tertiary education is important and that business planning and entrepreneurship education should go hand in hand with a specific goal to encourage students to be more proactive in the full business cycle.

Conversely, White, Hertz, and D'Souza (2014) examined the effectiveness of using a business plan evaluation model that was based on data collected from investors and academic research. Using a sample 150 graduate and undergraduate students, the authors tested and offered a model for teaching the craft of business plan writing and analysis. The findings of the study showed that writing a business plan is often used to evaluate the success of educational efforts based on the ability of students to win business plan competitions and write a business plan that is funded by investors and venture capitalists. The authors also concluded that writing an effective business plan is one of the most challenging tasks for any entrepreneur that occurs mostly when a business is at the survival or early stage. The authors reiterated that although business plan writing is one of the most important elements in sound entrepreneurship education, the discipline has not yet agreed on accepted criteria for teaching the craft. Lame and Yusoff (2013) evaluated the relationship between entrepreneurship education and Nigerian polytechnics students' perception towards the entrepreneurship education courses. A descriptive study was conducted in three Nigerian polytechnics. The authors argued that one of the major challenges facing entrepreneurship development in Nigeria is that there are very few trained entrepreneurship lecturers in universities hence inculcating entrepreneurial skills in students becomes a challenge.

v) University Support Systems, Knowledge Sharing and Innovations

University support systems tend to motivate knowledge sharing among entrepreneurship students which may culminate in innovations. This is in line with the study of Amalia (2012) which was based on a survey of 51 students with the aim of exploring the role of the university support systems and development of student entrepreneurship. The result showed that 26 students were sufficiently supported by faculty through seminars, training, mentoring entrepreneurs, business incubators, and similar activities. The author asserted that university

support systems enhance innovative business building by students. In a similar research, Shirokova, Tsukanova, and Bogatyreva (2015) assessed different types of entrepreneurial capital provided by universities and their impact on student involvement in entrepreneurship. The authors used data from the Global University Entrepreneurial Spirit Students' Survey (GUESSS) as empirical basis for research. Based on the result of a hierarchical regression data analysis, the authors concluded that university initiatives to develop human and social capital influence positively based on the extent to which students were engaged in innovative entrepreneurial activities. In the same vein, the study of Saeed, Yousafzai, Yani-De-Soriano, and Muffatto (2015) proposed and tested an integrative, multiperspective framework. The authors hypothesised that the three dimensions of university support, which is perceived educational support, concept development support, and business development support, together with institutional support, shape students' entrepreneurial self-efficacy and intentions. A sample of 805 university students took part in the study and data were analysed using structural equation modeling. Based on the findings of the research, the authors asserted that perceived educational support exerted the highest influence on entrepreneurial self-efficacy, followed by concept development support, business development support, and institutional support.

On the contrary, Nasiru, Yeng, and Bhatti (2015) also examined the moderating role of the perception of university support on the relationship between perceived effective entrepreneurship education and perceived creativity disposition on entrepreneurial intention among Nigeria University Students. The authors employed the use of Partial Least Square Structural Equation Modeling (PLS-SEM) to examine a representative sample of 296 students from Ahmadu Bello University, Zaria. Based on the findings of the study, the authors concluded that perception of university support did not moderate the perceived creativity disposition and entrepreneurial intention relationship.

2.4 Gaps in Literature

Empirical studies such as Bilic, Prka, and Vidovic (2011) provide empirical evidence on the influence of education curriculum on entrepreneurship orientation and intention particularly in the context of generation of business ideas, while the work of Bodnar, Renee, and Besterfeild-Scacre (2015) carried out an assessment on the development of entrepreneurial

mindset skills, through the provision of curricular content on idea generation and the customer's role in the design and technology transfer process. However, these empirical studies do not provide succinct explanations on how an entrepreneurship curriculum can enhance entrepreneurial development, especially in the context of generation of business ideas. The argument here is that the effectiveness of an entrepreneurship curriculum, in motivating generation of viable and creative business ideas, may also be hinged on the extent to which the curriculum is able to stimulate critical thinking in students. Critical thinking is considered as a major ingredient that can stimulate generation of business ideas, sequel to exposure to a practical oriented entrepreneurship curriculum, which extensively covers idea generation as a major theme. This suggests that there is limited empirical evidence to substantiate the role of the contents of an entrepreneurship curriculum, as regards stimulating critical thinking and generation of viable business ideas by university students especially in the Nigerian university context.

In the same vein, empirical evidence provided by the investigation of Saks and Gaglio (2002) on how entrepreneurship educator-practitioners conceptualise and instruct the opportunity identification process, showed that little is known about whether and how opportunity identification is instructed in the classroom. Detienne and Chandler (2004) also showed that individuals can learn the processes of opportunity identification in entrepreneurial classes. Munoz, Mosey, and Binks (2011) also concluded that entrepreneurship courses need to motivate a change in the perception of students regarding reality and also interpret information to enable them to more effectively and efficiently identify new business opportunities. However, what these studies have not been able to explain is how the engagement of an appropriate pedagogy, motivate students to identify business opportunities. Therefore, the role of experiential pedagogical approaches in motivating a shared vision/focus and opportunity identification by entrepreneurship students cannot be over emphasised. Identification of business opportunities is consequent upon the fact that experiential approaches to pedagogy, can create a shared vision about real life scenerios as regards what entrepreneurship is about. Hence, understanding the main crust of the process of entrepreneurship in a real life context may motivate opportunity identification by entrepreneurship students. This implies that the place of entrepreneurship pedagogy, in

creating a shared vision for identification of business opportunities by students in Nigerian universities, is not clearly established in related empirical literature.

Similarly, the study of Arasti, Falavarjani, and Imanipour (2012) provided empirical evidence to show that the appropriate or effective teaching methods for entrepreneurship education are group project, case study, individual project, new venture creation project and problem-solving activities. Similarly, the research of Penanluna, Peneluna, and Jones (2012) also reported low levels of business start-up activity among students during enterprise education and/or within one year of graduation. However, what these studies have not been able to establish is the link or what can be described as the bridge that connects the employment of appropriate teaching methods in entrepreneurship and business startups particularly in the course of an entrepreneurship programme, depends largely on the extent to which these methods stimulate students' interest. These points to the fact that there is a dearth of research particularly in the Nigerian context, on the extent to which teaching methods in entrepreneurship, stimulate students' interest and business startups during entrepreneurship education programs.

In the same vein, White, Hertz, and D'Souza (2014) on an empirical research on business plan argued that although business plan writing is one of the most important elements in sound entrepreneurship education, however the discipline has not yet agreed on accepted criteria for how the craft can most effectively be taught. Arasti, Falavarjani, and Imanipour (2012) argued that students' effectiveness in writing business plans can only be achieved based on the teacher's skill and knowledge of teaching methods in entrepreneurship education. However, an entrepreneurship educator's competence must also infuse a drive, energy and commitment in students to learn and write business plans. The argument here is that an educator could possess the required skill and knowledge in business plan writing, and still fail to motivate students' to be committed to learning the craft, as well as actually writing a business plan to chat the course of their entrepreneurial goals and aspirations. Therefore, it implies that the role of the competence of an entrepreneurship educator, in motivating the commitment of university students to learning and business plan writing, is not clearly discussed in literature especially in the Nigerian context.

The empirical study of Amalia (2012) provided evidence to establish the role of the university support environment and development of student entrepreneurship. Shirokova, Tsukanova, and Bogatyreva (2015) also assessed different types of entrepreneurial capital provided by universities and their impact on students' involvement in entrepreneurship. However, what these previous studies have not shown is the impact of these university initiates on innovations, particularly because the university environment is considered a conducive atmosphere for innovative activities. Hence, knowledge sharing comes to play especially because these initiatives tend to motivate students to work in groups. This suggests that very little is known on the role of university policy environment, in creating a conducive atmosphere for students' knowledge sharing and engagement in innovations, particularly in the Nigerian university context.

CHAPTER THREE
METHODOLOGY

3.0 Preamble

This chapter contains the research procedures employed in this study which include; the research design, study population, sample size determination, sampling techniques, sampling frame, data collection methods, research instruments, constructs measurement, data processing and data analysis.

3.1 Research Design

A descriptive research design was adopted for this study so as to obtain the opinion of students and educators on the extent to which participation in entrepreneurship education impacts on learning orientation and considerations of entrepreneurial implementation intentions (De Vaus, 2001; Trochim, 2006). A descriptive research design was appropriate because it helped to describe current practices regarding the subject matter. This study also adopted the mixed methods for data collection, where quantitative and qualitative methods (survey and semi-structured interview) were used in order to enhance greater validity of the research by ensuring that there are no gaps to the information or data collected (Saunders, Lewis & Thornhill, 2009). Sequential mixed methods data collection strategy was adopted which involved collecting data in an iterative process whereby the data collected in the first phase which was the quantitative phase was augmented by the data collected in the next (qualitative phase).

3.3 Population of the Study

The study population consists of all undergraduate students in the first four universities in Nigeria to offer a degree in entrepreneurship. These are: Federal University of Agriculture Abeokuta, Federal University of Technology Akure Ondo State, Joseph Ayo Babalola University Osun State and Lead City University Ibadan Oyo State. Therefore, the study population size is given as Fifty thousand nine hundred (50,900) students, obtained from the field study of this research based on the information provided by the student affairs

department of each selected university. The distribution of the population is shown in Table 3.1 below.

Table 3.1: Distribution of the Undergraduate Students According to their Universities

Universities	Location	State	Number of Students
Federal University of Agriculture	Abeokuta	Ogun State	15,500
Federal University of Technology	Akure	Ondo State	25,400
Lead City University	Ibadan	Oyo State	4,300
Joseph Ayo Babalola University	Ikeji-Arakeji	Osun State.	5,700
			50,900

Source: Field Study (2016)

3.4 Sample Size Determination

The sample size for this study was determined based on Godden (2004), which recommended a formula where the study population is greater than fifty thousand respondents. The formula according to Godden (2004) is stated as follows:

$$SS == \frac{Z^2 \times p\,(1-p)}{C^2}$$

Where:

SS = Sample Size for infinite population

Z = Z value (e.g. 1.96 for 95% confidence level)

P = population proportion (expressed as decimal) (assumed to be 0.5 (50%)

C = Confidence interval at 0.04

Therefore, Sample size = $\frac{3.8416 \times 0.5 \times 0.5}{0.0016}$

Sample size = 600

Therefore a sample size of 600 students was used to represent the study population as computed above.

3.5 Sampling Frame

The sampling frame is the list of all undergraduate students enrolled in the selected universities in the current academic session. These comprised a list of students in 100-400/500 levels in Federal University of Technology Akure Ondo state, Federal University Agriculture Abeokuta Ogun State, Joseph Ayo Babalola University Ikeji- Arakeji, Osun State and Lead City University Ibadan, Oyo State

3.6 Sampling Techniques

This study employed multi-stage sampling technique which involved purposive sampling, stratified random sampling and simple random sampling techniques. The first stage involved purposive sampling which was used to select the universities used for this study. The second stage involved stratified sampling technique which was used to categorise the study population (undergraduate students) in the four selected universities into different academic years. Hence all students in these universities regardless of their course of study were grouped into five according to their academic year of study. This enhanced the identification of sub-groups within the study population and also created a sample which adequately represented these sub-groups (Yount, 2006). The last stage involved simple random sampling which was carried out firstly by assigning a consecutive number from 1 to the population number for each selected university, secondly from the list of students in each academic year in the selected universities a sample was drawn using random number tables. Finally a total of 600 students were chosen from the selected universities as sample size for this study. Table 3.2 below shows the allocation of copies of the questionnaire based on proportionate ratio.

Table 3.2 Allocation of Copies of Questionnaire

School Name	Population	Proportionate Ratio	Copies of Questionnaire
Federal University Of Agriculture Abeokuta	15,500	15,500÷50,900× 600 = 183	183
Federal University Of Technology Akure	25,400	25,400÷50,900×600 = 288	288
Lead City University Ibadan	4,300	4,300÷50,900×600 = 50	50
Joseph Ayo Babalola University	5700	5,700÷50,900×600 = 79	79
Total	50, 900		600

Source: Field Study (2016)

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3.7 Sources of Data Collection

There were two sources from which data were collected for this study. These are:

i. Primary sources: The primary source of data for this study was the responses from entrepreneurship students and educators extracted from the administered questionnaire to the students of the selected universities together with the semi-structured interviews conducted on entrepreneurship educators in the selected universities

ii. Secondary sources: The secondary source of data for this research was derived from several literatures reviewed such as journal articles, internet publications and text books.

3.8 Measurement of the Research Variables

The focus of this study was to assess the degree to which exposure to entrepreneurship education impacts on students' learning orientation and expression of entrepreneurial intentions in the Nigerian university context. Therefore, the variables employed in this study were entrepreneurship education, learning orientation and entrepreneurial intentions. The items used to measure these variables were derived from a thorough review of relevant literature on entrepreneurship education, learning orientation and entrepreneurial intention. Some of the relevant literature on entrepreneurship education include; Alberti, Sciascia, and Poli (2004), Bridge, Hegarty, and Porter (2010), Bygrave (2004) Ekpoh and Edet (2011) Fayolle, Ulijn, and Degeorge (2005) Karali (2013), Kourilsky, Allen, Bocage, and Waters (1995) Lovat (2003) Ooi, Selvarajah, and Meyer (2011) and Sahlberg (2010). The variables used to measure entrepreneurship education include; entrepreneurship curriculum contents,

pedagogical approaches, educators' competence, university policy environment and teaching methods in entrepreneurship. These variables of entrepreneurship education were included in the questionnaire. Entrepreneurial implementation intention was measured based on the items of expression of entrepreneurial actions as presented by studies such as Arasti, Falavarjani, and Imanipour (2012); Bilic, Prka, and Vidovic (2011); Gafar, Kasim, and martin (2013); Sahlman and Stevenson (1992); Shirokova, Tsukanova, and Bogatyreva (2015). The variables used to measure entrepreneurial implementation intentions include; business idea generation, identification of business opportunities, business plan writing innovation and business start-up. These variables were included in the questionnaire as measures of entrepreneurial implementation intentions. Learning orientation was measured based on the studies of Sinkula, Baker, and Noordewier (1997); Porac and Thomas (1990); Perin, Sampaio, Barcellos, and Kugler (2010); Hidi and Harackiewicz (2000); Hidi and Renninger (2006). The items presented by Sinkula et al (1997) are commitment to learning, critical thinking or openmindedness, shared vision and knowledge sharing. These variables were included in the questionnaire; however, interest was also included as a measure of learning orientation.

3.9 Research Instruments

Copies of questionnaire were distributed to collect quantitative data on the relationship between entrepreneurship education, learning orientation and entrepreneurial implementation intentions of Nigerian university students. The questionnaire was divided into two sections namely Section A and B. Section A comprised respondents' demographic profile; Section B featured questions on the independent variable (entrepreneurship education), the dependent variable (entrepreneurial intention) and mediating variable (learning orientation). Five Likert-scale questions ranging from strongly agree to strongly disagree was adopted (strongly agree=5, agree=4, undecided=3, disagree=2, strongly disagree-1). Structured questionnaire was used as research instrument, which enhanced the identification of statistically significant results from the data analysis procedure (Zikmund, Babin, Carr, & Griffin, 2010). Semi-structured interviews were structured around a set of carefully pre-determined open-ended questions that enhanced free-flowing discussions which stimulated active participation. The interview involved three types of questions: engagement questions to introduce participants to the topic; exploration questions to get to the crust of the discussion; and exit questions to

ensure that nothing was missing in the discussion. To ensure that participants respond to the questions posed, the questions were short and straight to the point, focused on a dimension each, unambiguously worded, and open ended.

3.10 Data Collection Procedure

Copies of questionnaire were administered to undergraduate students in; Federal University of Technology Akure, Ondo state, Federal University of Agriculture Abeokuta, Ogun State, Joseph Ayo Babalola University Ikeji- Arakeji, Osun State and Lead City University Ibadan, Oyo State. Semi structured interviews were used to collect data from entrepreneurship educators from the four universities mentioned above. Morse (2000) recommended eight to twelve participants as sufficient sample size, to allow for rich descriptions and implications of recurring patterns, especially for mixed methods where the goal is to augment the result of the quantitative research. However, to further enrich the data collection process twenty semi-structured interviews were conducted and five entrepreneurship educators were interviewed in each of the four universities.

3.9 Reliability of the Research Instrument

In an attempt to measure reliability of the research instrument, the questionnaire was subjected to a pilot test by distributing 40 copies of the instrument to students of Covenant University based on convenience method. The Cronbach Alpha for internal consistency of the items of the questionnaire was conducted using the reliability procedure in Statistical Package for Social Sciences version 21. The values of α range from 0 – 1 hence, the closer the value of α to 1, the more accepted the reliability of the data (Fisher, 2010). According to George and Mallery (2003), the rule of thumb that is generally acceptable is as follows:

$\alpha \geq 0.9$ = Excellent (High – Stakes testing)

$0.7 \leq \alpha < 0.9$ = Good (Low – Stakes testing)

$0.6 \leq \alpha < 0.7$ = (Acceptable)

$0.5 \leq \alpha < 0.6$ = (Poor)

$\alpha < 0.5$ = Unacceptable

The test to determine the internal consistency of the research instrument was conducted on the retrieved questionnaire with the aid of the Cronbach Alpha Reliability procedure.

Table 3.3: Reliability Statistics

Cronbach's Alpha	Number of Items
.856	40

Source: Field Study (2016)

The result indicated that the instrument had a good internal consistency based on the Cronbach Alpha Coefficient value reported at 0.856. This implied that the questionnaire was validated as reliable.

3.10 Validity of Research Instrument

Validity is defined as a judgment of whether data really provides evidence on what it is supposed to be about the research instrument (Dawson, 2007). Validity measures the accuracy of the research instrument. In an attempt to test the face validity of the research instrument, the measuring instrument was presented to the researcher's supervisors and colleagues and feed back was gotten on the relevance of the instrument in measuring the variables it was designed to measure. .

In order to ascertain content validity of the research instrument, the researcher's supervisors and other experts on the subject matter of this study were given the measurement tool in order to provide feedback on the effectiveness of each question in measuring the constructs (Ghauri & Gronhaug, 2002). Informed decisions were made based on their feedbacks.

3.11 Methods of Data Presentation and Analysis:

3.11.1 Quantitative Data

Descriptive and inferential methods of analysis were employed for this study. The descriptive method involved frequency tables, mean, and percentages. Descriptive statistical tools were used to present the demographic characteristics of the respondents, while inferential statistical tools were used to test the formulated hypotheses. Data analysis was carried out using IBM SPSS version 21 software. Hierarchical multiple regression analysis was applied to test hypothesis one to five in order to examine the effects of the independent variable on the dependent variable and to identify the unique predictive influence of the mediating variable while holding the independent variable constant in the model.

3.11.2 Qualitative Data

Semi-structured interviews were recorded using a Dictaphone, thereafter the recordings were transcribed and analyzed through thematic analysis to identify and report patterns (themes) within the data (Braun & Clarke, 2006). Thematic analysis was used in identifying and describing both implicit and explicit ideas within the data which are referred to as themes. Repetition of terms and recurrence of ideas were employed to generate themes. The Thematic analysis focused on entrepreneurship educators' perceptions of entrepreneurship education, students' disposition towards learning as well as students' entrepreneurial implementation intentions expressed as behavioural outcomes. Open coding was employed to develop relevant categories. The developed codes were used to represent the identified themes and the reports were structured in terms of the main themes emerging from the semi- structured interviews.

3.12 Ethical Considerations

Arbnor and Bjerke (1997) argue that every worker in an organisation or individuals within a society have a right to be protected from public scrutiny of their private life. Therefore, the researcher ascertained that the respondents and participants were well informed about the background and the purpose of this research and they were kept abreast with the participation process and regime. However, every respondent and participant was offered the opportunity to stay anonymous and their responses were treated confidentially. Permission was obtained from the appropriate authorities in the schools where copies of questionnaire were distributed and interviews conducted.

CHAPTER FOUR

RESULTS

4.0 Preamble

This chapter contains data presentation, analysis and interpretation of results. All the data collected through the instruments of structured questionnaire and semi structured interview were analysed, interpreted, and presented in this chapter. The five hypotheses postulated in chapter one were tested using hierarchical multiple regression while thematic analysis was used to analyse the themes developed based on the interviews. The study derived information from students in four universities. Demographic characteristics of the respondents were described and presented in this chapter. This provided a framework for the findings of the research based on the test for hypothesis and analysis of the themes stemming from the semi structured interviews.

4.1 Data Presentation

The data presentation for this study was divided into two sections; the demographical data, which is the first section of the structured questionnaire, presented in tables of frequency for categorical data (gender, age, educational qualification and university) and cross-tabulation, was used to further present the demographical data with the aid of Statistical Package for Social Sciences (SPSS) software, version 21.

4.1.1 Response Rate of Copies of Questionnaire Administered

Table 4.1.1

Questionnaire	Number of respondents	Response rate (%)
Returned	564	94
Not Returned	36	6
Total	600	100

Source: Field Study Result (2016)

As shown in table 4.1 above a total of six hundred copies of questionnaire were administered to the students of four selected pioneer universities to offer a degree in entrepreneurship in Nigeria. These universities are Federal University of Agriculture, Ogun State (FUNAAB), Federal University of Technology Akure, Ondo State (FUTA), and Joseph Ayo Babalola University (JABU) Osun State. Five hundred and sixty-four copies of the questionnaire were retrieved, which amounted to a 94% response rate. Five hundred and sixty-four copies of the questionnaire retrieved were found useable and a total of thirty six copies of the questionnaire were not retrievable, which amounted to 6%. Based on the copies of questionnaire retrieved, below is the demographic information showing the distribution based on age gender and educational qualification.

Table 4.1.2: Distribution of Biographical Data of the Respondents

Demographic Variables		Lead City University		Federal University Of Agriculture Abeokuta		Joseph Ayo Babalola University		Federal University Of Tecnology Akure		Total	Percentage
		Freq	%	Freq	%	Freq	%	Freq	%		%
Gender:	M	29	46.0	55	38.5	93	48.7	107	64.1	284	50.4
	F	34	54.0	88	61.5	98	51.3	60	35.9	280	49.6
Age:	15-19	19	30.2	48	33.6	100	52.4	94	56.3	261	46.5
	20-24	33	52.4	84	58.7	84	44.0	69	41.3	270	47.9
	Above 25years	11	17.5	11	7.7	7	3.7	4	2.4	33	5.6
Degree Programme	B.sc/B.A	36	57.1	121	84.6	177	92.7	63	37.7	397	70.4
	B.Tech/Eng	5	7.9	14	9.8	11	5.8	99	59.3	129	22.9
	B.Ed/Others	22	34.9	8	5.6	3	1.6	5	3.0	38	6.7

Source: Field Survey Result (2016)

Table 4.1 above is a distribution of the gender, age and degree programme respectively.

4.1.2 Gender Distribution

Table 4.1 above shows the frequency distribution of respondents' demographic data. The distribution of gender reveals that male respondents were 284(50.4%) and female respondents were 280 (49.6%). Despite the 0.8% difference between the two genders, data obtained represents a rich and balanced opinion of both genders. FUTA had the highest number of male respondents (107) representing 37.7% of the total number of male respondents and LCU had the lowest number of male respondents (29) representing 10.2% of the total number of male respondents. On the other hand, JABU had the highest number of female respondents (98) representing 35% of the total number of female respondents and LCU had the lowest number of female respondents (34) representing 12.1% of the total number of female respondents. This validates the even distribution of respondents based on gender.

4.1.3 Age Distribution

The age distribution revealed that 261 (46.5%) were respondents between ages 15 to 19 years, 270 (47.9%) were respondents between ages 20 to 24 years, and 33 (5.6%) were respondents above 25 years. The result indicates that most of the respondents were between the ages 20-24 years (270) representing 47.9% of the total number of respondents. However, both FUNAAB and JABU shared the same top number 84 each of the respondents between the ages 20-24 representing 31.1% each respectively. Respondents within the age bracket above 25 years were the minority, with FUTA having the lowest number of respondents in this age bracket (4) representing 0.7% of the total number of respondents. This implies that most respondents offering entrepreneurship education within the university context are mostly between the ages 20 to 24 years. This also shows that most of the respondents are young adults who can independently give informed responses.

4.1.4 Degree Programme

Information provided by respondents in table 4.1 on degree programme of respondents shows that 397 (70.4%) were B.Sc/B.A students, 129 (22.9%) were B.Tech/Eng students, and 38 (6.7%) were B.Ed/Other students. The degree programme results revealed that more of the respondents were BSc/B.A students (397) followed by BTech/Eng students 129 and the least

were B.Ed/Other students 38. However, the distribution of degree programme of respondents cuts across different disciplines, which implies that the opinions of respondents from different disciplines were considered.

4.2: Classification of Research Variables by University Entrepreneurship Education

Table 4.2.1 Descriptive Statistics of Items Measuring Entrepreneurship Curriculum Contents Based on University

Statement	L C U Mean score	FUNAAB Mean score	JABU Mean score	FUTA Mean score
Better understanding about business is achieved as a result of taking the course	4.3532	4.3636	4.0733	3.8443
The course developed entrepreneurial knowledge and skills	4.2576	4.3776	4.0105	4.0240
The course raised interest towards entrepreneurship	4.3117	4.3287	3.9529	3.9461

Source: Field Survey Result (2016)

Table 4.2.1 above reveals that when respondents were asked if better understanding about business is achieved as a result of taking this course, most of the respondents answered positively to the statement. The analysis in the table shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 4.3532, 4.3636, 4.0733, and 3.8443 respectively. On the other hand, respondents from LCU and FUNAAB agreed more favourably to the statement with mean scores 4.3532 and 4.3636 respectively. This suggests that more respondents from LCU and FUNAAB opine that their understanding of business and entrepreneurship has been broadened as a result of participation in entrepreneurship education. The table shows that when respondents were asked if the course developed entrepreneurial knowledge and skills, most respondents favourably agreed to the statement. The analysis shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 4.2576, 4.3776, 4.0105, and 4.0240 respectively. This implies that more students from FUNAAB and LCU with mean scores 4.3776 and 4.2576 respectively, believe that the entrepreneurship course has inculcated entrepreneurial skills and knowledge in students that they didn't possess prior to exposure to the course. The table also reveals that most respondents affirmed that the course raised interest towards entrepreneurship. The

analysis revealed that the mean scores for LCU, FUNAAB, JABU, and FUTA are 4.3117, 4.3287, 3.9529, and 3.9461, respectively. This result suggests that more respondents from LCU and FUNAAB with mean scores 4.3117 and 4.3287 respectively, are of the opininon that students have developed interest in engaging in entrepreneurial activities based on the information and knowledge acquired from the entrepreneurship course.

Table 4.2.2: Descriptive Statistics of Items Measuring Entrepreneurship Pedagogy and Teaching Methods Based on University

Statement	LCU Mean Score	FUNAAB Mean Score	JABU Mean Score	FUTA Mean Score
The teaching methods provided a new and different experience	4.0476	4.0839	3.9529	3.8802
The course taught to deal with ambiguity in the real world	4.1111	3.9371	3.9005	3.7844
The approach to teaching provided an opportunity to learn by doing	3.8095	4.1538	4.0628	4.0419

Source: Field Survey Result (2016)

Table 4.2.2 above shows that when respondents were asked if the teaching methods provided a new and different experience, most of the respondents answered positively to the statement. This suggests that entrepreneurship education is being taught by using creative and innovative methods. The analysis in the table indicates that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 4.0476, 4.0839, 3.9529, and 3.8802 respectively. However, respondents from LCU and FUNAAB agreed more favourably to the statement with mean scores 4.0476, and 4.0839 respectively. This implies that more respondents from LCU and FUNAAB are of the opinion that the teaching methods used in entrepreneurship education have provided a new and different experience from the conventional teaching methods used in other courses. The table reveals that when respondents were asked if the course taught to deal with ambiguity in the real world, most students agreed with statement. This shows students believe that the teaching methods used help to overcome the perceived uncertainties associated with an entrepreneurship career. The analysis shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 4.1111, 3.9371, 3.9005, and 3.7844 respectively. This implies that more students

from FUNAAB and LCU with mean scores 4.1111 and 3.9005 respectively, believe that the methods of teaching entrepreneurship, prepare students for the uncertainity of an entrepreneurial career. The table also reveals that most respondents affirmed that the method of teaching provided an opportunity to learn by doing. The analysis revealed that the mean scores for LCU, FUNAAB, JABU, and FUTA are 3.8095, 4.1538, 4.0628, and 4.0419, respectively. This result suggests that more respondents from FUNAAB, JABU, and FUTA with mean scores 4.1538, 4.0628, and 4.0419 respectively, are of the view that the teaching approaches engaged in entrepreneurship education is experiential.

Table 4.2.3: Descriptive Statistics of Items Measuring Educator's Competence Based on University

Statement	LCU Mean Score	FUNAAB Mean Score	JABU Mean Score	FUTA Mean Score
The instructors are experienced and competent course presenters	3.8571	3.9231	3.9791	4.0240
The instructors did a good job of making this course relevant to the real world	3.9524	4.1538	4.1099	4.1078
The instructors did stimulate interest in entrepreneurship through the course	4.0000	4.3497	3.9476	3.9281

Source: Field Survey Result (2016)

Table 4.2.3 above shows that when respondents were asked if the instructors are experienced and competent course presenters, most of the respondents replied positively to the statement. This shows that students believe that entrepreneurship educators and instructors have the experience and skill to deliver the course. The analysis in the table indicates that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 3.8571, 3.9231, 3.9791, and 4.0240 respectively. Nevertheless, respondents from FUTA agreed more favourably to the statement with mean score 4.0240. This suggests that more respondents from FUTA are of the opinion that entrepreneurship educators have the experience and competence required to deliver entrepreneurship courses. The table reveals that when respondents were asked if the instructors did a good job of making the course relevant to the real world, most respondents affirmed the statement. This portrays that the students opine that entrepreneurship educators are practical oriented in their approach to teaching. The

analysis shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 3.9524, 4.1538, 4.1099, and 4.1078 respectively. This implies that more students from FUNAAB, JABU, and FUTA with mean scores 4.1538, 4.1099, and 4.1078 respectively, believe that entrepreneurship educators relate courses in entrepreneurship education to the real business world context. The table also reveals that most respondents affirmed that the instructors stimulate interest in entrepreneurship through the course. The analysis revealed that the mean scores for LCU, FUNAAB, JABU, and FUTA are 4.000, 4.3497, 3.9476, and 3.9281, respectively. This result suggests that more respondents from LCU and FUNAAB with mean scores 4.000, and 4.3497 respectively, are of the view that entrepreneurship educators and instructors are able to stimulate students' interest in entrepreneurship by the way the course is presented.

Table 4.2.4: Descriptive Statistics of Items Measuring University Support Systems Based on University

Statement	**LCU Mean Score**	**FUNAAB Mean Score**	**JABU Mean Score**	**FUTA Mean Score**
The institution promotes technology patenting and commercialization	3.9206	4.2727	3.8482	3.8982
The institution foster entrepreneurship through business incubator Initiatives	3.7778	3.9790	4.0314	3.8623
Seed funding is an institutional policy for promoting entrepreneurship	3.6825	3.8881	3.9529	3.8563

Source: Field Survey Result (2016)

Table 4.2.4 above reveals that when respondents were asked if the institution promotes technology patenting and commercialisation, most of the respondents answered positively to the statement. This indicates that most students may have patented products that are in the market for sale. The analysis in the table indicates that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 3.9206, 4.2727, 3.8482, and 3.8982 respectively. Nevertheless, respondents from FUNAAB agreed more favourably to the statement with mean score 4.2727. This suggests that more respondents from FUNAAB may have patented products in the market for sale. The table shows that when respondents were

asked if the institution foster entrepreneurship through business incubation intiatives, most respondents replied positively to the statement. This suggests that most of the students have benefited from the business incubation initiatives of the institutions. The analysis reveals that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 3.7778, 3.9790, 4.0314, and 3.8623 respectively. This implies that more students from JABU with mean score 4.0314, affirm that the institution promotes entrepreneurial development through business incubation initiatives. The table also reveals that most respondents affirm that seed funding is an institutional policy for promoting entrepreneurship. This may imply that most of the students have benefited from the seed funding initiatives of the institutions, for the development of their products or business ideas. The analysis revealed that the mean scores for LCU, FUNAAB, JABU, and FUTA are 3.6825, 3.8881, 3.9529, and 3.8563, respectively. This result shows that more respondents from JABU with mean score 3.9529 may have benefited from the seed funding initiatives of the institution, for development of products and business ideas.

Entrepreneurial Implementation Intention:

Table 4.2.5: Descriptive Statistics of Items Measuring Business Idea Generation Based on University

Statement	LCU Mean Score	FUNAAB Mean Score	JABU Mean Score	FUTA Mean Score
Entrepreneurship students have found solutions to existing problems in business	3.6825	3.7902	3.8796	3.8503
Entrepreneurship students have developed ideas to improve an existing products	3.8095	3.8601	3.9686	3.7725
Entrepreneurship students have developed new product ideas	3.9048	3.9720	4.2565	3.8503

Source: Field Survey Result (2016)

Table 4.2.5 above shows that when respondents were asked if entrepreneurship students have found solutions to existing problems in business, most of the respondents answered positively to the statement. The analysis in the table reveals that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 3.6825, 3.7902, 3.8796, and 3.8503 respectively. Nevertheless, respondents from JABU agreed more favourably to the statement with mean score 3.8796. This suggests that more respondents from JABU may

have discovered new and creative ways of doing business. The table shows that when respondents were asked if entrepreneurship students have come up with ideas on improving an existing product, most respondents replied positively to the statement. The analysis shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 3.8095, 3.8601, 3.9686, and 3.7725 respectively. This implies that more students from JABU with mean score 3.9686, affirm that students have developed creative ideas on the improvement of existing products. The table also reveals that most respondents affirm that entrepreneurship students have come up with new product ideas. The analysis revealed that the mean scores for LCU, FUNAAB, JABU, and FUTA are 3.9048, 3.9720, 4.2565, and 3.8503, respectively. This result shows that more respondents from JABU with mean score 4.2565, may have engaged in the development of new product ideas.

Table 4.2.6: Descriptive Statistics of Items Measuring Identification of Business Opportunity Based on University

Statement	LCU Mean Score	FUNAAB Mean Score	JABU Mean Score	FUTA Mean Score
Entrepreneurship students have identified the needs of a category of consumers	4.0635	4.1608	4.1152	3.9880
Students have discovered their skills and talents and the relevant business opportunities	3.9841	4.1399	4.1728	4.0359
Entrepreneurship students have identified several legal businesses	4.0159	4.3007	4.1361	3.9042

Source: Field Survey Result (2016)

Table 4.2.6 above reveals that when respondents were asked if entrepreneurship students have identified the needs of a category of consumers, most of the respondents answered positively to the statement. The analysis in the table shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 4.0635, 4.1608, 4.1152, and 3.9880 respectively. Nevertheless, respondents from LCU FUNAAB and JABU agreed more favourably to the statement with mean scores 4.0635, 4.1608, and 4.1152. This suggests that more respondents from LCU FUNAAB and JABU opined that students have identified market gaps in various fields of business. The table indicates that when respondents were asked if entrepreneurship students have discovered their skills and talents and the relevant business opportunities, most respondents replied positively to the statement. The analysis

shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 3.9841, 4.1399, 4.1728, and 4.0359 respectively. This implies that more respondents from FUNAAB, JABU, and FUTA with mean scores 4.1399, 4.1728, and 4.0359 respectively, affirm that students have identified business opportunities that are more favourable to them, based on their skills and talents. The table also reveals that most respondents affirmed that entrepreneurship students have identified several legal businesses. The analysis revealed that the mean scores for LCU, FUNAAB, JABU, and FUTA are 4.0159, 4.3007, 4.1361, and 3.9042, respectively. However, the result show that more respondents from LCU, FUNAAB, and JABU, with mean scores 4.0159, 4.3007, and 4.1361 respectively; opine that students have identified legitimate business opportunities.

Table 4.2.7: Descriptive Statistics of Items Measuring Business Plan writing Based on University

Statement	**LCU Mean Score**	**FUNAAB Mean Score**	**JABU Mean Score**	**FUTA Mean Score**
Entrepreneurship students have written business plans for their intended businesses	3.9206	4.0420	3.9843	3.9162
Entrepreneurship students' business ideas have been translated into feasible business plans	3.8095	4.0070	4.2199	3.8614
Entrepreneurship students participate in business plan competitions	3.9683	4.0490	3.9424	3.7964

Source: Field Survey Result (2016)

Table 4.2.7 above shows that when respondents were asked if entrepreneurship students have written business plans for their intended businesses, most of the respondents replied positively to the statement. The analysis in the table reveals that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 3.9206, 4.0420, 3.9843, and 3.9162 respectively. On the hand, respondents from FUNAAB agreed more favourably to the statement with mean score 4.0420. This suggests that more respondents from FUNAAB opined that students have written business plans in pursuit of their entrepreneurial pursuits. The table indicates that when respondents were asked if entrepreneurship students' business ideas have been translated into feasible business plans, most respondents answered favourably to the statement. The analysis shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 38095, 4.0070, 4.2199, and 3.8614 respectively. This implies that more students from FUNAAB and JABU affirm that students have written

feasible business plans that can chart the course of their entrepreneurial career. The table also reveals that most respondents affirmed that entrepreneurship students participate in business plan competitions. The analysis revealed that the mean scores for LCU, FUNAAB, JABU, and FUTA are 3.9683, 4.0490, 3.9424, and 3.7964, respectively. This result shows that more respondents from FUNAAB opined that students have developed viable business plans and they also engage in business plan competitions, which shows their readiness for an entrepreneurial career.

Table 4.2.8: Descriptive Statistics of Items Measuring Innovation and Business Startup Based on University

Statement	LCU Mean Score	FUNAAB Mean Score	JABU Mean Score	FUTA Mean Score
Entrepreneurship students have developed new Products	3.9524	4.0000	4.1099	3.7485
Entrepreneurship students have developed new Technologies	3.8413	3.8182	3.9634	3.7470
Entrepreneurship students have developed new business processes	3.9841	4.0769	4.1047	3.8024

Source: Field Survey Result (2016)

Table 4.2.8 above reveals that when respondents were asked if entrepreneurship students have developed new products, most of the respondents answered positively to the statement. The analysis in the table shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 3.9523, 4.0000, 4.1099, and 3.7485 respectively. However, respondents from FUNAAB agreed more favourably to the statement with a mean score of 4.0420. This suggests that more respondents from FUNAAB opined that students have written business plans in pursuit of their entrepreneurial aspirations. The table indicates that when respondents were asked if students' business ideas have been translated into feasible business plans, most respondents replied positively to the statement. The analysis shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 38095, 4.0070, 4.2199, and 3.8614 respectively. This implies that more students from FUNAAB and JABU with mean scores 4.0070 and 4.2199 respectively, affirm that students have written feasible business plans that can chart the course of their entrepreneurial career. The table also reveals that most respondents affirm that entrepreneurship students participate in business plan competitions. The analysis revealed that the mean scores for LCU, FUNAAB, JABU,

and FUTA are 3.9683, 4.0490, 3.9424, and 3.7964, respectively. This result shows that more respondents from FUNAAB with mean score 4.0490 opine that students have developed viable business plans and they engage in business plan competitions, which shows readiness for an entrepreneurial career.

Learning Orientation:

Table 4.2.9: Descriptive Statistics of Items Measuring Commitment to Learning Based on University

Statement	LCU Mean Score	FUNAAB Mean Score	JABU Mean Score	FUTA Mean Score
Entrepreneurship students basically agree that an individual's ability to learn is key to entrepreneurial success	4.0794	4.1678	4.1053	4.0180
The basic values of entrepreneurship students Include learning as key to improvement	3.9841	4.2324	4.1675	4.0359
The general perception is that learning for entrepreneurship students is an investment not an expense	3.9841	4.3287	4.0105	4.0539

Source: Field Survey Result (2016)

Table 4.2.9 above shows that when respondents were asked if entrepreneurship students have basically agree that an individual's ability to learn is key to entrepreneurial success, most of the respondents replied positively to the statement. The analysis in the table indicates that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 4.0794, 4.1678, 4.1053, and 4.0180 respectively. However, respondents from FUNAAB agreed slightly more favourably to the statement with a mean score of 4.1678. This suggests that more respondents from FUNAAB opine that students consider learning, as an important factor necessary for entrepreneurial success. The table reveals that when respondents were asked if the basic values of entrepreneurship students include learning as key to improvement, most respondents replied favourably to the statement. The analysis shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 3.9841, 4.2324, 4.1675, and 4.0359 respectively. This implies that more students from FUNAAB, JABU, and FUTA with mean scores 4.2324, 4.1675, and 4.0359 respectively, affirm that students consider entrepreneurial related learning as a key to developing entrepreneurial skills. The table also reveals that most respondents affirmed that the general perception is that learning is an

investment for entrepreneurship students not an expense. The analysis revealed that the mean scores for LCU, FUNAAB, JABU, and FUTA are 3.9841, 4.3287, 4.0105, and 4.0539, respectively. This result shows that more respondents from FUNAAB, JABU, and FUTA with mean scores 4.3287, 4.0105, and 4.0539 respectively opine that students consider entrepreneurship education as a valuable investment for prospects in the pursuit of an entrepreneurial career.

Table 4.2.10: Descriptive Statistics of Items Measuring Critical thinking Based on University

Statement	LCU Mean Score	FUNAAB Mean Score	JABU Mean score	FUTA Mean Score
Entrepreneurship students are not afraid to reflect critically on the Shared assumptions on business and customers	3.8254	4.1608	4.0576	3.7545
Entrepreneurship students realise that the way the market place is perceived must continually be questioned	3.9206	3.8601	4.0366	3.8263
Entrepreneurship students collectively question individual bias on what is learnt about business and customers	3.8254	3.9510	3.8848	3.8743

Source: Field Survey Result (2016)

Table 4.2.10 above reveals that when respondents were asked if entrepreneurship students are not afraid to reflect critically on shared assumptions on business and customers, most of the respondents answered favourably to the statement. The analysis in the table shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 3.8254, 4.1608, 4.0576, and 3.7545 respectively. Nevertheless, respondents from FUNAAB and JABU agreed more favourably to the statement with mean scores 4.1608 and 4.0576 respectively. This suggests that more respondents from FUNAAB and JABU opine that students critically assess information and the lessons learnt from entrepreneurship education classes. The table indicates that when respondents were asked if entrepreneurship students realise that the way the market place is perceived must continually be questioned, most respondents replied positively to the statement. The analysis shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 3.9206, 3.8601, 4.0366, and 3.8263 respectively. On

the other hand, the mean score of respondents from JABU which is 4.0366 shows that more respondents in JABU affirm that students must think of new ideas to bring into the market, and extend the market for existing business ideas. The table also reveals that most respondents affirm that entrepreneurship students collectively question individual bias on what is learnt about business and customers. The analysis revealed that the mean scores for LCU, FUNAAB, JABU, and FUTA are 3.8254, 3.9510, 3.8848, and 3.8743, respectively. However, the mean score of FUNAAB which is 3.9510 implies that more respondents from FUNAAB opine that students collectively appraise the business ideas developed by their colleagues based on the knowledge acquired during the entrepreneurship course.

Table 4.2.11: Descriptive Statistics of Items Measuring Shared Vision and Interest Based on University

Statement	LCU Mean Score	FUNAAB Mean Score	JABU Mean Score	FUTA Mean Score
There is a commonality of purpose among entrepreneurship students	3.9683	4.0490	3.9424	3.8263
There is a total agreement on the focus of entrepreneurship among students	4.0476	3.9510	3.9529	3.9042
All entrepreneurship students are committed to entrepreneurial goals	4.0159	3.9860	3.9005	4.0599

Source: Field Survey Result (2016)

Table 4.2.11 above reveals that when respondents were asked if there is a commonality of purpose among entrepreneurship students, most of the respondents answered favourably to the statement. The analysis in the table shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 3.9683, 4.0490, 3.9424, and 3.8263 respectively. Nevertheless, respondents from FUNAAB agreed more favourably to the statement with a mean score of 4.0490. This suggests that more respondents from FUNAAB opine that students are driven by common entrepreneurial goals and aspirations as a result of their participation in entrepreneurship education. The table indicates that when respondents were asked if there is a total agreement on the focus of entrepreneurship among students, most respondents replied positively to the statement. The analysis shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 4.0476, 3.9510, 3.9529, and 3.9042 respectively. This implies that more respondents from LCU with a mean score of 4.0476 affirm that students have a common perception on the processes and activities

involved in entrepreneurship. The table also reveals that most respondents affirmed that most entrepreneurship students are committed to entrepreneurial goals. The analysis revealed that the mean scores for LCU, FUNAAB, JABU, and FUTA are 4.0159, 3.9860, 3.9005, and 4.0599, respectively. This result suggests that more respondents from FUTA with a mean score of 4.0599 opine that sequel to exposure to entrepreneurship education, students have been able to set entrepreneurial goals that they are set to achieve.

Table 4.2.12: Descriptive Statistics of Items Measuring Individual Knowledge Sharing Based on University

Statement	LCU Mean Score	FUNAAB Mean Score	JABU Mean Score	FUTA Mean Score
There is a great deal of conversation going on among entrepreneurship students on lessons learnt.	4.0000	4.0699	4.0366	3.9880
Entrepreneurship students always analyse institutional endeavors and communicate lessons widely among peers	3.9048	3.9371	3.9215	3.8563
Entrepreneurship students put in efforts in sharing lessons and experiences with peers	3.8413	3.8112	3.0524	3.2275

Source: Field Survey Result (2016)

Table 4.2.12 above reveals that when respondents were asked if there is a great deal of conversation going on among entrepreneurship students on lessons learnt, most of the respondents answered favourably to the statement. The analysis in the table shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and FUTA are 4.0000, 4.0699, 4.0366, and 3.9880 respectively. Nevertheless, respondents from LCU, FUNAAB, and JABU replied more favourably to the statement with a mean score of 4.0000, 4.0699, and 4.0366 respectively. This suggests that more respondents from LCU, FUNAAB, and JABU opine that the entrepreneurship course and classes motivate discussions among students on the information and knowledge acquired. The table indicates that when respondents were asked if entrepreneurship students always analyse institutional endeavours and communicate lessons widely among peers, most respondents replied positively to the statement. The analysis shows that the mean scores of the respondents from LCU, FUNAAB, JABU, and

FUTA are 3.9048, 3.9371, 3.9215, and 3.8563 respectively. This implies that more respondents from FUNAAB with a mean score of 3.9215 affirm that students always appraise entrepreneurial initiatives provided by the university and their perceptions are discussed among peers. The table also reveals that most respondents affirmed that most entrepreneurship students put in efforts in sharing lessons and experiences with peers. The analysis revealed that the mean scores for LCU, FUNAAB, JABU, and FUTA are 3.8413, 3.8112, 3.0524, and 3.2275, respectively. This result suggests that more respondents from LCU and FUNAAB with a mean score of 43.8413 and 3.8112 respectively, opine that after participation in entrepreneurship education classes, students make it a point of duty to discuss their learning experiences with peers.

4.3: Classification of Research Variables by Gender

Entrepreneurship Education

Table 4.3.1 Descriptive Statistics of Items Measuring Entrepreneurship Curriculum Contents Based on Gender

Statement	Male Mean Score	Female Mean Score
Better understanding about business is achieved as a result of taking this course	4.0704	4.0996
The course developed entrepreneurial knowledge and skills	4.1162	4.1388
The course raised interest towards entrepreneurship	4.0599	4.0569

Source: Field Survey Result (2016)

Table 4.3.1 above reveals that when respondents were asked if better understanding about business is achieved as a result of taking the entrepreneurship course, both male and female respondents replied favourably to the statement. The analysis in the table shows that the mean scores of both male and female respondents are 4.0704, and 4.0996 respectively. However, female respondents with a mean score 4.0996, affirmed more favourably to the statement than their male counterparts. This suggests that more female respondents are of the opinion that participation in the entrepreneurship course broadens their understanding of business. The table indicates that when respondents were asked if the course developed entrepreneurial knowledge and skills, both female and male respondents positively responded to the statement. The analysis shows that the mean scores of both male and female respondents are 4.1162 and 4.1388 respectively. This implies that more female respondents

affirm that students' exposure to entrepreneurship education motivates the development of entrepreneurial knowledge and skills. The table also reveals that both male and female respondents affirmed that the course raised interest towards entrepreneurship. The analysis revealed that the mean scores for both male and female respondents are 4.0599 and 4.0569 respectively. However, more male respondents with mean score 4.0599 responded positively. This result suggests that more male respondents opine that participation in entrepreneurship education, stimulate interest and a drive for an entrepreneurial career.

Table 4.3.2: Descriptive Statistics of Items Measuring Entrepreneurship Pedagogy and Teaching Methods Based on Gender

Statement	**Male Mean Score**	**Female Mean Score**
The teaching methods provided a new and different experience	3.9613	4.0036
The course taught to deal with ambiguity in the real world	3.8415	3.8932
The teaching approach provided an opportunity to learn by doing	4.0387	4.1174

Source: Field Survey Result (2016)

Table 4.3.2 above shows that when respondents were asked if the teaching methods provided a new and different experience, both male and female respondents replied favourably to the statement. The analysis in the table reveals that the mean scores of both male and female respondents are 3.9613, and 4.0036 respectively. However, more female respondents with a mean score 4.0036, affirmed favourably to the statement than their male counterparts. This suggests that more female respondents are of the opinion that creative and innovative teaching methods are used during entrepreneurship course teaching and delivery. The table indicates that when respondents were asked if the course taught to deal with ambiguity in the real world, both male and female respondents affirmed the statement. The analysis shows that the mean scores of both male and female respondents are 4.1162 and 4.1388 respectively. This implies that more female respondents affirm that students' exposure to entrepreneurship education motivates the development of entrepreneurial knowledge and skills. The table also reveals that both male and female respondents affirmed that the teaching approach provided an opportunity to learn by doing. The analysis showed that the mean scores for both male and female respondents are 4.0387 and 4.1174 respectively. However, more male respondents responded positively with mean score 4.0387. This result

suggests that more male respondents opine that entrepreneurship teaching involves experiential approaches.

Table 4.3.3: Descriptive Statistics of Items Measuring Educator's Competence Based on Gender

Statement	Male Mean Score	Female Mean Score
The instructors are experienced and competent course Presenters	3.9894	3.9431
The instructors did a good job of making this course relevant to the real world	4.0915	4.1139
The instructors did stimulate interest in entrepreneurship through the course	3.8873	4.2171

Source: Field Survey Result (2016)

Table 4.3.3 above shows that when respondents were asked if instructors are experienced and competent course presenters, both male and female respondents replied favourably to the statement. The analysis in the table shows that the mean scores of both male and female respondents are 3.9894, and 3.9431 respectively. However, male respondents affirmed more favourably to the statement than their female counterparts with a mean score 3.9894. This suggests that more male respondents were of the opinion that entrepreneurship educators possess the necessary experience for imparting entrepreneurial knowledge and skill in students. The table indicates that when respondents were asked if the instructors did a good job of making the course relevant to the real world, both male and female respondents acknowledged the statement. The analysis shows that the mean scores of both male and female respondents are 4.0913 and 4.1139 respectively. This implies that more male respondents opine that entrepreneurship educators are practical oriented in their course delivery. The table also reveals that both male and female respondents affirmed that the instructors did stimulate interest in entrepreneurship through the course. The analysis reveals that the mean scores for both male and female respondents are 3.8873 and 4.2171 respectively. However, more female respondents replied positively with mean score 4.2171. This result suggests that more female respondents were of the opinion that entrepreneurship educators are able to stimulate students' interest and motivate a drive a career in

entrepreneurship. This suggests that more female students are developing interest in entrepreneurship as a career.

Table 4.3.4: Descriptive Statistics of Items Measuring University Support Systems Based on Gender

Statement	Male Mean score	Female Mean Score
The institution promotes technology patenting and commercialization	3.9577	4.0000
The institution foster entrepreneurship through business incubator Initiatives	3.8873	3.9964
Seed funding is an institutional policy for promoting entrepreneurship	3.8662	3.8897

Source: Field Survey Result (2016)

Table 4.3.4 above reveals that when respondents were asked if the institution promotes technology patenting and commercialisation, both male and female respondents replied favourably to the statement. The analysis in the table indicates that the mean scores of both male and female respondents are 3.9577, and 4.0000 respectively. However, female respondents affirmed more favourably to the statement than their male counterparts with a mean score 4.0000. This suggests that more female respondents are of the opinion that the institutions foster entrepreneurial development by encouraging product and technology development and commercialisation. The table shows that when respondents were asked if the institution foster entrepreneurship through business incubator initiatives, both male and female respondents acknowledged the statement. The analysis shows that the mean scores of both male and female respondents are 3.8873 and 3.9964 respectively. This implies that more female respondents were of the opinion that the universities provide opportunities for students to nurture and develop their business ideas. The table also reveals that both male and female respondents affirmed that seed funding is an institutional policy for promoting entrepreneurship. The analysis revealed that the mean scores for both male and female respondents are 3.8662 and 3.8897 respectively. However, more female respondents responded positively with mean score 3.8897. This result suggests that more female respondents opine that the universities provide funding for student start ups.

Entrepreneurial Implementation Intention:

Table 4.3.5: Descriptive Statistics of Items Measuring Business Idea generation Based on Gender

Statement	Male Mean Score	Female Mean Score
Entrepreneurship students have found solutions to existing problems in business	3.7923	3.0875
Entrepreneurship students have developed ideas to improve existing products	3.7394	3.9929
Entrepreneurship students have developed new product ideas	3.9613	4.0925

Source: Field Survey Result (2016)

Table 4.3.5 above reveals that when respondents were asked if entrepreneurship students have found solutions to existing problems in business, both male and female respondents replied favourably to the statement. The analysis in the table shows that the mean scores of both male and female respondents are 3.7923, and 3.0875 respectively. Nevertheless, male respondents affirmed more favourably to the statement than their female counterparts with mean score 3.7923. This suggests that more male respondents were of the opinion that students have developed business ideas in various fields. The table shows that when respondents were asked if entrepreneurship students have developed ideas on how to improve existing products, both male and female respondents acknowledged the statement. The analysis shows that the mean scores of both male and female respondents are 3.7394 and 3.9929 respectively. This implies that more female respondents were of the opinion that students have developed various creative and innovative ideas on how to make existing products better based on the information and knowledge acquired from the entrepreneurship course. The table also indicates that both male and female respondents affirmed that entrepreneurship students have developed new product ideas. The analysis revealed that the mean scores for both male and female respondents are 3.9613 and 4.0925 respectively. However, more female respondents responded positively with mean score 4.0925. This result suggests that more female respondents opine that the entrepreneurship course has stimulated the development of new product ideas by students.

Table 4.3.6: Descriptive Statistics of Items Measuring Identification of Business Opportunities Based on Gender

Statement	Male Mean Score	Female Mean Score
Entrepreneurship students have identified the needs of a category of consumers	4.0246	4.1423
Students have discovered their skills and talents and the relevant business opportunities	4.0106	4.1993
Entrepreneurship students have identified several legal Businesses	4.0458	4.1459

Source: Field Survey Result (2016)

Table 4.3.6 above reveals that when respondents were asked if entrepreneurship students have found identified the needs of a category of consumers, both male and female respondents replied favourably to the statement. The analysis in the table shows that the mean scores of both male and female respondents are 4.0246 and 4.1423 respectively. This shows that female respondents with a mean score 4.1423, affirmed more favourably to the statement than their male counterparts. This suggests that more female respondents were of the opinion that students have discovered market gaps in specific business areas as a result of their exposure to the entrepreneurship course. The table indicates that when respondents were asked if students have discovered their skills and talents and the relevant business opportunities, both male and female respondents acknowledged the statement. The analysis shows that the mean scores of both male and female respondents are 4.0106 and 4.1993 respectively. This implies that more female respondents with mean score 4.1993 were of the opinion that exposure to entrepreneurship education has enhanced students to discover their innate abilities and the business opportunities that correspond with their abilities. The table also reveals that both male and female respondents affirmed that entrepreneurship students have identified several legal businesses. The analysis revealed that the mean scores for both male and female respondents are 4.0458 and 4.1459 respectively. However, more female respondents replied positively with mean score 4.1459. This result suggests that more female respondents opine that students have identified many legitimate businesses as a result of their participation in entrepreneurship education.

Table 4.3.7: Descriptive Statistics of Items Measuring Business Plan Writing Based on Gender

Statement	Male Mean Score	Female Mean Score
Entrepreneurship students have written business plans for their intended businesses	3.9789	3.9680
Entrepreneurship students' business ideas have been translated into feasible business plans	3.8908	4.1393
Entrepreneurship students participate in business plan Competitions	3.9718	3.8897

Source: Field Survey Result (2016)

Table 4.3.7 above shows that when respondents were asked if entrepreneurship students have written business plans for their intended businesses, both male and female respondents replied favourably to the statement. The analysis in the table reveals that the mean scores of both male and female respondents are 3.9789 and 3.9680 respectively. This shows that male respondents with a mean score 3.9789, affirmed more favourably to the statement than their female counterparts This suggests that more male respondents are of the opinion that participation in entrepreneurship education has motivated students to write business plans as expression of their entrepreneurial goals. The table indicates that when respondents were asked if entrepreneurship students' business ideas have been translated into feasible business plans, both male and female respondents acknowledged the statement. The analysis shows that the mean scores for both male and female respondents are 3.8908 and 4.1393 respectively. This implies that more female respondents were of the opinion that exposure to entrepreneurship education has enhanced students to write feasible and viable business plans that can chart the course of their entrepreneurial pursuits. The table also reveals that both male and female respondents affirmed that entrepreneurship students participate in business plan competitions. The analysis revealed that the mean scores for both male and female respondents are 3.9718 and 3.8897 respectively. However, more male respondents acknowledged the statement with mean score 3.9718. This result suggests that more male respondents opine that students engage in business plan competitions as a result of the motivation and drive provided by the entrepreneurship course.

Table 4.3.8: Descriptive Statistics of Items Measuring Innovation and Business Start up Based on Gender

Statement	Male Mean score	Female Mean Score
Entrepreneurship students have developed new products	3.9296	3.9858
Entrepreneurship students have developed new Technologies	3.8697	3.8321
Entrepreneurship students have developed new business Processes	3.9472	4.0427

Source: Field Survey Result (2016)

Table 4.3.8 above reveals that when respondents were asked if entrepreneurship students have developed new products, both male and female respondents replied favourably to the statement. The analysis in the table shows that the mean scores of both male and female respondents are 3.9296 and 3.9858 respectively. This shows that more male respondents with a mean score 3.9296, affirmed the statement than their female counterparts. This suggests that more male respondents are of the opinion that participation in entrepreneurship education has motivated students to develop new products as evidence of their entrepreneurial intentions. The table indicates that when respondents were asked if entrepreneurship students' have developed new technologies, both male and female respondents acknowledged the statement. The analysis shows that the mean scores of both male and female respondents are 3.8697 and 3.8321 respectively. This implies that more male respondents were of the opinion that exposure to entrepreneurship education has enhanced students to develop new technologies as proof of their considerations for an entrepreneurial career. The table also reveals that both male and female respondents affirmed that entrepreneurship students have developed new business processes. The analysis revealed that the mean scores for both male and female respondents are 3.9472 and 4.0427 respectively. However, more female respondents acknowledged the statement with mean score 4.0427. This result suggests that more female respondents were of the opined that exposure to entrepreneurship education has motivated the development of new business processes by students.

Learning Orientation

Table 4.3.9: Descriptive Statistics of Items Measuring Commitment to Learning Based on Gender

Statement	Male Mean Score	Female Mean Score
Entrepreneurship students basically agree that an individual's ability to learn is key to entrepreneurial success	4.0704	4.1179
The basic values of entrepreneurship students include learning as key to improvement	4.0707	4.1779
The general perception is that learning for entrepreneurship studentsis an investment not an expense	4.0035	4.2028

Source: Field Survey Result (2016)

Table 4.3.9 above reveals that when respondents were asked if entrepreneurship students basically agree that an individual's ability to learn is key to entrepreneurial success, both male and female respondents replied favourably to the statement. The analysis in the table indicates that the mean scores of both male and female respondents are 4.0704 and 4.1179 respectively. This shows that more female respondents with mean score 4.1179, affirmed the statement than their male counterparts. This suggests that more female respondents were of the opinion that entrepreneurial related learning is an important factor for entrepreneurial success. The table shows that when respondents were asked if the basic values of entrepreneurship students' include learning as key to improvement, both male and female respondents acknowledged the statement. The analysis shows that the mean scores for both male and female respondents are 4.0035 and 4.2028 respectively. This implies that more female respondents with mean score 4.2028 were of the opinion that exposure to entrepreneurship education is considered a major factor for entrepreneurial development. The table also reveals that both male and female respondents affirmed that the general perception is that learning for entrepreneurship students is an investment not an expense. The analysis revealed that the mean scores for both male and female respondents are 4.0035 and 4.2028 respectively. However, more female respondents acknowledged the statement with mean score 4.2028. This result suggests that more female respondents were of the opined that exposure to entrepreneurship education is a viable career investment.

Table 4.3.10: Descriptive Statistics of Items Measuring Critical thinking Based on Gender

Statement	Male Mean Score	Female Mean Score
Entrepreneurship students are not afraid to reflect critically on the shared assumptions on business and customers	3.9225	4.0142
Entrepreneurship students realise that the way the market place is perceived must continually be questioned	3.8451	3.9929
Entrepreneurship students rarely collectively question individual bias about what is learnt about business and customers	3.8662	3.9181

Source: Field Survey Result (2016)

Table 4.3.10 above shows that when respondents were asked if entrepreneurship students are not afraid to reflect critically on the shared assumptions on business and customers, both male and female respondents replied favourably to the statement. The analysis in the table reveals that the mean scores of both male and female respondents are 3.9225 and 4.0142 respectively. This shows that more female respondents with mean score 4.0142, agreed with the statement compared to their male counterparts. This suggests that more female respondents were of the opinion that entrepreneurship students critically appraise the knowledge and information acquired during entrepreneurship education lectures. The table indicates that when respondents were asked if entrepreneurship students' realise that the way the market place is perceived must continually be questioned, both male and female respondents acknowledged the statement. The analysis shows that the mean scores for both male and female respondents are 3.8451 and 3.9929 respectively. This implies that more female respondents with mean score 3.9929 were of the opinion that exposure to entrepreneurship education enhances students to critically appraise existing trends in the market. The table also reveals that both male and female respondents affirmed that the entrepreneurship students collectively question individual bias about what is learnt about business and customers. The analysis revealed that the mean scores for both male and female respondents are 3.8662 and 3.9181 respectively. However, more female respondents acknowledged the statement with mean score 3.9181. This result suggests that more female respondents opined that exposure to entrepreneurship education motivates students to critically examine their perceptions and understanding of business.

Table 4.3.11: Descriptive Statistics of Items Measuring Shared Vision and Interest Based on Gender

Statement	Male Mean Score	Female Mean Score
There is a commonality of purpose among entrepreneurship Students	3.9261	3.9537
There is a total agreement on the focus of entrepreneurship among entrepreneurship students	3.9683	3.9288
All entrepreneurship students are committed to entrepreneurial goals	4.0000	3.9680

Source: Field Survey Result (2016)

Table 4.3.11 above reveals that when respondents were asked whether there is a commonality of purpose among entrepreneurship students, both male and female respondents replied favourably to the statement. The analysis in the table shows that the mean scores for both male and female respondents are 3.9261 and 3.9537 respectively. This shows that more female respondents with mean score 4.0142, affirmed the statement compared to their male counterparts. This suggests that more female respondents are of the opinion that participation in entrepreneurship education has enhanced students to develop a collective focus for entrepreneurial goals and aspirations. The table indicates that when respondents were asked if there is a total agreement on the focus of entrepreneurship among students, both male and female respondents affirmed the statement. The analysis shows that the mean scores for both male and female respondents are 3.9683 and 3.9288 respectively. This implies that more male respondents with mean score 3.9683, were of the opinion that participation in entrepreneurship education has motivated a collective understanding of the process of entrepreneurship. The table also reveals that both male and female respondents affirmed that entrepreneurship students are committed to entrepreneurial goals. The analysis reveals that the mean scores for both male and female respondents are 4.0000 and 3.9680 respectively. However, more male respondents acknowledged the statement with mean score 4.0000. This result suggests that more male respondents were of the opinion that exposure to entrepreneurship education motivates students to be focused on the achievement of entrepreneurial goals and aspirations.

Table 4.3.12: Descriptive Statistics of Items Measuring Knowledge Sharing Based on Gender

Statement	Male Mean Score	Female Mean Score
There is a great deal of conversation going on among entrepreneurship students on lessons learnt.	4.0211	4.0320
Entrepreneurship students always analyse institutional endeavors andcommunicate lessons widely among peers	3.8979	3.9146
Entrepreneurship students put in little efforts in sharing lessons and experiences with peers	3.2852	3.4875

Source: Field Survey Result (2016)

Table 4.3.12 above shows that when respondents were asked if there is a great deal of conversation going on among entrepreneurship students on lessons learnt, both male and female respondents replied favourably to the statement. The analysis in the table reveals that the mean scores for both male and female respondents are 4.0211 and 4.0320 respectively. This shows that more female respondents with mean score 4.0320, affirmed the statement compared to their male counterparts. This suggests that more female respondents were of the opinion that participation in entrepreneurship education motivates discussions among students on the knowledge and information acquired. The table indicates that when respondents were asked if entrepreneurship students always analyse institutional endeavours and communicate lessons widely among peers, both male and female respondents affirmed the statement. The analysis shows that the mean scores for both male and female respondents are 3.8979 and 3.9146 respectively. This implies that more female respondents with mean score 3.9146 were of the opinion that students discuss their perceptions on the various entrepreneurial activities taking place in the universities. The table also reveals that both male and female respondents affirmed that entrepreneurship students' put in efforts in sharing lessons and experiences with peers. The analysis reveals that the mean scores for both male and female respondents are 3.2852 and 3.4875 respectively. However, more female respondents acknowledged the statement with mean score 3.4875. This result suggests that more female respondents opined that exposure to entrepreneurship education motivates students to create discussion forums, where various perceptions and ideas are shared, based on the knowledge and information acquired during entrepreneurship lectures.

4.4: Classification of Research Variables by Age Group
Entrepreneurship Education:

Table 4.4.1: Descriptive Statistics of Items Measuring Entrepreneurship Curriculum Contents Based on Age Group

Statement	15-19 years Mean Score	20 – 24 years Mean Score	Above 25 years Mean score
Better understanding about business is achieved as a result of taking this course	3.9962	4.1778	4.0303
The course developed entrepreneurial knowledge and skills	4.0496	4.2000	4.1515
The course raised interest towards Entrepreneurship	3.9847	4.1333	4.0303

Source: Field Survey Result (2016)

Table 4.4.1 above shows that when respondents were asked if better understanding about business is achieved as a result of taking this course, respondents from all age groups replied favourably to the statement. The analysis in the table reveals that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years' age groups are 3.9962, 4.1778 and 4.0303 respectively. This shows that more respondents within age group 20 to 24 years with mean score 4.1778, affirmed the statement compared to respondents from other age groups. This suggests that more respondents from age group 20 to 24 years were of the opinion that participation in entrepreneurship education broadens students' knowledge on issues related to business. The table indicates that when respondents were asked if the course developed entrepreneurial knowledge and skills, most respondents from all age groups affirmed the statement. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years age groups are 4.0496, 4.2000 and 4.1515 respectively. This implies that more respondents within age group 20 to 24 years with mean score 4.2000, were of the opinion that participation in entrepreneurship education enhances entrepreneurial skill acquisition. The table also reveals that respondents from all age groups affirmed that the course raised interest towards entrepreneurship. The analysis reveals that the mean scores for the respondents from age groups 15 to 19 years, 20 to 24 years, and above 25 years are 3.9847, 4.1333 and 4.0303 respectively However, more respondents from 20 to 24 years' age group acknowledged the statement with mean score 4.1333.

This result suggests that more respondents from age group 20 to 24 years, were of the opinion that exposure to entrepreneurship education stimulates students' interest for pursuing an entrepreneurial career.

Table 4.4.2: Descriptive Statistics of Items Measuring Entrepreneurship Pedagogy and Teaching Methods Based on Age Group

Statement	**15-19 years** **Mean Score**	**20–24 years** **Mean Score**	**Above 25 years** **Mean score**
The teaching methods provided a new and different experience	3.9160	4.0444	4.0000
The course taught to deal with ambiguity in the real world	3.8206	3.9185	3.8182
The method of teaching provided an opportunity to learn by doing	4.0153	4.1333	4.1212

Source: Field Survey Result (2016)

Table 4.4.2 above shows that when respondents were asked if teaching methods provided a new and different experience, respondents from all age groups replied favourably to the statement. The analysis in the table reveals that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years' age groups are 3.9160, 4.0444 and 4.0000 respectively. However, respondents within age groups 20 to 24 years and above 25 years affirmed more favourably to the statement with mean scores 4.0444 and 4.0000 respectively. This suggests that more respondents from age groups 20 to 24 years and above 25 years were of the opinion that creative and innovative teaching methods are used during the entrepreneurship course teaching and delivery. The table indicates that when respondents were asked if the couse taught to deal with ambiguity in the real world, respondents from all age groups affirmed the statement. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 3.8206, 3.9185 and 3.8182 respectively. This implies that more respondents within age groups 20 to 24 years with mean score 3.9185, affirm that students' exposure to entrepreneurship education, builds capacity to deal with the challenges associated with an entrepreneurial career. The table also reveals that respondents from all age groups affirm that the teaching approach provided an opportunity to learn by doing. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 4.0153, 4.1333 and 4.1212 respectively. However, more respondents within

age group 20 to 24 years with mean score 4.1333, affirmed the statement. This result suggests that more respondents within age group 20 to 24 years opined that entrepreneurship teaching in the institutions involve experiential approaches.

Table 4.4.3: Descriptive Statistics of Items Measuring Educator's Competence Based on Age Group

Statement	15-19 years Mean Score	20–24 years Mean Score	Above 25 years Mean score
The instructors are experienced and competent course presenters	3.8969	4.0519	3.8182
The instructors did a good job of making this course relevant to the real world	4.0573	4.1519	4.0606
The instructors did stimulate interest in entrepreneurship through the course	4.0916	4.0259	3.9394

Source: Field Survey Result (2016)

Table 4.4.3 above shows that when respondents were asked if the instructors are experienced and competent course presenters, most respondents from all age groups replied favourably to the statement. The analysis in the table reveals that the mean scores for 15 years to 19 years, 20 to 24 years, and above 25 years' age groups are 3.8969, 4.0519 and 3.8182 respectively. However, respondents within age group 20 to 24 years affirmed more favourably to the statement, with mean score 4.0519. This suggests that more respondents within age group 20 to 24 years were of the opinion that entrepreneurship educators possess the experience and knowledge required to inculcate entrepreneurial skills in students. The table indicates that when respondents were asked if the instructors did a good job of making this course relevant to the real world, most respondents from all age groups affirmed the statement. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 4.0573, 4.1519 and 4.0606 respectively. This implies that more respondents from age group 20 to 24 years with mean score 4.1519 affirm that entrepreneurship educators are practical oriented in the delivery of entrepreneurship lectures. The table also reveals that respondents from all age groups affirm that the instructors did stimulate interest in entrepreneurship through the course. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 4.0916, 4.0259 and 3.9394 respectively. However, more respondents from age groups 15 to 19 years and 20 to 24 years with mean scores 4.0916 and 4.0259 affirmed the statement. This result suggests that more

respondents from age groups 15 to 19 years and 20 to 24 years opined that entrepreneurship educators are able to stimulate the interest of students in entrepreneurship by the way they teach the course.

Table 4.4.4: Descriptive Statistics of Items Measuring University Support Systems Based on Age Group

Statement	15-19 years Mean Score	20–24 years Mean Score	Above 25 years Mean score
The institution promotes technology patenting and commercialization	3.9504	3.8370	5.3636
The institution foster entrepreneurship through business incubator initiatives	3.8969	3.9704	4.0606
Seed funding is an institutional policy for promoting entrepreneurship	3.8321	3.9259	3.8485

Source: Field Survey Result (2016)

Table 4.4.4 above shows that when respondents were asked if the institution promotes technology patenting and commercialisation, most respondents from all age groups replied favourably to the statement. The analysis in the table reveals that the mean scores for 15 years to 19 years, 20 to 24 years, and above 25 years' age groups are 3.9504, 3.8370 and 5.3636 respectively. However, respondents from age group above 25 years affirmed more favourably to the statement with mean score 5.3636. This suggests that more respondents from age group above 25 years were of the opinion that the universities encourage technology development, patenting and commercialisation among students. The table indicates that when respondents were asked if the institution foster entrepreneurship through business incubator initiatives, most respondents from all age groups affirmed the statement. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 3.8969, 3.9704 and 4.0606 respectively. This implies that more respondents within age group above 25 years, with mean score 4.0606 acknowledge that the institutions have support systems in place that nuture students' business ideas. The table also reveals that most respondents from all age groups affirm that seed funding is an institutional policy for promoting entrepreneurship. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 3.8321, 3.9259 and 3.8485 respectively. However, more respondents from age group 20 to 24 years with mean score 3.9259 affirmed the statement.

This result suggests that more respondents from age group 20 to 24 years were of the opinion that the institutions provide funds for student business startups and other entrepreneurial initiatives.

Entrepreneurial Implementation Intention:

Table 4.4.5: Descriptive Statistics of Items Measuring Business Idea Generation Based on Age Group

Statement	15-19 years Mean Score	20–24 years Mean Score	Above 25 years Mean score
Entrepreneurship students have found solutions to existing problems in business	3.7863	3.8926	3.6364
Entrepreneurship students have improved an existing product	3.7863	3.9556	3.7576
Entrepreneurship students have developed new products	3.9466	4.0358	3.9394

Source: Field Survey Result (2016)

Table 4.4.5 above shows that when respondents were asked if entrepreneurship students have found solutions to existing problems in business, most respondents from all age groups replied favourably to the statement. The analysis in the table reveals that the mean scores for 15 years to 19 years, 20 to 24 years, and above 25 years' age groups are 3.7863, 3.9556 and 3.7576 respectively. However, respondents from age group 20 to 24 years affirmed more favourably to the statement with mean score 3.9556. This suggests that more respondents within age group 20 to 24 years were of the opinion that participation in entrepreneurship education has enhanced students to develop creative business ideas. The table indicates that when respondents were asked if entrepreneurship students have developed ideas to improve existing products, most respondents from all age groups affirmed the statement. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 3.7863, 3.9556 and 3.7576 respectively. This implies that more respondents within age group 20 to 24 years with mean score 3.9556 acknowledge that entrepreneurship students have developed new ideas on how existing products can be introduced into the market. The table also reveals that most respondents from all age groups affirm that entrepreneurship students have developed new product ideas. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 3.9466, 4.0358, and 3.9394 respectively. However, more respondents from age group 20 to 24 years with mean score 4.0358 affirmed the statement. This result suggests that more respondents from age group 20

to 24 years opined that participation in entrepreneurship education has enhanced students to develop new product ideas that can be introduced into the market.

Table 4.4.6: Descriptive Statistics of Items Measuring Identification of Business Opportunities Based on Age Group

Statement	15-19 years Mean Score	20 – 24 years Mean Score	Above 25 years Mean score
Entrepreneurship students have identified the needs of a category of consumers	4.0191	4.1481	4.0606
Students have discovered their skills and talents and the relevant business opportunities	4.0496	4.1407	4.2424
Entrepreneurship students have identified several legal businesses	4.0191	4.1593	4.1818

Source: Field Survey Result (2016)

Table 4.4.6 above reveals that when respondents were asked if entrepreneurship students have identified the needs of a category of consumers, most respondents from all age groups replied favourably to the statement. The analysis in the table shows that the mean scores for 15 years to 19 years, 20 to 24 years, and above 25 years' age groups are 4.0191, 4.1481, and 4.0606 respectively. However, respondents from age group 20 to 24 years affirmed more favourably to the statement with mean score 4.1481. This suggests that more respondents from age group 20 to 24 years were of the opinion that participation in entrepreneurship education has enhanced students to discover market gaps in certain areas of business. The table indicates that when respondents were asked if students have discovered their skills and talents and the relevant business opportunities, most respondents from all age groups affirmed the statement. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 4.0496, 4.1407 and 4.2424 respectively. This implies that more respondents from age group above 25 years with mean score 4.2424, acknowledge that exposure to entrepreneurship education has enhanced students to discover business opportunities that are relevant to their innate abilities. The table also reveals that most respondents from all age groups affirm that entrepreneurship students have identified several legal businesses. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 4.0191, 4.1593, and 4.1818 respectively. On the other hand, more respondents from age group above 25 years with mean score 4.1818

affirmed the statement. This result suggests that more respondents within age group above 25 years were of the opinion that participation in entrepreneurship education has enhanced students to discover legitimate and viable business ventures.

Table 4.4.7: Descriptive Statistics of Items Measuring Business plan Writing Based on Age Group

Statement	15-19 years Mean Score	20–24 years Mean Score	Above 25 years Mean score
Entrepreneurship students have written business plans for their intended businesses	3.9160	4.0333	3.9394
Entrepreneurship students' business ideas have translated into feasible business plans	3.8812	4.1481	3.9697
Entrepreneurship students participate in business plan competitions	3.8855	3.9630	4.0303

Source: Field Survey Result (2016)

Table 4.4.7 above shows that when respondents were asked if entrepreneurship students have written business plans for their intended businesses, most respondents from all age groups replied favourably to the statement. The analysis in the table reveals that the mean scores for 15 years to 19 years, 20 to 24 years, and above 25 years' age groups are 3.9160, 4.0333, and 3.9394, respectively. However, respondents within age group 20 to 24 years affirmed more favourably to the statement with mean score 4.0333. This suggests that more respondents from age group 20 to 24 years were of the opinion that participation in entrepreneurship education has motivated students to write viable business plans, which shows evidence of their intentions to become entrepreneurs. The table indicates that when respondents were asked if entrepreneurship students' business ideas have translated into feasible business plans, most respondents from all age groups affirmed the statement. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 3.8812, 4.1481 and 3.9697, respectively. This implies that more respondents within age group 20 to 24 years with mean score 4.1481 acknowledge that exposure to entrepreneurship education has motivated students to write viable business plans that can chart the course of their intended business and entrepreneurial projections. The table also reveals that most respondents from all age groups affirm that entrepreneurship students participate in business plan competitions. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 3.8855, 3.9630, and 4.0303 respectively. On the other hand, more respondents within age group above 25 years with mean score 4.0303 affirmed

the statement. This result suggests that more respondents within age group above 25 years opined that participation in entrepreneurship education has motivated students to develop a commitment and drive for entrepreneurship by engaging in business plan competitions

Table 4.4.8: Descriptive Statistics of Items Measuring Innovation and Business Startup Based on Age Group

Statement	15-19 years Mean Score	20–24 years Mean Score	Above 25 years Mean score
Entrepreneurship students have developed new products	3.9733	3.9481	3.9091
Entrepreneurship students have developed new technologies	3.7557	3.9368	3.9091
Entrepreneurship students have developed new business processes	3.9885	4.0481	3.6061

Source: Field Survey Result (2016)

Table 4.4.8 above shows that when respondents were asked if entrepreneurship students have developed new products, most respondents from all age groups replied favourably to the statement. The analysis in the table reveals that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years age groups are 3.9733, 3.9481, and 3.9091, respectively. However, respondents within age group 15 to 19 years affirmed more favourably to the statement with mean score 3.9733. This suggests that more respondents within age group 15 to 19 years were of the opinion that participation in entrepreneurship education has motivated students to develop new products, which depicts their intentions for an entrepreneurial career. The table indicates that when respondents were asked if entrepreneurship students' have developed new technologies, most respondents from all age groups affirmed the statement. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 3.7557, 3.9368 and 3.9091, respectively. This implies that more respondents within age group 20 to 24 years with mean score 3.9368 acknowledge that exposure to entrepreneurship education, has enhanced students to develop new technologies, which is an indication of their intentions for entrepreneurship. The table also reveals that most respondents from all age groups affirm that entrepreneurship students have developed new business processes. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 3.9885, 4.0481, and 3.6061 respectively. On the other hand, more respondents within age group 20 to 24 years with mean score 4.0481 affirmed the statement. This result

suggests that more respondents within age group 20 to 24 years opined that participation in entrepreneurship education has motivated students to develop new business processes, which represents an expression of their intentions for an entrepreneurial career

Learning Orientation:

Table 4.4.9: Descriptive Statistics of Items Measuring Commitment to Learning Based on Age Group

Statement	15-19 years Mean Score	20–24 years Mean Score	Above 25 years Mean score
Entrepreneurship students basically agree that an individual's ability to learn is key to entrepreneurial success	4.0651	4.1074	4.2121
The basic values of entrepreneurship students include learning as key to improvement	4.1412	4.1375	3.8788
The general perception is that learning for entrepreneurship students is an investment not an expense	4.0687	4.1407	4.0606

Source: Field Survey Result (2016)

Table 4.4.9 above shows that when respondents were asked if entrepreneurship students basically agree that an individual's ability to learn is key to entrepreneurial success, most respondents from all age groups replied favourably to the statement. The analysis in the table reveals that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years age groups are 4.0651, 4.1074, and 4.2121, respectively. However, respondents within age group above 25 years affirmed more favourably to the statement with mean score 4.2121. This suggests that more respondents within age group above 25 years were of the opinion that entrepreneurial related learning is an important factor to become successful as an entrepreneur. The table indicates that when respondents were asked if the basic values of entrepreneurship students include learning as key to improvement, most respondents from all age groups affirmed the statement. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 4.1412, 4.1375 and 3.8788, respectively. This implies that more respondents within age group 15 to 19 years with mean score 4.1412 acknowledge that entrepreneurial related learning promote entrepreneurial development. The table also reveals that most respondents from all age groups affirm that the

general perception is that learning for entrepreneurship students, is an investment not an expense. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 4.0687, 4.1407, and 4.0606 respectively. On the other hand, more respondents within age group 20 to 24 years with mean score 4.1407 affirmed the statement. This result suggests that more respondents within age group 20 to 24 years consider the knowledge acquired during entrepreneurship lectures as an investment towards a successful entrepreneurial career.

Table 4.4.10: Descriptive Statistics of Items Measuring Critical thinking Based on Age Group

Statement	**15-19 years** **Mean Score**	**20–24 years** **Mean Score**	**Above 25 years** **Mean score**
Entrepreneurship students are not afraid to reflect critically on the shared assumptions on business and customers	3.9504	3.9926	3.9091
Entrepreneurship students realise that The way the market place is perceived must continually be questioned	3.9084	3.9296	3.9091
Entrepreneurship students collectively question individual bias about what is learnt about business and customers	3.8206	3.9704	3.8182

Source: Field Survey Result (2016)

Table 4.4.10 above shows that when respondents were asked if entrepreneurship students are not afraid to reflect critically on the shared assumptions on business and customers, most respondents from all age groups replied favourably to the statement. The analysis in the table reveals that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years' age groups are 3.9504, 3.9926, and 3.9091, respectively. However, respondents within age group 20 to 24 years affirmed more favourably to the statement with mean score 3.9926. This suggests that more respondents within age group 20 to 24 years were of the opinion that participation in entrepreneurship education motivate students to critically appraise the lessons learnt in entrepreneurial classes. The table indicates that when respondents were asked if entrepreneurship students realise that the way the market place is perceived must continually be questioned, most respondents from all age groups affirmed the statement. The analysis

shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 3.9084, 3.9296 and 3.9091, respectively. This implies that more respondents within age group 20 to 24 years with mean score 3.9296 acknowledge that exposure to entrepreneurship education enhances students to consider the market and better ways to satisfy customers in the market. The table also reveals that most respondents from all age groups affirm that entrepreneurship students collectively question individual bias about what is learnt about business and customers. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 3.8206, 3.9704, and 3.8182 respectively. On the other hand, more respondents within age group 20 to 24 years with mean score 3.9704 affirmed the statement. This result suggests that more respondents within age group 20 to 24 years opined that participation in entrepreneurship education challenge students' perceptions and stimulate discussions on business ideas among students.

Table 4.4.11: Descriptive Statistics of Items Measuring Shared Vision and Interest Based on Age Group

Statement	**15-19 years Mean Score**	**20–24 years Mean Score**	**Above 25 years Mean score**
There is a commonality of purpose among entrepreneurship students	3.8931	3.9667	4.0909
There is a total agreement on the focus of entrepreneurship among entrepreneurship students	3.9046	4.0148	3.7576
All entrepreneurship students are committed to entrepreneurial goals	4.0191	3.9444	4.0303

Source: Field Survey Result (2016)

Table 4.4.11 above shows that when respondents were asked if there is a commonality of purpose among entrepreneurship students most respondents from all age groups replied favourably to the statement. The analysis in the table reveals that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years age groups are 3.8931, 3.9667, and 4.0909, respectively. However, respondents within age group above 25 years asserted more favourably to the statement with mean score 4.0909. This suggests that more respondents within age group above 25 years were of the opinion that participation in entrepreneurship education motivates students to develop common entrepreneurial goals and aspirations. The table indicates that when respondents were asked if there is a total agreement on the focus of entrepreneurship among entrepreneurship students, most respondents from all age groups

affirmed the statement. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 3.9046, 4.0148 and 3.7576, respectively. This implies that more respondents within age group 20 to 24 years with mean score 4.0148 acknowledge that exposure to entrepreneurship education has created a collective orientation on the process of entrepreneurship. The table also reveals that most respondents from all age groups affirm that all entrepreneurship students are committed to entrepreneurial goals. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 4.0191, 3.9444, and 4.0303 respectively. On the other hand, more respondents within age group above 25 years with mean score 4.0303 affirmed the statement. This result suggests that more respondents within age group above 25 years opined that participation in entrepreneurship education has motivated a collective drive for achievement of students' entrepreneurial goals and aspirations.

Table 4.4.12 Descriptive Statistics of Items Measuring Knowledge Sharing Based on Age Group

Statement	**15-19 years** **Mean Score**	**20–24 years** **Mean Score**	**Above 25 years** **Mean score**
There is a great deal of conversation going on among entrepreneurship students on lessons learnt.	3.9962	4.0667	3.9394
Entrepreneurship students always analyse institutional endeavours and communicate lessons widely among peers	3.9198	3.8852	3.9697
Entrepreneurship students put in efforts in sharing lessons and experiences with peers	3.4618	3.2815	3.6364

Source: Field Survey Result (2016)

Table 4.4.12 above reveals that when respondents were asked if there is a great deal of conversation going on among entrepreneurship students on lessons learnt, majority of the respondents from all age groups replied favourably to the statement. The analysis in the table shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years' age groups are 3.9962, 4.0667, and 3.9394, respectively. However, respondents within age group 20 to 24 years replied more favourably to the statement with mean score 4.0667. This suggests that more respondents within age group 20 to 24 years were of the opinion that participation in entrepreneurship education motivates discussions among students based on the knowledge

acquired during lectures. The table indicates that when respondents were asked if entrepreneurship students always analyse institutional endeavours and communicate lessons widely among peers, most respondents from all age groups affirmed the statement. The analysis shows that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 3.9198, 3.8852 and 3.9697, respectively. This implies that more respondents within age group above 25 years with mean score 3.9697 acknowledge that students develop and discuss perceptions on all institutional initiatives on entrepreneurship education among peers. The table also reveals that most respondents from all age groups affirm that entrepreneurship students put in efforts in sharing lessons and experiences with peers. The analysis show that the mean scores for 15 to 19 years, 20 to 24 years, and above 25 years, age groups are 3.4618, 3.2815, and 3.6364, respectively. On the other hand, more respondents within age group above 25 years with mean score 3.6364, affirmed the statement. This result suggests that more respondents within age group above 25 years opined that participation in entrepreneurship education motivates a drive for engaging in discussions on the knowledge acquired during lectures and other activities.

4.5: Classification of Research Variables by Educational Qualification Entrepreneurship Education:

Table 4.5.1 Descriptive Statistics of Items Measuring Entrepreneurship Curriculum Contents Based on Degree Programme

Statement	B.Sc/B.A Mean Score	B.Tech/Eng Mean Score	B.Ed/Others Mean Score
Better understanding about business is achieved as a result of taking this course	4.0957	4.0462	4.1053
The course developed entrepreneurial knowledge and skills in students	4.1159	4.1154	4.2895
The course raised interest towards Entrepreneurship	4.0403	4.0846	4.1579

Source: Field Survey Result (2016)

Table 4.5.1 above reveals that when respondents were asked if better understanding about business is achieved as a result of taking the course, majority of the respondents from all categories of educational qualification, replied favourably to the statement. The analysis in the table shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.0957, 4.0462, and 4.1053, respectively. However, respondents within BSc/B.A

category replied more favourably to the statement with mean score 4.0957. This suggests that more respondents within BSc/B.A category were of the opinion that participation in entrepreneurship education broadens the understanding of students on business. The table indicates that when respondents were asked if the course developed entrepreneurial knowledge and skills in students, most respondents from all categories of educational qualification affirmed the statement. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.1159, 4.1154, and 4.2895, respectively. This implies that more respondents within B.Ed/Others category with mean score 4.2895 acknowledge that participation in entrepreneurship education inculcates entrepreneurial skills and knowledge in students. The table also reveals that most respondents from all categories of educational qualification affirmed that the course raised interest towards entrepreneurship. The analysis shows that the mean scores for for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.0403, 4.0846, and 4.1579 respectively. On the other hand, more respondents within B.Ed/Others category with mean score 4.1579, affirmed the statement. This result suggests that more respondents within B.Ed/Others category opine that participation in entrepreneurship education stimulates the interest of students towards pursuing a career in entrepreneurship.

Table 4.5.2: Descriptive Statistics of Items Measuring Entrepreneurship Pedagogy and Teaching Methods Based on Degree Programme.

Statement	B.Sc/B.A Mean Score	B.Tech/Eng Mean Score	B.Ed/Others Mean Score
The teaching methods provided a new and different experience	3.9673	3.9769	4.1579
The course taught to deal with ambiguity in the real world	3.8539	3.8923	3.9211
The approach of teaching provided an opportunity to learn by doing	4.0630	4.1077	4.1316

Source: Field Survey Result (2016)

Table 4.5.2 above shows that when respondents were asked if teaching methods provided a new and different experience, majority of the respondents from all categories of educational qualification, replied favourably to the statement. The analysis in the table reveals that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.8539, 3.9769, and 4.1579, respectively. However, respondents within B.Ed/Others category replied more favourably to the statement with mean score 4.1579. This suggests that more respondents

within B.Ed/Others category were of the opinion that the creative and innovative teaching methods have been used in entrepreneurship teaching. The table indicates that when respondents were asked if the course taught to deal with uncertainties in the real world, most respondents from all categories of educational qualification affirmed the statement. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.8539, 3.8923, and 3.9211, respectively.This implies that more respondents within B.Ed/Others category with mean score 3.9211 acknowledge that participation in entrepreneurship education prepare students for the uncertainties and challenges associated with a career in entrepreneurship. The table also reveals that most respondents from all categories of educational qualification affirmed that the approach of teaching provided an opportunity to learn by doing. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.0630, 4.1077, and 4.1316 respectively. However, more respondents within B.Ed/Others category with mean score 4.1316, affirmed the statement. This result suggests that more respondents within B.Ed/Others category opined that participation in entrepreneurship education involves an experiential pedagogical approach.

Table 4.5.3: Descriptive Statistics of Items Measuring Educator's Competence Based on Degree Programme.

Statement	B.Sc/B.A Mean Score	B.Tech/Eng Mean Score	B.Ed/Others Mean Score
The instructors are experienced and competent course presenters	3.9270	4.0769	4.0000
The instructors did a good job of making this course relevant to the real world	4.0831	4.2000	3.9737
The instructors did stimulate interest in entrepreneurship through the Course	4.0504	4.0308	4.1316

Source: Field Survey Result (2016)

Table 4.5.3 above shows that when respondents were asked if instructors are experienced and competent course presenters, majority of the respondents from all categories of educational qualification, responded favourably to the statement. The analysis in the table reveals that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.9270, 4.0769, and 4.0000, respectively. However, respondents within B.Tech/Eng category replied more

favourably to the statement with mean score 4.0769. This suggests that more respondents within B.Tech/Eng category were of the opinion that entrepreneurship educators possess the competence and experience required to impart entrepreneurial attitude and skills in students. The table indicates that when respondents were asked if the instructors did a good job of making the course relevant to the real world, most respondents from all categories of educational qualification affirmed the statement. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.0831, 4.2000, and 3.9737, respectively.This implies that more respondents within B.Tech/Eng, category with mean score 4.2000 acknowledge that entrepreneurship educators are practical oriented in their approach to teaching.

The table also reveals that most respondents from all categories of educational qualification affirmed that the instructors did stimulate interest in entrepreneurship through the course. The analysis shows that the mean scores for for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.0504, 4.0308, and 4.1316 respectively. However, more respondents within B.Ed/Others category with mean score 4.1316, affirmed the statement. This result suggests that more respondents within B.Ed/Others category opined that entrepreneurship educators stimulate students interest in entrepreneurship by the way they teach.

Table 4.5.4: Descriptive Statistics of Items Measuring University Support Systems Based on Degree Programme

Statement	B.Sc/B.A Mean Score	B.Tech/Eng Mean Score	B.Ed/Others Mean Score
The institution promotes technology patenting and commercialization	3.8917	4.1923	4.1579
The institution foster entrepreneurship through business incubator initiatives	3.9395	3.9385	3.9737
Seed funding is an institutional policy for promoting entrepreneurship	3.8363	3.9538	4.0526

Source: Field Survey Result (2016)

Table 4.5.4 above shows that when respondents were asked if the institution promotes technology patenting and commercialization, majority of the respondents from all categories

of educational qualification, responded favourably to the statement. The analysis in the table indicates that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.8917, 4.1923, and 4.1579, respectively. However, respondents within B.Tech/Eng category replied more favourably to the statement with mean score 4.1923. This suggests that more respondents within B.Tech/Eng category were of the opinion that the universities promote students' innovation in technology. The table shows that when respondents were asked if the institution foster entrepreneurship through business incubator initiatives, most respondents from all categories of educational qualification affirmed the statement. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.9395, 3.9385, and 3.9737, respectively. This implies that more respondents within B.Ed/Others, category with mean score 3.9737 acknowledge that the universities promote and nurture students' business ideas. The table also reveals that most respondents from all categories of educational qualification affirmed that seed funding is an institutional policy for promoting entrepreneurship. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.8363, 3.9538, and 4.0526 respectively. However, more respondents within B.Ed/Others category with mean score 4.0526, affirmed the statement. This result suggests that more respondents within B.Ed/Others category opined that the universities provide start up funding for students.

Entrepreneurial Implementation Intention:

Table 4.5.5: Descriptive Statistics of Items Measuring Business Idea Generation Based on Degree Programme

Statement	B.Sc/B.A Mean Score	B.Tech/Eng Mean Score	B.Ed/Others Mean Score
Entrepreneurship students have found solutions to existing problems in business	3.8262	3.9154	3.5526
Entrepreneurship students have developed ideas to improve existing products	3.8640	3.8538	3.9211
Entrepreneurship students have developed new product ideas	4.0655	3.9000	4.0526

Source: Field Survey Result (2016)

Table 4.5.5 above reveals that when respondents were asked if entrepreneurship students have found solutions to existing problems in business, most of the respondents from all

categories of educational qualification, responded affirmatively to the statement. The analysis in the table indicates that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.8262, 3.9154, and 3.5526, respectively. However, respondents within B.Tech/Eng category replied more favourably to the statement with mean score 3.9154. This suggests that more respondents within B.Tech/Eng category were of the opinion that participation in entrepreneurship education has enhanced students to profer creative solutions to existing problems in business. The table indicates that when respondents were asked if entrepreneurship students have developed ideas to improve existing products, majority of the respondents from all categories of educational qualification acknowledged the statement. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.8640, 3.8538, and 3.9211, respectively.This implies that more respondents within B.Ed/Others, category with mean score 3.9211 acknowledge that exposure to entrepreneurship education has enhanced students to generate creative ideas on the quality and usage of existing products. The table also reveals that most respondents from all categories of educational qualification affirmed that entrepreneurship students have developed new product ideas. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.0655, 3.9000, and 4.0526 respectively. However, more respondents within BSc/B.A, category with mean score 4.0526, affirmed the statement. This result suggests that more respondents within BSc/B.A, category opined that exposure to entrepreneurship education has enhanced students to develop new product ideas.

Table 4.5.6: Descriptive Statistics of Items Measuring Business Opportunity Identification Based on Degree Programme

Statement	B.Sc/B.A Mean Score	B.Tech/Eng Mean Score	B.Ed/Others Mean Score
Entrepreneurship students have identified the needs of a category of consumers	4.0605	4.1154	4.2105
Students have discovered their talents and the relevant business opportunities	4.0756	4.1846	4.1316
Entrepreneurship students have identified several legal businesses	4.0882	4.1231	4.0789

Source: Field Survey Result (2016)

Table 4.5.6 above reveals that when respondents were asked if entrepreneurship students have identified the needs of a category of consumers, most of the respondents from all

categories of educational qualification, responded affirmatively to the statement. The analysis in the table shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.0605, 4.1154, and 4.2105, respectively. However, respondents within B.Ed/Others category replied more favourably to the statement with mean score 4.2105. This suggests that more respondents within B.Ed/Others category were of the opinion that participation in entrepreneurship education have enhanced students to identify market gaps in various areas of business. The table indicates that when respondents were asked if students have discovered their talents and the relevant business opportunities, majority of the respondents from all categories of educational qualification acknowledged the statement. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.0756, 4.1846, and 4.1316, respectively. This implies that more respondents within B.Tech/Eng, category with mean score 4.1846 acknowledge that exposure to entrepreneurship education has enhanced students to identify market gaps and various business opportunities. The table also reveals that most respondents from all categories of educational qualification affirmed that entrepreneurship students have identified several legal businesses.The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.0882, 4.1231, and 4.0789 respectively. However, more respondents within B.Tech/Eng, category with mean score 4.1231, affirmed the statement. This result suggests that more respondents within B.Tech/Eng category opined that exposure to entrepreneurship education has enhanced students to identify several legitimate business ventures.

Table 4.5.7: Descriptive Statistics of Items Measuring Business planning Based on Degree Programme

Statement	B.Sc/B.A Mean Score	B.Tech/Eng Mean Score	B.Ed/Others Mean Score
Entrepreneurship students have written business plans for their intended businesses	3.9597	4.0462	3.8684
Entrepreneurship students' business ideas have translated into feasible business plans	4.0202	3.9923	4.0263
Entrepreneurship students participate in business plan competitions	3.9068	3.9769	4.0263

Source: Field Survey Result (2016)

Table 4.5.7 above shows that when respondents were asked if entrepreneurship students have written business plan for their intended businesses, most of the respondents from all

categories of educational qualification, responded affirmatively to the statement. The analysis in the table reveals that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.9597, 4.0462, and 3.8684, respectively. However, respondents within BSc/B.A category replied more favourably to the statement with mean score 4.0462. This suggests that more respondents within BSc/B.A category were of the opinion that participation in entrepreneurship education has motivated students to write business plans as an evidence of their entrepreneurial aspirations. The table shows that when respondents were asked if entrepreneurship students' business ideas have translated into feasible business plans, majority of the respondents from all categories of educational qualification acknowledged the statement. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.0202, 3.9923, and 4.0263, respectively. This implies that more respondents within B.Ed/Others, category with mean score 4.0263 acknowledge that exposure to entrepreneurship education has enhanced students to write viable business plans that can chart the course of their entrepreneurial pursuit. The table also reveals that most respondents from all categories of educational qualification affirmed that entrepreneurship students participate in business plan competitions. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.9068, 3.9769, and 4.0263 respectively. However, more respondents within B.Ed/Others, category with mean score 4.0263, affirmed the statement. This result suggests that more respondents within B.Ed/Others category opined that exposure to entrepreneurship education has motivated students to participate in business plan competitions.

Table 4.5.8: Descriptive Statistics of Items Measuring Innovation and Business Start up Based on Degree Programme

Statement	B.Sc/B.A Mean Score	B.Tech/Eng Mean Score	B.Ed/Others Mean Score
Entrepreneurship students have developed new products	3.9950	3.8077	4.0789
Entrepreneurship students have developed new technologies	3.8665	3.7984	3.8684
Entrepreneurship students have developed new business processes	4.0277	3.8769	4.0526

Source: Field Survey Result (2016)

Table 4.5.8 above shows that when respondents were asked if entrepreneurship students have developed new products, most of the respondents from all categories of educational

qualification, responded affirmatively to the statement. The analysis in the table indicates that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.9950, 3.8070, and 4.0789, respectively. However, respondents within B.Ed/Others category replied more favourably to the statement with mean score 4.0789. This suggests that more respondents within B.Ed/Others category were of the opinion that participation in entrepreneurship education has motivated students to develop new products as proof of their entrepreneurial aspirations. The table indicates that when respondents were asked if entrepreneurship students' have developed new technologies, majority of the respondents from all categories of educational qualification acknowledged the statement. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.8665, 3.7984, and 3.8684, respectively. This implies that more respondents within B.Ed/Others, category with mean score 3.8684 acknowledge that exposure to entrepreneurship education has enhanced students to develop new technologies. The table also reveals that most respondents from all categories of educational qualification affirmed that entrepreneurship students have developed new business processes. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.0277, 3.8769, and 4.0526 respectively. However, more respondents within B.Ed/Others, category with mean score 4.0526, affirmed the statement. This result suggests that more respondents within B.Ed/Others category were of the opinion that exposure to entrepreneurship education have motivated students to develop new business processes.

Learning Orientation:

Table 4.5.9: Descriptive Statistics of Items Measuring Commitment to Learning Based on Degree Programme

Statement	B.Sc/B.A Mean Score	B.Tech/Eng Mean Score	B.Ed/Others Mean Score
Entrepreneurship students basically agree that an individual's ability to learn is important to entrepreneurial success	4.0833	4.1231	4.1053
The basic values of entrepreneurship students include learning as key to improvement	4.1389	4.0462	4.2368
The general perception is that learning For entrepreneurship students is an investment not an expense	4.0856	4.1077	4.2632

Source: Field Survey Result (2016)

Table 4.5.9 above, above shows that when respondents were asked if entrepreneurship students basically agree that an individual's ability to learn is important to entrepreneurial success, most of the respondents from all categories of educational qualification, responded positively to the statement. The analysis in the table reveals that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.0833, 4.1231, and 4.1053, respectively. However, respondents within B.Tech/Eng category replied more favourably to the statement with mean score 4.1231. This suggests that more respondents within B.Tech/Eng category were of the opinion that participation in entrepreneurship education is important to entrepreneurial success. The table shows that when respondents were asked if the basic values of entrepreneurship students' include learning as key for improvement, majority of the respondents from all categories of educational qualification acknowledged the statement. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.1389, 4.0462, and 4.2368, respectively. This implies that more respondents within B.Ed/Others, category with mean score 4.2368 acknowledge that entrepreneurship students consider the knowledge acquired in entrepreneurial classes as important to entrepreneurial skill development.

The table also reveals that most respondents from all categories of educational qualification affirmed that the general perception is that learning is an investment for entrepreneurship students, and not an expense. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/others respondents are 4.0856, 4.1077, and 4.2632 respectively. However, more respondents within B.Ed/Others, category with mean score 4.2632, affirmed the statement. This result suggests that more respondents within B.Ed/Others category were of the opinion that students consider participation in entrepreneurship education as a valuable investment.

Table 4.5.10: Descriptive Statistics of Items Measuring Critical Thinking Based on Degree Programme

Statement	B.Sc/B.A Mean Score	B.Tech/Eng Mean Score	B.Ed/Others Mean Score
Entrepreneurship students are not afraid to reflect critically on the shared assumptions on business and customers	4.0101	3.8308	4.0000
Entrepreneurship students realise that the way the market place is perceived must continually be questioned	3.9320	3.8846	3.8947
Entrepreneurship students rarely collectively question individual bias about what is learnt about business and customers	3.8766	3.9154	3.9737

Source: Field Survey Result (2016)

Table 4.5.10 above, reveals that when respondents were asked if entrepreneurship students are not afraid to reflect critically on shared assumptions on business and customers, most of the respondents from all categories of educational qualification, responded positively to the statement. The analysis in the table shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.0101, 3.8308, and 4.0000, respectively. However, respondents within BSc/B.A category replied more favourably to the statement with mean score 4.1231. This suggests that more respondents within BSc/B.A category were of the opinion that participation in entrepreneurship education stimulates critical appraisals of the lessons learnt in entrepreneurship classes. The table shows that when respondents were asked if entrepreneurship students' realise that the way the market place is perceived must be continually questioned, majority of the respondents from all categories of educational qualification acknowledged the statement. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.9320, 3.8846, and 3.9737, respectively. This implies that more respondents within B.Ed/Others, category with mean score 3.9737 affirmed that entrepreneurship education stimulates a critical orientation in students about how to improve product and market offerings. The table also reveals that most respondents from all categories of educational qualification affirmed that entrepreneurship students collectively question individual bias about what is learnt about business and

customers. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.8766, 3.9154, and 3.9737 respectively. However, more respondents within B.Ed/Others, category with mean score 3.9737, affirmed the statement. This result suggests that more respondents within B.Ed/Others category were of the opinion that participation in entrepreneurship education stimulate critcisms on individual ideas and perceptions the lessons learnt.

Table 4.5.11: Descriptive Statistics of Items Measuring Shared vision and Interest Based on Degree Programme

Statement	B.Sc/B.A Mean Score	B.Tech/Eng Mean Score	B.Ed/Others Mean Score
There is a commonality of purpose among entrepreneurship students	3.9169	3.9385	4.1842
There is a total agreement on the focus of entrepreneurship among entrepreneurship students	3.9043	4.0077	4.2105
All entrepreneurship students are committed to entrepreneurial goals	3.9496	4.0923	3.9737

Source: Field Survey Result (2016)

Table 4.5.11 above, shows that when respondents were asked if there is a commonality of purpose among entrepreneurship students, most of the respondents from all categories of educational qualification, responded favourably to the statement. The analysis in the table reveals that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.9169, 3.9385, and 4.1842, respectively. However, respondents within B.Ed/Others category replied more favourably to the statement with mean score 4.1842. This suggests that more respondents within B.Ed/Others category were of the opinion that participation in entrepreneurship education motivate a common entrepreneurial goal amongst entrepreneurship students. The table shows that when respondents were asked if there is a total agreement on the focus of entrepreneurship among entrepreneurship students, majority of the respondents from all categories of educational qualification acknowledged the statement. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.9043, 4.0077, and 4.2105, respectively. This implies that more respondents within B.Ed/Others, category with mean score 4.2105 affirmed that entrepreneurship education motivates a common perception of the focus of entrepreneurship. The table also reveals that most respondents from all categories of educational qualification

affirmed that entrepreneurship students are committed to entrepreneurial goals. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.9496, 4.0923, and 3.9737 respectively. However, more respondents within B.Tech/Eng category with mean score 4.0923, affirmed the statement. This result suggests that more respondents within B.Tech/Eng category opined that participation in entrepreneurship education motivates a common drive for achievement of entrepreneurial goals and aspirations.

Table 4.5.12: Descriptive Statistics of Items Measuring Knowledge Sharing Based on Degree Programme

Statement	B.Sc/B.A Mean Score	B.Tech/Eng Mean Score	B.Ed/Others Mean Score
There is a great deal of conversation going on among entrepreneurship students on lessons learnt	4.0000	4.0692	4.1579
Entrepreneurship students always analyse institutional endeavors and communicate lessons widely among peers	3.8690	3.9846	4.0263
Entrepreneurship students put in little efforts in sharing lessons and experiences peers	3.4307	3.1923	3.5789

Source: Field Survey Result (2016)

Table 4.5.12 above, reveals that when respondents were asked if there is a great deal of conversation going on among entrepreneurship students on lessons learnt, majority of the respondents from all categories of educational qualification, responded favourably to the statement. The analysis in the table indicates that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 4.0000, 4.0692, and 4.1579, respectively. However, respondents within B.Ed/Others category replied more favourably to the statement with mean score 4.1579. This suggests that more respondents within B.Ed/Others category were of the opinion that participation in entrepreneurship education motivate interactions and discussions among entrepreneurship students, on the knowledge and information acquired. The table indicates that when respondents were asked if entrepreneurship students always analyse institutional endeavours and communicate lessons widely, majority of the respondents from all categories of educational qualification acknowledged the statement. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.8690,

3.9846, and 4.0263, respectively. This implies that more respondents within B.Ed/Others, category with mean score 4.0263 affirmed that entrepreneurship students always share perceptions on entrepreneurial initiatives provided by the institutions with their peers. The table also reveals that most respondents from all categories of educational qualification affirmed that entrepreneurship students put in efforts in sharing lessons and experiences with peers. The analysis shows that the mean scores for BSc/B.A, B.Tech/Eng, and B.Ed/Others respondents are 3.4307, 3.1923, and 3.5789 respectively. However, more respondents within B.Ed/Others category with mean score 3.5789, affirmed the statement. This result suggests that more respondents within B.Ed/Others category were of the opinion that participation in entrepreneurship education motivates a propensity for students to share lessons learnt with peers.

4.6: Hypotheses Testing

4.6.1 Hypothesis One

In order to test the hypothesis which states that entrepreneurship curriculum contents does not significantly impact on students' critical thinking and business idea generation, hierarchical multiple regression analysis was carried out and the results are as presented in Table 4.6.1a below

Hierarchical Multiple Regression

Table 4.6.1a
Model Summary : **Hypothesis One**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.250[a]	.063	.061	.74646	.063	37.587	1	563	.000
2	.378[b]	.143	.140	.71437	.080	52.706	1	562	.000

a. Predictors: (Constant), entrepreneurship curriculum content
b. Predictors: (Constant), entrepreneurship curriculum content, critical thinking
Source: Field Survey Result (2016)

The test was to assess the effects of entrepreneurship curriculum contents on students' critical thinking and business idea generation. In the first step, the effect of entrepreneurship curriculum contents on business idea generation was tested. The R-Square value is the degree of variation of the dependent variable which can be predicted by the independent variable. The analysis revealed that entrepreneurship curriculum contents accounted for 6.3% variance in students' business idea generation (R^2 = .063, F (2, 563) = 37.587, p < .05). In the second step, the mediating role of critical thinking was examined. The analysis showed that critical thinking was able to explain 14.3% variance in students' business idea generation over and beyond the effects of entrepreneurship curriculum contents (R^2 = .0143, F (1, 562) = 52.706, p < 0.05). The significance of the F-change was assessed and it was significant (0.000) as shown in table 4.6 .1b below:

Table 4.6.1b

ANOVA[c] : Entrepreneurship Curriculum Contents, Critical Thinking and Buiness Idea Generation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.943	1	20.943	37.587	.000[a]
	Residual	313.703	563	.557		
	Total	334.646	564			
2	Regression	47.841	2	23.920	46.873	.000[b]
	Residual	286.805	562	.510		
	Total	334.646	564			

a. Predictors: (Constant), entrepreneurship curriculum content

b. Predictors: (Constant), entrepreneurship curriculum content, critical thinking

c. Dependent Variable: ideagen

Source: Field Survey Result (2016)

Table 4.6.1b above shows the results of the two models. The first model showed the effect of entrepreneurship curriculum content on generation of business ideas. The F-value is calculated as the Mean Square Regression (20.943) divided by the Mean Square Residual (0.557), yielding F=37.587. From this results, model 1 in the table is statistically significant (Sig =.000). The second model examined the effect of entrepreneurship curriculum contents and students' critical thinking on business idea generation. The F-value is calculated as the Mean Square Regression (23.920) divided by the Mean Square Residual (0.150), yielding F=46.873 at an acceptable significant level of .000. Since the results of the Anova in table 4.6.1b show a significant level of 0.000, the alternate hypothesis which states that 'entrepreneurship curriculum contents stimulates students' critical thinking and business idea generation' is therefore accepted, while the null hypothesis which states that entrepreneurship curriculum contents does not stimulate students' critical thinking and idea generation is rejected. Table 4.6.1c below shows the contributions of the independent and mediating variables to the variance in the dependent variable and their levels of significance

Table 4.6.1c

Coefficients[a] : Entrepreneurship Curriculum Contents and Critical Thinking

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.731	.194		14.055	.000					
	Entrepreneurship curriculum Contents	.287	.047	.250	6.131	.000	.250	.250	.250	1.000	1.000
2	(Constant)	1.685	.235		7.164	.000					
	Entrepreneurship Curriculum Contents	.233	.045	.203	5.133	.000	.250	.212	.200	.973	1.027
	Critical thinking	.323	.044	.287	7.260	.000	.321	.293	.284	.973	1.027

a. Dependent Variable: **business idea generation**

Source: Field Survey Result (2016)

Based on the results in model 2, the table above revealed the contributions of entrepreneurship curriculum contents and critical thinking on business idea generation of the students and their levels of significance. (Entrepreneurship curriculum contents; β = .233; t=5.133; p<0.05, critical; β = .323; t=7.260; p<0.05).

Decision

The significance levels of the variables are less than 0.05 and the F change (52.706) is high and significant (0.000). Based on the results revealed above it was justified that the alternative hypothesis should be accepted while the null hypothesis should be rejected. It can therefore be concluded that entrepreneurship curriculum contents impacts on students' critical thinking and business idea generation.

4.6.2 Hypothesis Two

In an attempt to test the hypothesis which states that entrepreneurship pedagogy does not significantly affect students' shared-vision and identification of business opportunities, hierarchical multiple regression analysis was also carried out and the results presented in Table 4.6.2a below:

Hierarchical Multiple Regression

Table 4.6.2a

Model Summary: Hypothesis Two

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.421[a]	.177	.176	.58937	.177	121.108	1	563	.000
2	.469[b]	.220	.217	.57442	.043	30.696	1	562	.000

a. Predictors: (Constant), entrepreneurship pedagogy

b. Predictors: (Constant), entrepreneurship pedagogy, shared vision

Source: Field Survey Result (2016)

The test was to examine the effects of entrepreneurship curriculum contents on students' shared vision and identification of business opportunities. In the first step, the effect of entrepreneurship pedagogy on identification of business opportunities was assessed. The R-Square value is the degree of variation of the dependent variable, which can be predicted by the independent variable. Consequently, the analysis revealed that entrepreneurship pedagogy explained 17.7% variance in students' identification of business opportunities (R^2 = .177, F (2, 563) = 121.108, $p < .05$). In the second step, the mediating role of shared vision was examined. The analysis showed that shared vision was able to predict 22% variance in students' identification of business opportunities over and beyond the effects of entrepreneurship pedagogy (R^2 = .220, F (1, 562) = 30.696, $p < .05$). The significance of the F-change was assessed and it was significant (0.000) and yielded the results in the Table 4.6.2b below:

Table 4.6.2b

ANOVA[c] : Entrepreneurship Pedagogy, Shared Vision and Opportunity Identification

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	42.068	1	42.068	121.108	.000[a]
	Residual	195.564	563	.347		
	Total	237.632	564			
2	Regression	52.197	2	26.098	79.096	.000[b]
	Residual	185.436	562	.330		
	Total	237.632	564			

a. Predictors: (Constant), entrepreneurship pedagogy
b. Predictors: (Constant), entrepreneurship pedagogy, shared vision
c. Dependent Variable: identification of business opportunities
Source: Field Survey Result, (2016)

Table 4.6.2b above shows the results of the two models. The first model showed the effect of entrepreneurship pedagogy on identification of business opportunities. The F-value is calculated as the Mean Square Regression (42.068) divided by the Mean Square Residual

(0.347), yielding F=121.108. From this results, model 1 in the table is statistically significant (Sig =.000). The second model examined the effect of entrepreneurship pedagogy and students' shared vision to identify business opportunities. The F-value is calculated as the Mean Square Regression (26.098) divided by the Mean Square Residual (0.330), yielding F=79.096 at an acceptable significant level of .000. Since the results of the Anova in table 4.6.2b show a significant level of 0.000, the alternate hypothesis which states that 'entrepreneurship pedagogy motivates students' shared vision for identification of business opportunities' is therefore accepted, while the null hypothesis which states that entrepreneurship pedagogy does not motivate students' shared vision for identification of business opportunities' is rejected. Table 4.6.2c below shows the contributions of the independent and mediating variables to the variance in the dependent variable and their levels of significance.

Table 4.6.2c

Coefficients[a] : Entrepreneurship Pedagogy and Shared Vsion

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.329	.162		14.346	.000					
	Entrepreneurship Pedagogy	.444	.040	.421	11.005	.000	.421	.421	.421	1.000	1.000
2	(Constant)	1.801	.185		9.756	.000					
	Entrepreneurship Pedagogy	.363	.042	.344	8.651	.000	.421	.343	.322	.878	1.138
	Shared vision	.215	.039	.220	5.540	.000	.340	.228	.206	.878	1.138

a. Dependent Variable: Business opportunity identification

Source: Field Survey Result, (2016)

Based on the results in model 2, the table 4.6.2c above revealed the contributions of entrepreneurship pedagogy and students' shared-vision to identification of business opportunities and their levels of significance. (Entrepreneurship pedagogy; $\beta = .363$; $t=8.651$; $p<0.05$, shared vision; $\beta = .215$; $t=5.540$; $p<0.05$).

Decision

The significance levels of the variables are less than 0.01 and the level of significance of F change is also less than 0.01. Based on the findings above, it is justified that the null hypothesis should be rejected, while the alternate hypothesis should be accepted. It can therefore be concluded that entrepreneurship pedagogy affects students' shared-vision and identification of business opportunities. In other words; students' shared-vision mediates the relationship between entrepreneurship pedagogy and identification of business opportunities.

4.6.3 Hypothesis Three

In an attempt to test the hypothesis which states that teaching methods in entrepreneurship do not significantly stimulate students' interest and business start-ups, hierarchical multiple regression analysis was carried out and the results presented in Table 4.6.3a below:

Hierarchical Multiple Regression

Table 4.6.3a

Model Summary: Hypothesis Three

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.435[a]	.189	.188	.52972	.189	131.580	1	563	.000
2	.623[b]	.388	.385	.46088	.198	181.753	1	562	.000

a. Predictors: (Constant), entrepreneurship teaching methods
b. Predictors: (Constant), entrepreneurship teaching methods, students' interest
Source: Field Survey Result (2016)

The test was to examine the effects of teaching methods in entrepreneurship on students' interest and business startups. In the first step, the effect of teaching methods in entrepreneurship on students' business startups was assessed. The R-Square value is the degree of variation of the dependent variable, which can be predicted by the independent variable. Consequently, the analysis revealed that teaching methods in entrepreneurship explained 18.8% variance in students' business startups (R^2 = .188, F (2, 563) = 131.580, p <

0.05). In the second step, the mediating role of students' interest was examined. The analysis showed that interest was able to predict 38.5% variance in students' business startups over and beyond the effects of teaching methods in entrepreneurship (R^2 = .385, F (1, 562) = 181.753, $p < 0.05$). The significance of the F-change was assessed and it was significant (0.000) and yielded the results in the Table 4.6.3b below:

Table 4.6.3b

ANOVA[c] : Teaching Methods, Students' Interest and Business Start up

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	36.923	1	36.923	131.580	.000[a]
	Residual	157.983	563	.281		
	Total	194.905	564			
2	Regression	75.529	2	37.765	177.789	.000[b]
	Residual	119.376	562	.212		
	Total	194.905	564			

a. Predictors: (Constant), entrepreneurship teaching methods
b. Predictors: (Constant), entrepreneurship teaching methods, students' interest
c. Dependent Variable: business start-ups
Source: Field Survey Result (2016)

Table 4.6.3b above shows the results of the two models. The first model showed the effect of teaching methods in entrepreneurship on students' business start ups. The F-value is calculated as the Mean Square Regression (36.923) divided by the Mean Square Residual (0.281), yielding F=131.580. From this results, model 1 in the table is statistically significant (Sig =.000). The second model examined the effect of teaching methods in entrepreneurship on students' interest and business startups. The F-value is calculated as the Mean Square Regression (37.765) divided by the Mean Square Residual (0.212), yielding F=177.789 at an acceptable significant level of .000. Since the results of the Anova in table 4.6.3b show a significant level of 0.000, the alternate hypothesis which states that 'teaching methods in entrepreneurship stimulates students' interest and business startups' is therefore accepted, while the null hypothesis which states that 'teaching methods in entrepreneurship does not stimulate students' interest and business startups' is rejected.

Table 4.6.3c below shows the contributions of the independent and mediating variables to the variance in the dependent variable and their levels of significance.

Table 4.6.3c

Coefficients[a] : Teaching Methods and Students' Interest

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	2.323	.146		15.920	.000					
Teaching methods in entrepreneurship	.416	.036	.435	11.471	.000	.435	.435	.435	1.000	1.000
2 (Constant)	.846	.168		5.043	.000					
Teaching methods in entrepreneurship	.213	.035	.223	6.083	.000	.435	.249	.201	.814	1.228
Students' Interest	.580	.043	.493	13.482	.000	.589	.494	.445	.814	1.228

a. Dependent Variable: business- start up

Source: Field Survey Result (2016)

Based on the results in model 2, the table above revealed the contributions of teaching methods and students' interest for business start-ups and their levels of significance. (Teaching methods; $\beta = .213$; $t=6.083$; $p<0.001$, interest; $\beta = .580$; $t=13.482$; $p<0.05$).

Decision

The significance levels of all the variables are less than 0.05 and the level of significance of F change is also less than 0.001 (.0001). Based on the results above, it is therefore justified that the alternate hypothesis should be accepted, while the null hypothesis should be rejected. It can therefore be concluded that teaching methods in entrepreneurship stimulate students' interest and business start-ups.

4.6.4 Hypothesis Four

In an attempt to test the hypothesis which states that educator's competence does not significantly impact on students' commitment to learning and business plan writing, hierarchical regression analysis was carried out and the results presented in Table 4.6.4a below:

Hierarchical Multiple Regression

Table 4.6.4a

Model Summary : Hypothesis Four

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.181[a]	.033	.031	.89881	.033	18.962	1	563	.000
2	.349[b]	.122	.118	.85721	.089	56.959	1	562	.000

a. Predictors: (Constant), educator's competence

b. Predictors: (Constant), educator's competence, commitment to learning

Source: Field Survey Result (2016)

The test was to assess the effects of an entrepreneurship educator's competence on students' commitment to learning and business plan writing. In the first step, the effect of educator's competence on students' business plan writing was examined. The R-Square value is the degree of variation of the dependent variable, which can be predicted by the independent variable. Therefore, the analysis revealed that educator's competence explained 3.3% variance in students' business plan writing (R^2 = .033, F (2, 563) = 18.962, $p < .05$). In the second step, the mediating role of commitment to learning was examined. The analysis showed that commitment to learning was able to predict 12.2% variance in students' business

plan writing, over and beyond the effects of teaching methods in entrepreneurship (R^2 = .122, F (1, 562) = 56.959, p < .05).

The significance of the F-change was assessed and it was significant (0.000) and yielded the results in the Table 4.6.4b below:

Table 4.6.4b
ANOVAc : Educator's Competence, Commitment to Learning and Business Plan Writing

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.319	1	15.319	18.962	.000[a]
	Residual	454.821	563	.808		
	Total	470.140	564			
2	Regression	57.173	2	28.587	38.903	.000[b]
	Residual	412.966	562	.735		
	Total	470.140	564			

a. Predictors: (Constant), educator's competence
b. Predictors: (Constant), educator's competence, commitment to learning
c. Dependent Variable: business plan writing
Source: Field Survey Result, (2016)

Table 4.6.4b above shows the results of the two models. The first model showed the effect of educator's competence on business plan writing. The F-value is calculated as the Mean Square Regression (15.319) divided by the Mean Square Residual (0.808), yielding F=18.962. From this results, model 1 in the table is statistically significant (Sig =.000). The second model examined the educator's competence and commitment to learning on students' business plan writing. The F-value is calculated as the Mean Square Regression (28.587) divided by the Mean Square Residual (0.735), yielding F=38.903 at an acceptable significant level of .000. Since the results of the Anova in table 4.6.4b show a significant level of 0.000, the alternate hypothesis which states that 'entrepreneurship educator's competence motivates students commitment to learning and business plan writing' is therefore accepted, while the null hypothesis which states that 'entrepreneurship educator's competence does not motivate students commitment to learning and business plan writing' is rejected.

Table 4.6.4c below shows the contributions of the independent and mediating variables to the variance in the dependent variable and their levels of significance.

Table 4.6.4c

Coefficients[a] : Educator's Competence and Commitment to Learning

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	3.273	.165		19.857	.000					
Educator's Competence	.173	.040	.181	4.355	.000	.181	.181	.181	1.000	1.000
2 (Constant)	1.848	.246		7.521	.000					
Educator's Comptence	.086	.040	.090	2.176	.030	.181	.091	.086	.916	1.092
Commitment to learning	.432	.057	.312	7.547	.000	.338	.303	.298	.916	1.092

a. Dependent Variable: business plan writing

Source: Field Survey Result, (2016)

Based on the results in model 2, the table above revealed the contributions of educator's competence and students' commitment to learning and business plan writing and their levels of significance. (educator's competence; $\beta = .086$; $t=2.176$; $p<0.05$, commitment to learning; $\beta = .432$; $t=7.547$; $p<0.05$).

Decision

The significance levels of all the variables are less than 0.05 and the level of significance of F change is also less than 0.05 (.000). Based on the results above, it is therefore justified that the alternate hypothesis should be accepted while the null hypothesis should be rejected. It can therefore be concluded that educator's competence impacts on students' commitment to learning and business plan writing.

4.6.5 Hypothesis Five

In order to test the hypothesis which states that university support systems does not significantly enhance students' knowledge sharing and innovation, hierarchical multiple regression analysis was carried out and the results are as presented below in Table 4.6.5a.

Hierarchical Multiple Regression

Table 4.6.5a

Model Summary: Hypothesis Five

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.228[a]	.052	.050	.81098	.052	30.966	1	563	.000
2	.311[b]	.097	.093	.79243	.044	27.668	1	562	.000

a. Predictors: (Constant), university support systems

b. Predictors: (Constant), university support systems, knowledge sharing

Source: Field Survey Result (2016)

The test was to assess the effects of university support systems on students' knowledge sharing and innovations. In the first step, the effect of university support systems on students' innovations was examined. The R-Square value is the degree of variation of the dependent variable, which can be predicted by the independent variable. Consequently, the analysis revealed that university support systems predicted 5.2% variance in students' innovations (R^2 = .052, F (2, 563) = 30.966, $p < 0.05$). In the second step, the mediating role of knowledge sharing was examined. The analysis showed that knowledge sharing was able to predict 9.7% variance in students' innovations, over and beyond the effects of university support systems (R^2 = .097, F (1, 562) = 27.668, $p < 0.05$).

The significance of the F-change was assessed and it was significant (.000) as shown in Table 4.6.1b below:

Table 4.6.5b

ANOVA[c] : University Support Systems, Knowledge Sharing and Innovations

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.366	1	20.366	30.966	.000[a]
	Residual	370.278	563	.658		
	Total	390.644	564			
2	Regression	37.740	2	18.870	30.050	.000[b]
	Residual	352.904	562	.628		
	Total	390.644	564			

a. Predictors: (Constant), Support Systems

b. Predictors: (Constant), Support Systems, knowledge sharing

c. Dependent Variable: innovation

Source: Field Survey Results (2016)

Table 4.6.5b above shows the results of the two models. The first model showed the effect of university support systems on students' innovations. The F-value is calculated as the Mean Square Regression (20.366) divided by the Mean Square Residual (0.658), yielding F=30.966. From this results, model 1 in the table is statistically significant (Sig =.000). The second model examined university support systems and students' knowledge sharing culminating in innovations. The F-value is calculated as the Mean Square Regression (18.870) divided by the Mean Square Residual (0.628), yielding F=30.050 at an acceptable significant level of .000. Since the results of the Anova in table 4.6.5b show a significant level of 0.000, the alternate hypothesis which states that 'university support systems motivate knowledge sharing and innovations' is therefore accepted, while the null hypothesis which states that 'university support systems does not motivate knowledge sharing and innovations' is rejected.

Table 4.6.3c below shows the contributions of the independent and mediating variables to the variance in the dependent variable and their levels of significance.

Table 4.6.5c

Coefficients[a] : University Support Systems and Knowledge Sharing

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	3.190	.138		23.133	.000					
	University Support Systems	.189	.034	.228	5.565	.000	.228	.228	.228	1.000	1.000
2	(Constant) Unversity support systems	2.366	.207		11.448	.000					
	Knowledge	.150	.034	.181	4.396	.000	.228	.182	.176	.951	1.051
	Sharing	.260	.049	.216	5.260	.000	.256	.217	.211	.951	1.051

a. Dependent Variable: innov

Source: Field Survey Result (2016)

Based on the results in model 2, the table above revealed the contributions of university support systems and knowledge sharing to students' innovation and their levels of significance. (University support systems; $\beta = .150$; $t=4.396$; $p<0.01$, knowledge; $\beta = .260$; $t=.5.260$; $p<0.05$).

Decision

The significance levels of the variables are less than 0.05 and the level of significance of F change is also less than 0.05 (.000). Based on the results above, it is justified that the null hypothesis should be rejected while the alternate hypothesis should be accepted. It can therefore be concluded that university support systems enhance individual knowledge sharing and innovation. In other words, individual knowledge sharing mediates the relationship between university support systems and innovation.

4.7 Qualitative Findings Based on Thematic Analysis

Themes associated with entrepreneurship education, student disposition towards learning and expression of entrepreneurial intentions were identified. Responses from educators' showed a validation of the findings from the test of hypotheses and some important findings that were not captured by the quantitative approach were also revealed. The findings from these themes are discussed as follows:

Table 4.7.1: Demographic Variables of Participants of Semistructured Interviews Carrried out in the Sampled Universities

Age		**Highest Qualification**		**Designation**		**Experience as an entrepreneurship Lecturer (Number of years)**	
30-40	08	NCE/OND	00	Faculty	20	5 years and above	13
41-50	12	B.SC/HND	00	Non Teaching Staff	00	3 to 4 years	5
51-60	00	M.SC/MBA	12	Technologists	00	1 to 2 years	2
60-above	00	P.H.D	08	Others	00	Below 1 year	0
TOTAL	20		20		20		20

Source: Field Survey Result (2016)

Table 4.7.1 shows the demographic variables of the respondents that participated in the semi structured interviews conducted. It was discovered that most of the respondents were within the age bracket of 41-50. Most of the participants have M.Sc. and Ph.D and all participants are faculties. It was also discovered that majority of the participants have been teaching entrepreneurship for five years and above. Therefore, based on the information presented in Table 4.7.1, it can be concluded that the participants of the interview were appropriately selected, because all of them are faculties and most of them have been involved in entrepreneurship teaching for an appreciable number of years. Hence, the opinions of the participants are considered adequately informed.

4.7.1 Theme one: Entrepreneurship Curriculum Contents and Students Entrepreneurial Development

Majority of the entrepreneurship educators interviewed were of the opinion that the content of the entrepreneurship curriculum contains aspects that possibly inform students' development of creative thinking abilities for generation of business ideas. However, the educator's responses suggested that idea generation activities are primarily motivated by acquisition of vocational skills rather than practical activities on business idea generation. The educators were also of the opinion that less emphasis on practical entrepreneurial activities may impede the development of creative abilities, and receptiveness of students to novel business ideas as well as the practice of entrepreneurship. Excerpts from the respondents are as follows:

"The Curriculum covers most aspects of a good entrepreneurship programme and so many students have developed good business ideas. However, regarding the practical aspect, there is emphasis on vocational skill acquisition. Efforts must be made to really improve on the practical aspects of the curriculum in order to propel students to be more creative in generating business ideas" (Participant 4).

"The curriculum in place is a good one and it contains vital aspects that can motivate creative thinking for development of entrepreneurial ideas. There should be more emphasis on practical activities for the practice of entrepreneurship (Participant 10).

"The curriculum has improved over time and students are beginning to take development of business ideas seriously however, it can be improved considerably (Participant 8)

Furthermore, in the following description of the design of entrepreneurship curriculum in Nigerian universities a participant was of the opinion that every programme in the institutions should be tailored towards the entrepreneurial need of the sectors related to students' field of study.

"I believe the practical activities in the institution should be tailored towards the entrepreneurial need of the sectors related to students' field of study" (Participant 5).

4.7.2 Theme two: Entrepreneurship Pedagogy and Students Disposition towards Learning

Most of the entrepreneurship educators perceived the teaching and learning strategies as largely practical oriented. The responses also suggest that the teaching and learning strategies adopted enhance students to discover gaps in the business world, identify business opportunities, develop entrepreneurial abilities as well as consider entrepreneurship as a viable career option. Yet the educators were of the opinion that the theoretical sessions are monotonous and may impede students' interest and focus towards content knowledge acquisition in the teaching sessions. This implies that a linkage was established between the design of the theoretical sessions/ classroom sessions and students' focus in class as well as their interest in vital information related to entrepreneurship disseminated in these sessions. Extracts from the statements of the educators are quoted in the following paragraphs.

"There are sessions that are practical orientated and able to show students' how to discover gaps in the business world. However, the teaching environment for the theoretical sessions does not effectively encourage brainstorming this could be averse to students' interest in the development of relevant knowledge in the business world." (Participant 11).

"There are practical activities that make students to develop entrepreneurial abilities but the teaching sessions should be less theoretical so that students do not see teaching sessions as a waste of time" (Participant 6)

One educator also opined that even though the practical approaches are able to create a good picture of a career in entrepreneurship, there should be a linkage between the teaching and learning sessions and the development of talent or innate abilities of an entrepreneurship student.

"There are evidences that the practical approaches adopted make students see entrepreneurship as viable career however academic excellence is emphasized at the deterrent of talent" (Participant 5).

4.73 Theme three: Entrepreneurship Teaching Practices and Student Entrepreneurship

Majority of the entrepreneurship educators mentioned simulation, invitation of guest speakers as well as exhibitions as some of the effective teaching practices adopted that have yielded results as regards motivating students' interest for setting up businesses even on campus. However, the educators opined that inadequate funding for student start-ups is considered a challenge. This suggests that a link was established between access to funds and motivation of student business start-ups.

"There are practical class activities that involve simulation of real life business that students are so interested to participate in fact some of them have even started their businesses on campus motivated by these activities. With adequate funding, many students can start businesses even before they graduate'' (Participant 11).

"We invite entrepreneurship mentors and other guest speakers to talk to our students. It will interest you to know that we have many students' entrepreneurs who have begun their businesses right here on campus. With more funding, more student entrepreneurs will emerge'' (Participant 5).

"There are practical activities such as exhibitions and invitation of entrepreneurial mentors to speak to students. These activities are of great interest to students and are very effective. For instance, there are fashionpreneurs on campus already. Most of them are motivated by practical activities such as exhibitions" (Participant 6).

4.7.4 Theme four: Entrepreneurship Educators' Experience and Students' Disposition towards Business Plan Writing

Most of the entrepreneurship educators were of the opinion that a good number of educators actually have practical knowledge about business and business planning which motivates students' commitment to write viable and feasible business plans. Nevertheless, it was emphasized that while some educators may have adequate experience and competence with teaching business planning, there is need for training on the effective delivery of other entrepreneurship modules or courses in order to achieve desired goals. This is shown in the excerpt from respondents below.

"A good number of facilitators have hands on experience with teaching business planning but they may also need training to teach other entrepreneurship courses effectively" (Participant 9).

"To the best of my knowledge few educators have businesses so they possibly have some knowledge about practical business planning to pass on" (Participant 19)

"Some educators may have experience with entrepreneurship and business planning but the training required to deliver the right blend of entrepreneurship education may still be lacking" (Participant 15)

"There are few entrepreneurship tutors with entrepreneurship skills and experiences. Some have proven evidences of setting up businesses and this reflects on their abilities to motivate students to write business plans" (Participant 16)

"A few educators have sound experiences with writing business plans which they bring on board to aid learning among students" (Participant 12)

4.7.5 Theme Five: University Initiatives and Students' Innovative Activities

A sizeable number of the educators opined that the university policy environment in relation to entrepreneurship development such as business incubation centres and mentoring play a very salient role regarding the entrepreneurial development of students. The perception is that the initiatives create an environment which facilitates students' engagement in innovative activities. The educators also believed that if these initiatives are introduced early enough it can encourage students to develop business initiatives motivated by peer support and interactions with like-minded colleagues. The following quotes from the educators show the aforementioned.

"Business incubation and Mentoring initiatives exists that facilitate innovative activities by students but they need to be introduced to students early enough to generate greater and better outcomes" (Participant 13)

"To the best of my knowledge there are initiatives to promote entrepreneurship at the upper levels. However, I think it is appropriate to involve lower levels too" (Participant 18)

"Few initiatives exist and they motivate students to develop new products. However more is needed for an institution that claims to be entrepreneurial oriented. If business incubation and mentoring is well grounded it will encourage students to start having more business initiatives and their first customer base will be fellow students" (Participant 11)

"Few Business incubation centers are available in the institution and they are vital aids to innovation, idea generation, and launching new businesses. They also foster the practice of entrepreneurship" (Participant 1).

"Few initiatives are not in place that engage students in product development and similar activities and they are very important in building successful entrepreneurs" (Participant 2)

CHAPTER FIVE

DISCUSSION

5.0 Preamble

This chapter contains the discussion of the findings of this research. Its main goal is to answer the research questions posed based on the stated objectives. It also explains how the results support the answers and how the answers fit in with existing knowledge on the topic.

5.1 Discussion of Findings

5.1.2 Theoretical Findings

Review of extant literature revealed that entrepreneurship education is an educational strategy mostly targeted at curbing graduate unemployment by motivating students' entrepreneurial intentions as well as the creation of successful businesses by graduates of universities. Hence, entrepreneurship education for creation of successful businesses is regarded as the popular teaching goal (Alberti, Sciascia, & Poli, 2004).Therefore various aspects of entrepreneurship education such as; curriculum and pedagogy as well as the competence of an educator and the university environment may have implications for entrepreneurship behavioural outcomes such as business idea generation, identification of business opportunities, writing business plans and innovativeness. As these outcomes, should be the indication of students' readiness and intention for a career in entrepreneurship (Edelman, Manolova, & Brush, 2008; Albornoz-Pardo, 2013).

The concept of Learning orientation of individuals particularly in the context of entrepreneurship education literature involves mind-full efforts channeled towards information gathering about entrepreneurship, and staying informed on trends in related fields (Moorman & Miner, 1998; Mone, Mckinley, & Barker, 1998). This implies that the design and process of entrepreneurship programmes largely influences the kind of knowledge that is acquired, how such knowledge is interpreted, evaluated and ultimately determines the effectiveness of such knowledge (Sinkula, Baker, & Noordewier, 1997). Therefore, a favourable learning orientation may help translate aspects of entrepreneurship education into

entrepreneurial intentions expressed as various behavioural outcomes (Dixon, 1992). Based on the aforementioned, three theories were employed in this research to establish the validity of the relationships proposed:

Human capital theory of entrepreneurship postulated by Becker (1995) creates a foundation for the place of education regarding entrepreneurial development. This makes the theory particularly relevant to the context of entrepreneurship education. Specifically, in the context of this study, Shane and Vankataraman (2000) and Anderson and Miller (2003) have argued that human capital factors are salient for idea generation, opportunity recognition, business planning which implies that the components of an entrepreneurship programme such as the curriculum contents, pedagogy and the experience and training of an educator have a significant role to play in enhancing the development of abilities associated with successful entrepreneurial outcomes of an entrepreneurship programme (Chandler & Hanks, 1998). This was also validated by the result of the empirical findings of this research which revealed that various aspects of an entrepreneurship programme inculcate various entrepreneurial abilities in learners and motivate entrepreneurial development of students.

Experiential learning theory propounded by Kolb (1984), suggests that learning involves the process of knowledge creation through the transformation of experience. Gibb (2002) arged that an entrepreneur is considered as an individual who is action-oriented, whose learning is typically experientially based. Contrarily, Neck and Greene (2011) noted that little has been done about the design of entrepreneurship programmes to be consistent with the development of learners as reflective entrepreneurs. It is important to state that the incorporation of real life practices is considered valuable and effective in motivating students towards application of entrepreneurial skills in proffering solution to real life issues in the society. In reviewing the experiential learning theory as regards entrepreneurship education, the employment of holistic teaching methods and pedagogies that attempt to inculcate curriculum content knowledge, entrepreneurial skills and motivate intentions to become entrepreneurs is very important in drawing conclusions on entrepreneurial implementation intentions among students (Neck & Greene, 2011). The findings of this research validate the role of practical activities in inculcating content knowledge and entrepreneurial skills as expression of

entrepreneurial intentions this also validates the theoretical underpinning of the experiential learning theory in line with the view of Zapeda (2013).

Implementation intention theory propounded by Gollwitzer (1993) describes a volitional stage consisting of efforts geared towards initiating intended behaviour by formulating specific plans of where, when, and how to implement the intended behaviour. The effectiveness of an intervention, when applied to entrepreneurship education is evidenced by the fact that an assessment of the programme based on implementation intentions may have increase the likelihood of an individual's entrepreneurial behaviour. This can be evident in entrepreneurial activities such as idea generation, opportunity identification, writing business plans and other similar entrepreneurial actions which provide evidence of intentions to become entrepreneurs. The results of the empirical findings of this study validated the assumptions of the implementation intention theory.

5.1.3Empirical Findings

5.1.31 Quantitative Findings

Based on the objectives of this study, the results from the test of hypotheses, carried out in this research are discussed in the following sections:

i) Findings from Hypothesis One revealed that entrepreneurship curriculum contents have a significant impact on students' critical thinking and business idea generation. In line with the findings from Hypothesis One, findings from the descriptive statistics showed that most respondents agreed that the entrepreneurship course enhanced better understanding about business and it developed entrepreneurial knowledge and skill. The descriptive statistics also revealed that most respondents agreed that the way the market place is perceived must continually be questioned. Furthermore, the findings from the descriptive statistics revealed that most respondents agreed that entrepreneurship students have developed ideas to improve existing products and new product ideas. This implies that the contents of an entrepreneurship curriculum facilitates students' receptiveness to novel and creative business ideas, by stimulating critical thinking in students and influencing their mindset. The result of this hypothesis is in consonance with the findings of Bilic, Prka, and Vidovic (2011) who suggested that the design of an entrepreneurship curriculum may stimulate the development of entrepreneurial ideas and the practice of entrepreneurship. This is in line with the work of

Bodnar, Renee, and Besterfeild-Scacre (2015) who asserted that the provision of curricular content on idea generation has implications for the development of entrepreneurial mindset and skills of learners. It is also confirms the findings of Gafar, Kasim, and martin (2013) which showed that The Business Team Project Partnership Curriculum Program (BT-PPP) was suitable for motivating entrepreneurial idea generation and entrepreneurial learning outcomes. This shows that a good number of relevant literature such as the studies stated above, have clearly established a relationship between the design of an entrepreneurship curriculum and business idea generation. However, beyond establishing this relationship, the role of critical thinking and a change in mindset in explaining the linkage between the contents of an entrepreneurship curriculum, and the generation of business ideas by students cannot be over emphasised. This is consequent upon the premise that critical thinking may be considered a major catalyst and prerequisite, for the generation of viable and feasible business ideas as shown by the findings of this study.

Conversely, Graevenitz, Harhoff, and Weber (2010) supported by Hill (2011) have contended that entrepreneurship education is actually averse to the development of entrepreneurial capabilities and skills of university students. However, this research has showed that if the contents of an entrepreneurship curriculum motivate critical thinking, there is an increased likelihood that generation of viable business ideas can be achieved.

ii) The empirical findings of Hypothesis Two showed that entrepreneurship pedagogy significantly affect students' shared-vision and identification of business opportunities. In line with the findings from Hypothesis Two, findings from the descriptive statistics revealed that most of the respondents, agreed that the approach to teaching entrepreneurship provided an opportunity to learn by doing. As identified in literature, leaning by doing approach is indicative of experiential pedagogy. The findings from descriptive statistics also show that most respondents were of the opinion that there is a total agreement on the focus of entrepreneurship among students. Furthermore, the findings of the descriptive statistics also show that most respondents agreed that entrepreneurship students, have identified the needs of a category of consumers and they have discovered their skills and talents, coupled with the relevant business opportunities. This shows that adopting an experiential pedagogical

approach motivates identification of business opportunities, by experientially creating a shared vision of the process of entrepreneurship which is hinged on opportunity identification. This supports the work of Nab, Bulte, and Pilot (2013) which reported that science students involved in entrepreneurship education were able to identify business opportunities and other entrepreneurial outcomes in pursuit of their entrepreneurial goals and aspirations. The study of Detienne and Chandler (2004) in support of the work of Saks and Gaglio (2002) also showed that individuals can learn opportunity identification in entrepreneurial classes substantiating readiness for a career in entrepreneurship.

On the other hand, Oosterbeek, Praag, and Ijsselstein (2010) supported by Göksel and Aydintan (2011) argue that exposure to an entrepreneurship education programme, may end up presenting an entrepreneurship career in negative light, considering the perceived potential uncertainties associated with entrepreneurship. However, this research has shown that a pedagogical approach that emphasises practical activities can motivate identification of business opportunities by students, by experientially creating a shared vision of what entrepreneurship is all about. This is very important considering that opportunity identification is a central factor to entrepreneurial pursuit.

iii) Findings from Hypothesis Three revealed that teaching methods in entrepreneurship significantly stimulate students' interest and business start-ups. In line with the findings from Hypothesis Three, findings from the descriptive statistics revealed that most respondents were of the opinion that creative and innovative teaching methods are used in the entrepreneurship course delivery. The findings from the descriptive statistics also showed that most respondents agreed that there is a commonality of purpose and interest among entrepreneurship students. Further more, findings from the descriptive statistics indicated that most respondents agreed that the entrepreneurship course has enhanced students to create new business processes. This shows that the adoption of practical activities considered as best practices in entrepreneurship teaching, can facilitate business start-ups by stimulating students' interest with active real world activities. This is in line with the work of Arasti, Falavarjani, and Imanipour (2012) who recommended that the appropriate teaching methods for entrepreneurship course include practical activities such as; group project, case study,

individual project, venture creation project, and problem-solving. This also extends the results of the study of Penanluna, Peneluna, and Jones (2012) which indicated that the development of appropriate teaching methods has implications for student's business start-up.

Although, the findings of some studies such as Wang and Wong (2004), supported by Hamidi, Wennberg, and Berglund (2008) suggests that participation in an entrepreneurship programme is averse to the development of students' interests and business start up potentials. This study counters this stance based on the findings from this research which suggests that using the appropriate teaching methods and best practices in entrepreneurship teaching, may motivate students' interest for business start ups in the course of the programme.

iv) Findings from Hypothesis Four showed that entrepreneurship educator's competence significantly impact on students' commitment to learning and business plan writing. In line with Hypothesis Four, the findings from the descriptive statistics showed that most respondents agreed that entrepreneurship educators do a good job of making the course relevant to the real world. Similarly, the findings from the descriptive statistics revealed that that most respondents agreed that the basic values of entrepreneurship students include learning as key to improvement. Most respondents from the descriptive statistics were also of the opinion that entrepreneurship students have written business plans, to chart the course for their intended businesses. This shows that the competence of an entrepreneurship educator motivates students to write feasible and viable business plans, by infusing a commitment to learning in them. This agrees with the study of Arasti, Falavarjani, and Imanipour (2012), who were of the opinion that students' effectiveness in writing business plans can only be achieved based on the teacher's skill and knowledge of teaching methods in entrepreneurship education. This also aligns with the findings of the study of McGing (2016) who reported that business planning in tertiary education is paramount in entrepreneurship education, in order to encourage students to be more proactive in the full business cycle. This finding is also in agreement with the result of White, Hertz, and D'Souza (2014), who opined that business plan writing is one of the most important elements in sound entrepreneurship education which requires effective teaching.

On the contrary, studies such Hindle and Mainprize (2006) have questioned the credibility of business plans arguing that new scenarios are constantly evolving and uncertainties may be difficult to ascertain. As a teaching method, Honig (2004) and Bhide (2001) have also criticised the business plan method of teaching entrepreneurship. Honig (2004) asserted that the use of business plans to educate entrepreneurs has received much criticism on the basis that it restricts learners from thinking outside the box, and contrains the range of activities and possible solutions pursued by nascent entrepreneurs. However, despite the pitfalls alluded to the business plan method of teaching entrepreneurship, Hindle and Mainprize (2006) argued that business plans are still a popular option for teaching students, because they are a tool for conceptualisation and development of ideas. In the same vein, Price and Meyers (2006) explained that business plans are very important because at the very least, a good business plan reduces the odds of failure. Therefore, the competence of an entrepreneurship educator is very important in this light to motivate students' commitment to learning and business plan writing.

v) Findings from Hypothesis Five revealed that university support systems significantly enhance students' knowledge sharing and innovation. In line with Hypothesis Five, findings from the descriptive statistics show that most respondents agreed that their institutions foster entrepreneurship through business incubator initiatives. The findings from the descriptive statistics also revealed that most respondents agreed that entrepreneurship students always analyse institutional endeavours and communicate lessons learnt widely among peers. The descriptive statistics also revealed that most respondents were of the opinion that entrepreneurship students have developed new products and technologies. The implication of this is that university support systems motivates knowledge sharing among students and creates a suitable environment for innovations. This is in line with the study of Amalia (2012) and the study of Shirokova, Tsukanova, and Bogatyreva (2015) which showed that if entrepreneurship students are sufficiently supported by university entrepreneurial initiatives such as business incubation, mentoring, and other initiatives, it can create an environment that motivate entrepreneurial development and innovative activities among students.

Conversely Nabi, Holden, and Walmsley (2006) query the impact of the university environment on entrepreneurial development of students. However, the findings of this study has showed that university support systems relevant to entrepreneurial development of

students, can motivate knowledge sharing and innovations during entrepreneurship programmes.

5.1.32 Qualitative Findings

Based on the objectives of this study, the results from the thematic analysis, carried out in this research are discussed in the following sections:

Theme One analysed the perceptions of entrepreneurship educators on entrepreneurship curriculum contents and entrepreneurial development of students. Findings from Theme One revealed that entrepreneurship curriculum contents in the selected Nigerian universities contain activities that motivate students' creative abilities to generate business ideas. This validates the results of the findings of Hypothesis One of this study showing that entrepreneurship curriculum contents stimulate critical thinking of students to generative business ideas. However, there were evidences to show that practical activities in the curriculum relevant to business idea generation are still largely associated with acquisition of vocational skills and this may not necessarily motivate students' interests particularly because they are not tailored to students' fields of study. This is in line with the results of the study of Alese (2014) who reported that vocational education is more of skill development whereas entrepreneurship development covers a wider sphere to include business idea generation and identification of opportunities motivated by creative and innovative activities. It is in consistence with the studies of Azuka and Azuka (2013) supported by the work of Ubogu (2013) who identified misconception of entrepreneurship education as vocational education, as a challenge facing the teaching of entrepreneurship education in tertiary institutions in Nigeria. This supports the study of Romer-Paakkanen and Pekkala (2008) which affirmed that students should be offered the opportunity to venture into entrepreneurial activities and not necessarily vocational skill acquisition if they so desire.

Theme Two analysed entrepreneurship educator's perceptions on entrepreneurship pedagogy and student's disposition towards entrepreneurial related learning. Findings from Theme Two showed that entrepreneurship pedagogy adopted in the selected Nigerian universities lay emphasis on identification of business opportunities as a major outcome of the course. This is in line with the findings of Hypothesis Two which showed that the pedagogical approaches in the selected universities are able to motivate students' shared vision and identification of

business opportunities. However, the findings also indicated that the theoretical classes are monotonous and may not arouse students' interest and focus towards the theoretical knowledge of the curriculum. This is consistent with the study of Keat, Selvarajah, and Meyer (2011) who found that theoretical sessions where students are spoon-fed encourages learners to become passive hence, losing focus and interest in the sessions. This is in line with the work of Agbonlahor (2016) who found that universities in Nigeria do not offer a right blend of theoretical and practical approaches which does not give students real world experience, hence negating focus and interests of students in the class sessions. One of the participants interviewed also affirmed that learning activities should be student oriented and carefully packaged to motivate students to discover their talents and innate abilities. This statement brings to fore a possible linkage between entrepreneurship education and students' innate talents and potentials. This confirms the study of Ifeluni (2003) and Onyilofor (2010) who asserted that students require counseling regarding placement in right courses and proper assessment, in order to identify individual dexterity, interest, abilities, potentialities, towards provoking their entrepreneurial aspirations.

Theme Three analysed the perceptions of entrepreneurship educators on entrepreneurship teaching practices and student entrepreneurship. Findings from Theme Three provided evidence to show that teaching methods regarded as best practices in entrepreneurship teaching such as simulation, role play, invitation of guest speakers and similar practices adopted by the selected institutions in Nigeria, go a long way in stimulating students' interest and business creation. This is in line with the finding of Hypothesis Three which also revealed that entrepreneurship pedagogy adopted is able to stimulate students' interest for business start-ups. However, there were also indications that inadequate funding for student start-ups is considered a challenge. This is validated by the work of Purcarea (2012) on start-up support, arguing that private sector collaboration particularly on the aspect of funding represents a major success factor for university entrepreneurship support. The findings of Purcarea (2012) further showed that universities can create a student friendly environment for nascent entrepreneurship, which is considered an important stimulus as regards venture creation among students.

Theme four analysed the perceptions of entrepreneurship educators on the educator's experience and students' disposition towards writing business plans. Findings from Theme Four revealed that a good number of educators actually have practical knowledge about business planning which drives students to write viable business plans. This supported the findings of Hypothesis Four, which revealed that entrepreneurship educators' competence, experience and skill in the selected universities is able to motivate students' commitment to write viable business plans. The study also revealed that while some educators may have the required experience and skill for teaching business planning, there is still a need for training on the effective delivery of other core entrepreneurship modules in order to achieve desired goals. This is in line with the study of Agbonlahor (2016) and Enu (2012) who posited that there is a dearth of educators with practical training in entrepreneurship education.

Theme Five analysed perceptions of entrepreneurship educators on university initiatives and student innovative activities. Findings from Theme Five revealed that the university support systems play a very salient role in creating an environment that motivates engagement of students in innovative activities. This confirms the findings of Hypothesis Five of this study which revealed that the university support systems are able to motivate knowledge sharing, and innovations by students. Nevertheless, there were indications that the initiatives in place are not introduced early enough to students which can negate the development of business initiatives, based on peer support and interactions with like-minded colleagues. The result is in line with the study of Ollila and Williams-Middleton (2011) who argued that even in the early stages of a university education programme; there should be an attempt to integrate real-world activities to entrepreneurship education so as to inculcate an entrepreneurial mindset and innovativeness in students at an early stage in their career life. This is also in support of the findings of the research carried out by Danish Agency for Science Technology and Innovation (2016) which revealed the need for the introduction of entrepreneurship and start-up at an earlier stage in the education system to inculcate curiosity, creativity and innovation impetus in the students.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Preamble

This chapter contains the conclusions and recommendations of the research work. The conclusions and recommendations were based on the findings of the study. This chapter also contains the delimitations of the study, suggestions for further studies and contributions to knowledge.

6.1 Summary of the Research Work

Chapter one contains the background to the study which laid a foundation for an examination of the effects of entrepreneurship education and learning orientation on entrepreneurial intentions of Nigerian university students. Discussion on the statement of research problem was hinged on the need to reexamine the effects of the components of entrepreneurship programme and students' learning orientation, on the expression of entrepreneurial implementation intentions in Nigerian universities. The specific objectives of the study were stated, and research questions and hypotheses were stated correspondingly. This was followed by a section highlighting the significance of this study to various groups and stakeholders. The chapter also showed that the focus of the study was on the perceptions of students' and educators, on entrepreneurship education programmes in Nigerian universities. Emphasis was laid on the four pioneer universities to offer a degree programme in entrepreneurship, based on the fact that best practices in entrepreneurship education are obtainable in these institutions. These Universities are Federal University of Technology Akure, Ondo state, Federal University of Agriculture Abeokuta, Ogun state, Joseph Ayo Babalola University Ikeji Arakeji, Osun state and Lead City University Ibadan, Oyo state. Entrepreneurship education was operationalized as the dependent variable, learning orientation as the mediating variable, and entrepreneurial implementation intentions as the independent variable. A schematic model was presented based on the stated hypotheses, and operational definition of terms was presented.

Chapter Two presented a conceptual framework, which involved discussions on relevant concepts and conceptual linkages such as nature of entrepreneurship, entrepreneurship and the Nigerian Economy, Nigerian government policy support for entrepreneurship, education and entrepreneurship development, university education and entrepreneurship development, the concept of entrepreneurship education, entrepreneurship education programmes, development of Academic entrepreneurship in Nigeria, the concept of entrepreneurial intentions, entrepreneurship as an intentional behavior, entrepreneurship education and entrepreneurial intentions, entrepreneurial actions, concept of learning orientation, mediating role of learning orientation, and other relevant conceptual discussions. A discussion was also carried out on theories that underpinned the study which are; human capital entrepreneurship theory, experiential learning theory and implementation intention theory. Empirical studies such as the following were discussed in alignment with the specific objectives of this study: Bilic, Prka, and Vidovic (2011) on the influence of education and curriculum on entrepreneurship orientation, idea generation and entrepreneurial intention. Detienne and Chandler (2004), on opportunity identification and its role in the entrepreneurial classroom, Bulte and Pilot (2013) on fostering the competence of science students in identifying business opportunities, Arasti, Falavarjani, and Imanipour (2012) on Teaching methods in entrepreneurship for graduate students and Amalia (2012) on the role of the university support environment and development of student entrepreneurship. This chapter was concluded with the presentation of the gaps identified in review of literature.

Chapter Three described the methodology for the research. The study adopted a descriptive research design to establish trends related to the objectives of the study, and sequential explanatory mixed methods (Quantitative validated by Qualitative methods) was employed using survey questionnaire and semi –structured interview for data collection. The population of this study included all students in the first four (4) universities in Nigeria to offer a degree in entrepreneurship which was fifty thousand nine-hundred (50,900) students. The sample size was determined based on the formula recommended by Godden (2004), and a sample size of six hundred (600) students was used to represent the study population as computed. The sampling frame comprised the list of all undergraduate students in the four selected universities. Multi-stage sampling technique was adopted, which involved stratified sampling

and simple random sampling. A structured questionnaire was used to collect quantitative data and for the qualitative data twenty (20) semi-structured interviews (five in each school) was carried out and data was collected with the aid of a Dictaphone and field notes. A pilot study was conducted to establish the reliability of the study. Forty (40) copies of the questionnaire were distributed to Covenant university students, Ota Ogun State Nigeria. Reliability analysis test was carried out to determine the internal consistency of the items of the questionnaire. The Cronbach Alpha value was reported at 0.856, which indicted a good internal consistency based on a bench mark of 0.7 and above. Validity of the research instrument was carried out using face and content validity. Data was analysed with the use of Statistical Package for Social Sciences (SPSS) version 21. Hierarchical multiple regression was used as statistical tool for the analysis. The semi-structured interviews were transcribed and analysed through thematic analysis.

Based on the hypotheses testing and thematic analysis carried out in Chapter Four, the results of the findings showed that entrepreneurship programme in the selected universities stimulate students' and critical thinking abilities to develop creative business ideas but practical activities still tend towards the acquisition of vocational skills. There were also evidences to show that teaching methods adopted in entrepreneurship teaching adopted in the selected universities are able to stimulate students' interest for business start-ups even before graduation. However, funding was identified as a challenge to students' business start-up initiatives. In the same vein, entrepreneurship pedagogy adopted in these universities channel the focus of students towards identification of business opportunities. Nevertheless, the theoretical sessions are averse to students' interest and focus. The results also show that a good number of educators actually have practical knowledge about entrepreneurship, although educators still lack adequate training on the effective delivery of entrepreneurship courses. There are indications of few university policy initiatives salient to innovative entrepreneurial activities of students but most of these initiatives are not introduced early to students.

6.2 Conclusion

This study has shown that the contents of the curriculum for entrepreneurship programmes in the selected Nigerian universities, enhances the development of novel and creative business ideas by stimulating critical thinking in students. However, there is still a challenge on what should be defined as practical activities in entrepreneurship education, as most practical activities tend towards the acquisition of vocational skills, rather than development of entrepreneurial skills and aptitudes.

There is also clear evidence to validate that experiential pedagogical approach adopted in the selected universities, motivate identification of business opportunities by experientially creating a shared vision of the process of entrepreneurship. Nevertheless, there are indications that the class sessions are monotonous, and may not stimulate students' interest and focus towards the theoretical knowledge of the curriculum.

This study provides valid evidence to show that adoption of effective teaching methods in entrepreneurship facilitates business start-ups, by stimulating students' interest through action oriented teaching practices. However, there are indications that inadequate funding may impede business start-up potentials of university students in Nigeria.

This study concludes that the experience and skill of entrepreneurship educators in the selected Nigerian universities motivate students to write business plans. Nevertheless, some of the educators' lack training on modern approaches for the effective delivery of entrepreneurship courses.

Another inference of this study is that support systems in Nigerian universities relevant to entrepreneurial development such as entrepreneurship mentoring, seed funding, business incubation, among others, create a suitable environment for innovations. However, these initiatives are not introduced early enough to students, which may impede their abilities to develop business initiatives.

6.3 Recommendations

Entrepreneurship curriculum in Nigerian universities should contain an extensive coverage on critical thinking and brain storming sessions that motivate business idea generation. While the benefits of vocational education can be enhanced by an effective entrepreneurship education, nevertheless vocational skill training alone as practical activities cannot motivate

development of viable business ideas. Therefore idea generation presentation sessions should be graded components of an entrepreneurship programme in Nigerian universities. This is important considering that every business begins with an idea. Business idea generation activities should be tailored towards students' course of study and interest in order to motivate active participation. There is also a need to include aspects in the curriculum relevant to talent development particularly because development of innate abilities may influence the type of business ideas generated.

There is a need for a paradigm shift in the pedagogical approaches adopted in Nigerian universities from being largely theoretical to experiential and practical approaches. As identified in literature Problem Based Learning (PBL), Learning By Doing (LBD), or Do it Yourself (DIY) approaches are highly recommended for both theoretical, and practical sessions of an entrepreneurship program. These approaches can influence students' understanding of the process of entrepreneurship and also motivate identification of business opportunities because experiential learning models engage real life context and practical activities. This is important because a business idea can translate into a business enterprise, only if a target market (opportunity) is identified and exploited.

Effective Teaching methods such as invitation of guest speakers, individual and group project, and particularly business simulations activities should be adopted by Nigerian universities to stimulate students' interest and business start-ups. Student business startups should be a prerequisite activity of an entrepreneurship programme because it increases the likelihood of students engaging in entrepreneurial activities at graduation. Nigerian universities should also collaborate and partner with financial institutions and Non-governmental organisations to provide business start-up funding for student entrepreneurs. This is because funding is a major challenge for many student entrepreneurs.

Entrepreneurship educators should ensure to utilise their experience and skill to motivate students' commitment to entrepreneurial related learning with particular emphasis on business plan writing. Business plan writing should be a prerequisite for graduation along side with undergraduate projects and dissertations. This is hinged upon the fact that angel investors, partnering financial institutions and other stakeholder support systems mostly

favour business plan competitions as basis for supporting business start-ups. More emphasis should be laid on training and re-training of entrepreneurship educators on the peculiarity and modalities involved in delivery of entrepreneurship modules and courses. The experience possessed by entrepreneurship educators notwithstanding, effective teaching particularly as regards entrepreneurship course delivery may pose a challenge as a consequence of lack of training. Therefore, university authorities can partner with training organisations to provide 'training the trainer' programmes or certifications on entrepreneurship courses such as business plan writing.

University support systems in Nigerian universities should be characterised by initiatives such as technology patenting and commercialization, seed funding, business mentoring and business incubators to motivate knowledge sharing among students and innovations. It is also recommended that engagement of students with entrepreneurial development initiatives provided by institutions should involve students across all levels. Recent findings in entrepreneurship research have shown that early exposure to practical oriented entrepreneurship activities can increase the likelihood of expression of entrepreneurial behavior by undergraduate students. Student entrepreneurship refers to the expression of entrepreneurial behaviours such as business start-ups while in school. With the likes of enterprises such as Facebook, Google and Jobberman that began as school projects, it is highly recommended that student entrepreneurship should be an embedded institutional policy that cuts across all levels of undergraduate students.

6.4 Implications for Entrepreneurial Implementation Intentions of Nigerian University Students

To increase the likelihood of students becoming entrepreneurs or engaging in entrepreneurial activities at graduation, the entrepreneurship programmes in Nigerian universities must favourably motivate students to initiate entrepreneurial actions and behavioural responses during the course of the programme. Therefore the effectiveness of entrepreneurship programmes in Nigerian universities should be based on the following outcomes:

i) Generation of viable and feasible business ideas

ii) Identification of market gaps and potential customers for business ideas

iii) Writing workable business plans to chart the course of entrepreneurial pursuit

iv) Engagement in business startups during the course of the programme

v) Engagement in product innovations

6.5 Contributions to Knowledge

i) This study extends extant literature on entrepreneurship curriculum, by providing empirical validation that the contents of an entrepreneurship curriculum has implications for the propensity of students' to engage in critical thinking and business idea generation.

ii) This study established that experiential pedagogy affects students' shared-vision and predisposition for identification of business opportunities.

iii) This study added to existing knowledge on the role of teaching methods in entrepreneurship, by providing empirical evidence on the use of appropriate teaching methods to stimulate students' interest and business start-ups.

iv) This study expounded knowledge on the role of an educator in entrepreneurship education, by substantiating that an educator's competence impacts on students' commitment to learning and business plan writing.

v) This study provided empirical evidence to show that the presence of entrepreneurial support systems, in a university environment, motivates knowledge sharing and engagement in innovations among students.

vi) This study has also brought learning orientation to the fore in entrepreneurship education literature, as regards its role in transforming the learning experiences of students from entrepreneurship education, into the expression of entrepreneurial implementation intentions.

vii) The study extends the application of the theory of implementation intention by proposing a conceptual model based on the theory. The model above suggests that a practical oriented entrepreneurship programme, and an entrepreneurship curriculum that contains an extensive coverage of idea generation sessions and activities, can favourably motivate the learning orientation of undergraduates to express entrepreneurial implementation intentions. These actions are expressed in entrepreneurial activities such as idea generation, identification of business opportunities, business start-ups, writing business plans and product innovation. The theoretical underpinning of model 6.1 above is that there is a stronger propensity for undergraduates to engage in entrepreneurial activities at graduation, if such activities had

already begun in school. The model 6.1 below, can be employed to enhance the effectiveness of an entrepreneurship programme in a university setting with the aim of increasing the likelihood of students' engagement in entrepreneurial activities at graduation.

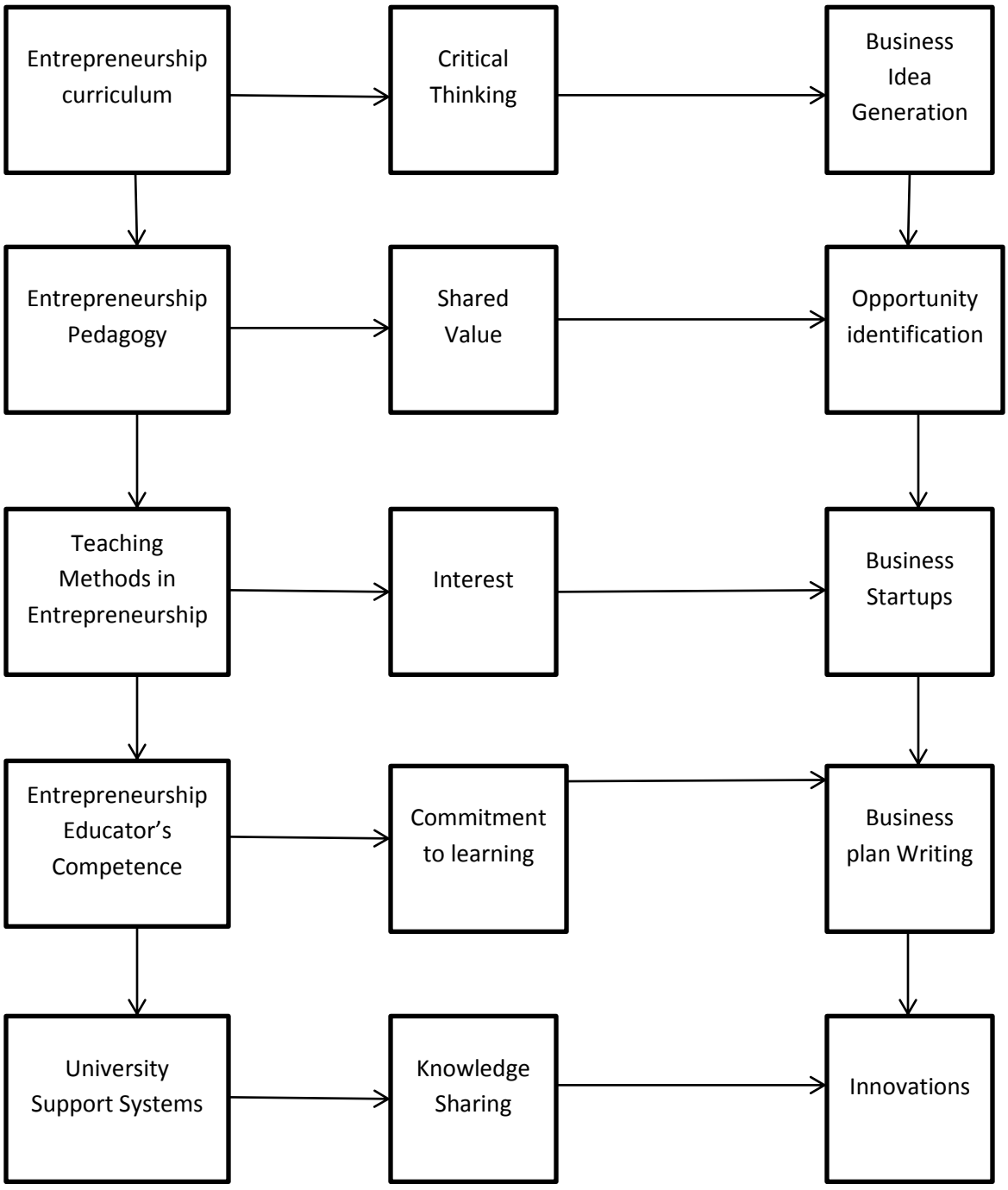

Figure 6.1 Entrepreneurial Implementation Intention Model
Source: Researcher's Model (2016)

6.6 Suggestions for Further Studies

i) The quantitative aspect of this research adopted a cross sectional survey method of data collection, other studies could consider carrying out a study involving a longitudinal data collection process to provide a reliable confirmation of the relationships identified in this thesis

i**i)** Semi structured interviews were used as qualitative data collection approach. Further studies could employ in-depth interviews as qualitative data collection process to enrich the data collection process.

iii) This study examined perceptions of entrepreneurship students and educators on the effects of entrepreneurship education and learning orientation on the behavioural expression of entrepreneurial implementation intentions of Nigerian university students. Other studies could carry out a research on the specific activities involved in entrepreneurship education in Nigerian universities and the implications on students' learning orientation and entrepreneurial intentions.

iv) Five components each of entrepreneurship education, learning orientation and entrepreneurial implementation intentions were identified in this thesis. Further studies could consider other aspects or components of the aforementioned constructs.

v) Further research could examine the relationship between entrepreneurship education, student learning orientation, and the expression of entrepreneurial implementation intentions based on the different academic year.

6.7 Delimitations of the Study

This section of this research provides information on both the empirical and theoretical statements that show the areas that could not be focused upon in this study. This includes the definitions, concepts, principles and assumptions identified in this research. Hence the delimitations of the study are as follows;

a) The sample size of this study was determined based on the population established from the names of registered students in the first four universities in Nigeria to offer a Bachelors degree programme in entrepreneurship. These universities are Federal University of Technology, Akure, Ondo State, Federal University of Agriculture, Abeokuta, Ogun State,

Joseph Ayodele Babalola, Ikeji arakeji, Osun State, and Lead City University, Ibadan, Oyo State. There are other universities in Nigeria offering a Bachelors degree programme in entrepreneurship, which were not used for this study.

b) The Sample Size for this work was determined using the formula recommended by Godden (2004). Using an alternative method for the sample size determination may offer a different sample size.

c) The study could not have exhausted the definition of entrepreneurship, entrepreneur, entrepreneurship education, entrepreneurial intention, entrepreneurial implementation intention, and other relevant concepts in the available stock of entrepreneurial knowledge.

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APPENDIX A: Research Questionnaire

Department of Business Management

College of Business and Social Sciences
Covenant University,
P.M.B. 1023, Ota Ogun State
June, 2016

Dear Sir/Ma,

A Questionnaire on Perceptions on Entrepreneurship Education and Learning Orientation: Implications for Entrepreneurial Implememtation Intention of Nigerian University Students

This questionnaire is based on a Ph.D dissertation exploring the impact of entrepreneurship education and learning orientation on entrepreneurial intentions of entrepreneurship major students of universities in South-West Nigeria. I kindly ask for your voluntary co-operation in filling out this questionnaire.

Please note that the exercise is strictly for academic purpose and the information provided will be kept in strict confidence. Response to this questionnaire is absolutely voluntary and kindly note that you can decide at any point in time not to take part in this survey.

Thank you for your anticipated support and co-operation

Olokundun, Maxwell A.

(Researcher)

SECTION A:

Socio Demographical Characteristics of Respondents

Instruction: Please tick as appropriate in the boxes provided

1. Gender: Male ( ) Female ( )
2. Age: 15-19 years ( ) 20 – 24years ( ) Above 25 years ( )
3. Level: 100 ( ) 200 ( ) 300 ( ) 400 ( ) 500 ( )
4. Degree Programme: BSc ( ) B.A: ( ) B.Tech: ( ) B.Ed ( ) Others……

SECTION B

Instructions: Kindly tick appropriately in the boxes provided. Strongly Disagree (SD) Disagree (D) Undecided (U) Agree (A) Strongly Agree (SA)

	QUESTIONS					
	Entrepreneurship Education and Curriculum Contents					
	Better understanding about business is achieved as a result of taking this course					
	The course developed entrepreneurial knowledge and skills					
	The course raised interest towards entrepreneurship					
	Entrepreneurship Education and Pedagogy					
	The teaching methods provided a new and different Experience					
	The course taught to deal with ambiguity in the real world					
	The method of teaching provided an opportunity to learn by Doing					
	Entrepreneurship Education and Educator's Competence					
	The instructors are experienced and competent course Presenters					
	The instructors did a good job of making this course relevant to the real world					

	The instructors did stimulate interest in entrepreneurship through the Course					
	Entrepreneurship Education and University Environment					
	The institution promotes technology patenting and commercialization					
	The institution foster entrepreneurship through business incubator Initiatives					
	Seed funding is an institutional policy for promoting entrepreneurship					
	Entrepreneurial Implementation Intention and Idea Generation					
	Entrepreneurship students have found solutions to existing problems in business					
	Entrepreneurship students have developed ideas to improve existing products					
	Entrepreneurship students have developed new product ideas					
	Entrepreneurial Implementation Intention and Opportunity Identification					
	Entrepreneurship students have identified the needs of a category of consumers					
	Entrepreneurship Students have discovered their skills and talents and the relevant business opportunities					
	Entrepreneurship students have identified several legal businesses					
	Entrepreneurial Implementation Intention and Business Planning					
	Entrepreneurship students have written business plans for their intended businesses					

	Entrepreneurship students' business ideas have been translated into feasible business plans					
	Entrepreneurship students participate in business plan competitions					
	Entrepreneurial Implementation Intention and Innovation					
	Entrepreneurship students have developed new products					
	Entrepreneurship students have developed new technologies					
	Entrepreneurship students have developed new business processes					
	Learning Orientation and Commitment to learning					
	Entrepreneurship students basically agree that an individual's ability to learn is key to entrepreneurial success					
	The basic values of entrepreneurship students include learning as key to improvement					
	The general perception is that learning for entrepreneurship students is an investment not an expense					
	Learning Orientation and Open-mindedness					
	Entrepreneurship students are not afraid to reflect critically on the Shared assumptions on business and customers					
	Entrepreneurship students realize that the way the market place is perceived must continually be questioned					
	Entrepreneurship students rarely collectively question individual bias about what is learnt about business and customers					
	Learning Orientation and Shared Vision					
	There is a commonality of purpose among entrepreneurship Students					

	There is a total agreement on the focus of entrepreneurship among entrepreneurship students					
	All entrepreneurship students are committed to entrepreneurial goals					
	Learning orientation and Individual Knowledge sharing					
	There is a great deal of conversation going on among entrepreneurship students on lessons learnt.					
	Entrepreneurship students always analyze institutional endeavors and communicate lessons widely among peers					
	Entrepreneurship students put in efforts in sharing lessons and experiences with peers					

APPENDIX B: **Comparisons of Forms of Business Opportunities**

Level One	Imitation	See and belief, little thought except for viability- logical thinking
Level Two	Creative imitation	See and enhance, maybe with some connection, logic and holistic creativity
Level Three	Creating a new business model	Connectivity of different pieces of information, some imaginatively, or through re-engineering
Level Four	Creating something new to the world	Complete holistic, imaginative construction, building from deep and sparse pieces of prior knowledge.

PERCEPTIONS OF STUDENTS ON ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL INTENTIONS IN SELECTED NIGERIAN UNIVERSITIES

OLOKUNDUN, MAXWELL AYODELE

Matriculation Number: 13PAB00552

JUNE, 2017