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This research empirically studied the impact of entrepreneurship education on students' entrepreneurial intentions: a study of selected universities in Lagos, South-West Nigeria. The specific objective of this study was to determine the contribution of entrepreneurship education to the enhancement of entrepreneurial intentions in students to create new ventures as soon they complete their studies using some selected Universities in Lagos as a study area. The study was based on planned behaviour theory, a conceptual model to predict and explain behaviour across a wide range of different types of behaviour and in different disciplines. The filled and retrieved questionnaire from the sample of 660 were used. The hypotheses data were tested using the spearman rank order correlation coefficient. The results of this study indicate that the entrepreneurial education variables (entrepreneurial intentions, entrepreneurial drive and entrepreneurial competence) have a significant impact on students' intention of venture creation. It was recommended that entrepreneurial education should be a prioritised objective in the educational policy of the government and to promote role models.

Keywords: entrepreneurs, entrepreneurship, entrepreneurship education, entrepreneurial intentions, entrepreneurial drive, entrepreneurial competence, new venture creation.

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Keywords: entrepreneurs, entrepreneurship, entrepreneurship education, entrepreneurial intentions, entrepreneurial drive, entrepreneurial competence, new venture creation.

Author: Department of Entrepreneurship and Family Business, Enyimba-City Business School, Aba, Abia State, Nigeria.

I. INTRODUCTION

Entrepreneurship is the bedrock of the economic growth and development of nations. It is one of the factors in the production of goods and services which are key to human existence and has been identified as a key element in solving development imbalance globally (GEM, 2012). It is one of the essential sources of poverty alleviation, employment creation and wealth generation. Its contribution to a continuous increment of goods and services is phenomenal. Entrepreneurship is regarded as the engine room for every country's economic development because it is a sure way of generating employment, marketing and market factor growth, capacity building on the citizenry and resource distribution which are necessary platforms for sustainable development.

Barot (2015) state that entrepreneurship is a key to success and every individual that creates a new organisation of business means entering into a new paradigm of entrepreneurship. The new paradigm is to catalyse massive improvement of products and services that will enhance the standard of living of the nation. Entrepreneurship is a process undertaken by an entrepreneur to create incremental value and wealth by discovering investment opportunities, organising enterprises, undertaking risks and economic uncertainty and thereby contributing to economic growth (Abdulnasir, 2018). In a similar vein, Shane and Venkataraman (2000), defines entrepreneurship as the process whereby an individual or group of individuals use organised efforts to pursue opportunities to create value and growth by fulfilling wants and needs through innovation and uniqueness, no matter what kind

of resources the entrepreneur currently has. They perceived entrepreneurship as an opportunity-seeking exercise where the entrepreneur identifies areas of challenges or gaps in the environment and provides solutions to them. Entrepreneurship education is considered part of the solution to current economic situations (Audretsch and Thurik, 2001), and a driver of social development and innovation. It helps individuals to acquire resources through knowledge and information transfer. Policymakers also believe that increased levels of entrepreneurship can be reached through education (European Commission, 2006) and especially entrepreneurship education. They recognise the importance of entrepreneurship as the promoter of economic development and hence support instruments like entrepreneurship education to increase entrepreneurial activity (Fayolle, Gailly, & Lassas-Clerc, 2016). It includes instruction in opportunity recognition, commercialising a concept, managing resources, and initiating a business venture (Grecu and Denes 2017). Entrepreneurship is said to be the function of various factors, e.g., personality traits, education, experience, and social and economic conditions (Vij, & Sharma, 2013).

According to Joshi (2014), Entrepreneurship education evolved from a single course on entrepreneurship offered to business and engineering students, then more entrepreneurship concentration areas and finally evolved as a matured entrepreneurship education programme. Entrepreneurship education is a practical responsibility where someone has to design his education in a way that will make the students or recipients do it (Athanasius 2019). Entrepreneurship education is to transform an idea into a reality and teach individuals the practical aspect of entrepreneurship, creativity and innovative skills as well as management skill such as management, marketing, information technology and finance. Entrepreneurship education is based on the philosophy of increasing knowledge about business, training of skills required to establish a business, and positive attitude towards self-employment (Asghar *et al.*, (2019). It can be assumed that if the students are provided with a set of knowledge and skills it will

directly influence their decision to become an entrepreneur. Education increases self-confidence by providing training to control and change behaviour through knowledge and skills thus leading to higher intentions (Souitaris *et al.*, 2007).

It is about how to develop entrepreneurial attitudes, skills and knowledge which, in short, should enable a student to 'turn ideas into action' (European Commission, 2020). Entrepreneurship education's main focus is to provide students with the requisite skills and capacities needed in the world of work. It is meant to improve individuals with the ability to recognise commercial opportunities, self-esteem, knowledge, and entrepreneurs' skills to act on them. According to Indeed Editorial Team (2021), Entrepreneurship skillset includes leadership, business management, time management, creative thinking and problem-solving. These entrepreneurial skills are vital for promoting innovation, business growth and competitiveness. Developing these skills means developing many skills together. For example, to be a successful entrepreneur, you may need to develop your risk-taking skills and sharpen your business management skill.

The purpose of entrepreneurship education is "to shape ideas of what it means to be an entrepreneur, - and to create critical awareness that contributes to the accountability of entrepreneurs to society" (Rae, 2010). According to Wu and Wu (2008), through access to education people not only gain knowledge and develop abilities but also have more opportunities to improve their quality of life. This, importantly, has led to universities focusing on the offerings of entrepreneurship education to students. Entrepreneurship needs to be instilled in university students if new businesses are to be started up in the country Peterka *et al.*, (2015) believed that the education of entrepreneurship is one of the economic and developmental mechanisms of utmost importance worldwide. A strategy for entrepreneurship education is a strategy to strengthen the individual's ability to see and exploit opportunities in an economic, social and cultural context (Ndedi, 2012). He

further states that entrepreneurship education includes the development of both personal qualities and attitudes and of formal knowledge and skills that will give students competence in entrepreneurship.

The benefits of entrepreneurship are not limited to closing the poverty gap as it generates income, employment opportunities, wealth creation and manpower availability for industrial development. Entrepreneurship is important and relevant in today's economy because it identifies opportunities, and creates and innovates brands with technological advances in solving problems. They might create a new product that solves a burning problem or takes on the challenge of exploring something that has not been explored before and improving the world. Jones, and Iredale, (2014) quoting Gorman, Hanlon, and King, (1997) state that entrepreneurship is seen as the engine driving the economy and this has resulted in the growing interest in the development of education programmes that encourage entrepreneurship. Entrepreneurship education has generally proven increasing popularity in universities, schools, engineering and business schools, and educational institutions (Hattab, 2014) and creates links between academic and business communities (Greco, V and Denes, C. 2017). Entrepreneurship education gives students the chance to meet famous entrepreneurs and influences their attitude towards entrepreneurship (Cho and Lee 2018). Entrepreneurship education can connect the network of world entrepreneurs and enhance mentorship. During exchange programmes, it allows the upcoming entrepreneurs to exchange views and thoughts on critical areas that can revolutionise the world. Stakeholders engaged in the process of entrepreneurship education including instructors and educators have expressed commitment in terms of emotional and intellectual investment in addition to passion. The growing number of research confirms that education plays a significant role in foisting entrepreneurship and new attitudes toward it (Vaicekauskaite, and Valackiene 2018). Entrepreneurship education is considered part of the solution to current economic situations

(Audretsch and Thurik, 2001), and a driver of social development and innovation. It helps individuals to acquire resources through knowledge and information transfer. Policymakers also believe that increased levels of entrepreneurship can be reached through education (European Commission, 2006) and especially entrepreneurship education.

Since the first entrepreneurship course at Harvard Business School was delivered in 1947, entrepreneurship education programmes in higher education have grown rapidly and globally (Kuratko, 2005). Kuratko & Morris, (2018) suggest that more research is needed particularly in terms of the types, objectives and outcomes of these courses. It is expected that the outcome of entrepreneurship education should enhance student venture creation skills, knowledge, and attitudes, and graduate business start-ups and overall job creation (Greene, Katz, & Johannisson, 2014) to turn ideas into reality in real venture creation to contribute to the economic growth and development of the country. However, this has not happened so far, and the area needs further research to help bring about effective results (Tung, 2011). Most developing economies desire that their entrepreneurship endeavour is straightened through entrepreneurship education programmes to make a significant impact.

The growing numbers of unemployed youth especially among graduates suggest that the expected outcome of entrepreneurship education in terms of addressing the unemployment problem among the youth has not been achieved. Von Graevenitz *et al.*, (2010) argue that entrepreneurship education is ranked high on the policy agenda of several countries, but little research is available to assess its impact. While entrepreneurship education has been introduced and promoted in several countries and at many institutions of tertiary education, at this stage little is known about the impact of this entrepreneurship education (Von Graevenitz *et al.*, 2010). They reiterate the fact that the impact emanating from entrepreneurship education is still poorly understood, and the research on entrepreneurship education still has huge gaps. This study intends to assist in the closing part of

this gap to deepen the understanding of how entrepreneurial education increases the inclination to start to respond to some of these challenges and make some recommendations that will contribute to the expectation of entrepreneurship education. For these reasons, entrepreneurship education is very significant for starting new businesses, creating new jobs and for overall economic development. The most significant aspect is to analyse the impact on students' intention towards creating a venture by exploring the relevance of specific education characteristics which may be helpful to design effective entrepreneurship education programmes (Seth 2020).

II. LITERATURE REVIEW

Entrepreneurship is the process of creating value by bringing together a unique package of resources to exploit entrepreneurial opportunities (Stevenson & Jarilo-Mossi, 1996). Entrepreneurship leads to new product introduction or market entry and creates value through association with the discovery and exploitation of profitable business opportunities, (Shane and Venkataraman, 2000). It is acting on identified opportunities and ideas to transform them into value for others. An entrepreneur is an enterprising individual who builds capital through risk and with initiative, attempts to make a profit. That means that entrepreneurs are continuously chasing opportunities to generate value through the creation or expansion of economic activity. Entrepreneurship is an opportunity-based action as a function of applied knowledge.

III. CONCEPT OF ENTREPRENEURSHIP EDUCATION

Entrepreneurship education is defined as a whole education and training activity (whether it is an educational system or a non-educational system) that tries to develop a participant's entrepreneurial intention that affects the intention such as knowledge desirability, and feasibility of the entrepreneurship activity (Linan 2004). Learning about developing business plans and creating a company allows students to better understand and integrate finance, economics,

accounting, marketing, and other business disciplines, offering them an integrative and enriching educational experience (Grecu, V and Denes, C. 2017). Education enables one to understand the outside world and equips him with the basic knowledge and skills to deal with day-to-day problems. In any society, the system of education has a significant role to play in inculcating entrepreneurial values. The Consortium for Entrepreneurship Education (CEE, USA, 2013) defined entrepreneurship education as a form of education that is out to seek the preparation of people, especially youths, to be responsible, enterprising individuals who will become entrepreneurs and entrepreneurial thinkers and who will contribute to economic development and sustainable communities. It has the inherent capabilities to create a change in a people to seek how to create employment, instead of seeking one. It provides learners with practical knowledge, entrepreneurial skills such as creative and innovative skills and motivation to pursue entrepreneurial activities. It aims to harness opportunities within society and reduce the risk associated with entrepreneurship thought and guide the enterprise successfully through its initial stage to the maturity stage. Meziobi (2013) defined entrepreneurship education as an educative process that creates in the individual the ability and skills to become self-reliant and to overcome the dynamic challenges posed by the harsh economy. It aims to develop key competencies (Area, *et al.* 2018) associated with specific learning. Entrepreneurship education has also been viewed as a learning process that imbibes in the learners/student traits and competencies such as team spirit, leadership, problem-solving, negotiation skills, self-direction and self-management, unlike traditional stereotype education, which places less attention on skills and practical needs of the world of work (Sofoluwe, 2007). Akhuemonkhan, Raimi, and Sofoluwe, (2013) support the above assertion that entrepreneurship education can be conceptualised as a specialised and all-round training programme designed by education authorities to change the worldview of students from job seekers to wealth creators by developing their latent talents and potential. Entrepreneurship is a discipline of

traits that can both be learned and taught (Vanevenhoven, 2013).

Entrepreneurship education can be divided into three aims which are: a) learn to understand entrepreneurship, b) learn to become entrepreneurial, and c) learn to become an entrepreneur (Hytti, 2002). It is about creating and nurturing a learning environment that promotes entrepreneurial traits and behaviours, such as becoming a creative and independent thinker, and risk taker, assuming responsibility, and valuing diversity. It seeks to prepare people, especially youth, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and who contribute to economic development and sustainable communities. It is not based on a textbook course. Instead, students are immersed in real-life learning experiences where they have an opportunity to take risks and manage the results, using the learning-by-doing approach to entrepreneurship education.

Previous research believed that entrepreneurial education has an important role in improving the skills of the individual that stimulates business activities (Sun *et al.*, 2017). Yang (2014) remarked that entrepreneurial education has two key features. First, through entrepreneurial learning actions, it facilitates individuals to transfer knowledge, skills, and share experience of entrepreneurship. Second, entrepreneurial education through field studies motivates individuals to be a successful person in the future.

The Consortium for Entrepreneurship Education (CEE, USA 2013) concludes that the core knowledge created via entrepreneurship education includes:

- The ability to recognise opportunities in one’s life.
- The ability to pursue such opportunities by generating new ideas and marshalling needed resources.

- The ability to create and operate a new venture.
- The ability to think creatively and critically.

Cho and Lee (2018) submit that to succeed, entrepreneurs should have the necessary skills to deal with entrepreneurial problems. Improved skills may increase students’ confidence in entrepreneurship and promotes the chances of entrepreneurial success. It is all about enhancing students with the skills and resources that will enable them to become self-reliant after graduation. Entrepreneurship education is a veritable tool to reduce poverty and unemployment and enhances the nation’s standard of living as it contributes to the economic development of the nation. They further opine that it is about increasing students’ ability to participate and respond to societal changes. Entrepreneurship education develops and stimulates the entrepreneurial process, providing all tools necessary for starting up new ventures (Postigo and Tomborini 2002). It is commonly believed that entrepreneurship education is an imperative that would make a positive contribution to improving the entrepreneurship orientation of people, leading to the acquisition of skills, creativity, confidence, drive and courage, to create employment for self and others (Ekpoh and Edet 2011).

IV. CLASSIFICATION OF ENTREPRENEURSHIP EDUCATION

According to Linan (2004), there are four different kinds of entrepreneurship education programmes. The first, “Entrepreneurial Awareness Education”, aims to increase knowledge about entrepreneurship and to influence attitudes that may impact intentions. The second category is described as “Education for Start-up” These programmes are geared toward people who generally already have an entrepreneurial idea and need to solve practical questions about becoming self-employed.

1. Entrepreneurial Awareness Education	3. Education for Entrepreneurial Dynamism
2. Education for Start-up	4. Continuing Education for Entrepreneurs

Figure 1 Source: Adopted from Linan 2004

Purposeful education is likely to enhance students' entrepreneurial efficacy by providing them with knowledge and skills to cope with the complexities embedded in entrepreneurial activities.

Dimensions of Entrepreneurial Education

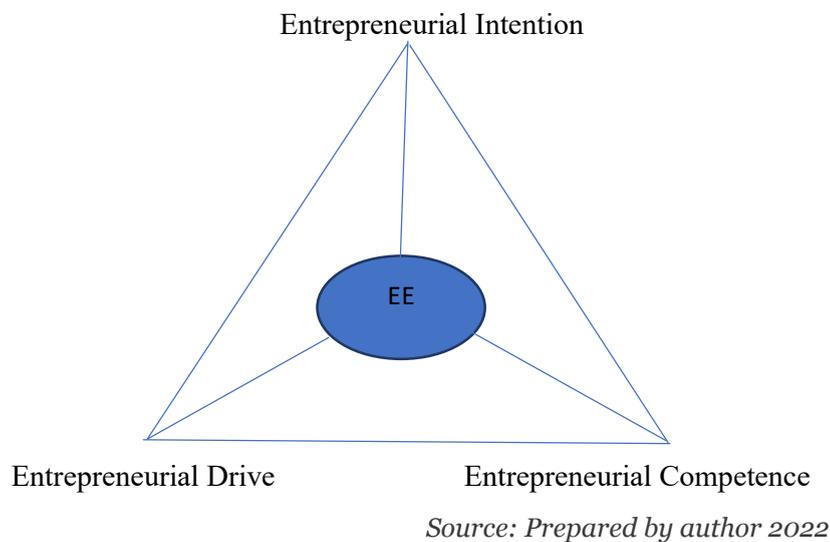


Figure 2: Model of Entrepreneurial Education

V. ENTREPRENEURIAL INTENTION

Krueger et al. (2000) suggest that entrepreneurial activity can be predicted more accurately by studying the intention rather than personality traits, demographic characteristics, or situational factors. According to Israr and Hashim (2015), Intentions are considered to be a very important step in the entrepreneurship process for people who wish to start a new business. Sheeran & Abraham (2003) opine that in social psychology intention is noticed to be the most immediate and significant antecedent of behaviour. Entrepreneurial intention is the motivational factor that influences individuals to pursue entrepreneurial outcomes (Hisrich, Peters, and Shepherd, 2017). An individual may have the potential of being an entrepreneur because of his/her competency and self-efficacy but may not make the transition into entrepreneurship because of a lack of intention (Krueger Jr *et al.*, 2000). Entrepreneurial Intention is the motivational factor that influences individuals to pursue entrepreneurial outcomes (Hisrich, Peters, and Shepherd, 2017). The intention is related to attitudes with perceived desirability of entrepreneurship and in this context, desirability relates to perceptions of the personal appeal of

starting a business (Rankhumise, 2014). It is seeking knowledge that is necessary for business creation. Krueger (1993) explains that entrepreneurial intentions refer to a commitment to starting a new business. It emanates from motivation and cognition, which relate to intellect, ability and skills (Rankhumise, 2014), he further asserts that all these traits can be acquired through learning; hence the need for entrepreneurship education. Entrepreneurship education enhances the entrepreneurial efficacy of the students through business-related activities. Research posits that targeted education can contribute to developing self-efficacy (Mohammed & Aparna, 2011).

5.1 Entrepreneurial Competencies

The main goal of most entrepreneurial education is to develop some level of entrepreneurial competencies. According to Mukherjee (2016) competency is defined as the capacity that exists in a person that leads to behaviour that meets the job demand and in turn brings about desired results. European Union 2006 López-Núñez 2022 *et al*, quoting (Bacigalupo, 2016 *et al.*) state that the European Council adopted the concept of entrepreneurship competencies as a set of abilities

with the potential of shaping society through value creation at a social, cultural, or financial level with the sense of entrepreneurship as one of the key competencies necessary for a knowledge-based society. Entrepreneurship competencies combine creativity, a sense of initiative, problem-solving, the ability to marshal resources, and financial and technological knowledge. These competencies enable entrepreneurs and entrepreneurial employees to provoke and adapt to change. They can be developed through entrepreneurship education and training that focus on promoting entrepreneurial mindset and behaviour (OECD 2018). Entrepreneurial Competencies are social, managerial and networking competencies. One of the aims of developing competencies in entrepreneurship is to reduce the fear of failure through a combination of measures focussed on awareness-raising, as well as providing knowledge and know-how that allow individuals to demonstrate resilience and persistence in the face of obstacles (OECD 2018).

5.2 Entrepreneurial Drive

Florin, Karri, and Rossiter (2017) define entrepreneurial drive as an individual's perception of the desirability and feasibility to proactively pursue opportunities and creatively respond to challenges, tasks, needs, and obstacles in innovative ways. Individuals with high levels of entrepreneurial drive are generally high achievers, possess high self-efficacy, question the status quo, and have a preference for innovative solutions. Entrepreneurial drive or internal motivation is a behavioural diversity that forces an individual to pursue opportunities to its logical conclusion, overcoming possible oppositions or challenges.

5.3 Empirical Review

Shah., Amjed, & Jaboob, (2020) studied 'The moderating role of entrepreneurship education in shaping entrepreneurial intentions and observed from the empirical results that entrepreneurship education effectively contributes to developing entrepreneurial intentions in the case of the Sultanate of Oman. Entrepreneurship education positively contributes to strengthening and

channelling the entrepreneurial attitude toward entrepreneurial intentions.

Ariff, Bidin, Sharif, and Ahmad, (2010) studied Predicting entrepreneurship intention among Malay University accounting students in Malaysia. The study shows three factors that influence students' entrepreneurial intentions namely, attitude toward entrepreneurship, subjective norms and perceived behaviour. Out of these three factors, perceived behavioural control emerged as the strongest factor that had a strong influence on intention.

Liñán *et al.*, (2011) studied the factors that influence the level of entrepreneurial intention, and they reported that a high level of knowledge about entrepreneurship can contribute to a more realistic perception of entrepreneurial activity and will affect one's entrepreneurial intentions.

Empirical work done by Ekpoh and Edet (2011) on Entrepreneurship Education and Career Intentions of Tertiary Education Students in Akwa Ibom and Cross River States, Nigeria, shows that exposure to entrepreneurship education influences the career intentions of tertiary school students.

5.4 Theoretical Framework

The theory of planned behaviour was developed by Ajzen, (1985, 1991); A general model was to predict and explain behaviour across a wide range of different types of behaviour and in different disciplines Renko, *et al.*, (2012). The authors further opined that this is also true for entrepreneurship research since becoming an entrepreneur is considered to be a conscious activity and intention is taken to be a cognitive state. The Theory of Planned Behaviour (TPB) postulates three conceptually independent determinants of intention. The first is the attitude toward the behaviour and refers to the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question. The second predictor is a social factor termed subjective norm; it refers to the perceived social pressure to perform or not to perform the behaviour. The third antecedent of intention is the degree of perceived behavioural control which

refers to the perceived ease or difficulty of performing the behaviour and it is assumed to reflect experience as well as anticipated impediments and obstacles. The attitude towards the behaviour refers to the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question.

5.5 Contribution to Knowledge

This research contributes to the field of entrepreneurship literature by providing evidence about the impact of entrepreneurship education on developing key competencies for entrepreneurial activity in two developing economies in the study area. It also reiterated how different components and dimensions of entrepreneurship education influence entrepreneurial intentions. It provides further insight into the effectiveness of entrepreneurial education programmes in training schools. The study affirms that entrepreneurship education inculcates in students the ability to harness opportunities and turn ideas into reality. It assists in the understanding of entrepreneurship education research.

VI. METHODOLOGY

The study was a survey research designed to determine the impact of entrepreneurship education on entrepreneurial intentions among final-year students of selected faculties to start new ventures as soon they graduate, using selected tertiary institutions in Lagos as a study area. The population of the study comprised all the students in the University of Lagos, Akoka, Lagos State University Ojo, Lagos State University of Science and Technology, Ikorodu, Caleb University, Imota, Pan African University Ajah, Anchor University Ayobo, all in Lagos State. A simple random sampling technique was used to select thirty (30) students each from eight (8) faculties in the University of Lagos, five faculties in Lagos State University Ojo, five faculties in Lagos State University of Science and Technology, Ikorodu, five faculties in Caleb University, Imota, five faculties in Pan African University Ajah, five faculties in Anchor University Ayobo, giving a

total of seven hundred (840) respondents as the sample size. Seven hundred and twenty-seven returned. Out of this number, only six hundred sixty were correctly filled for usage, while sixty-seven were unusable because they were wrongly filled.

This study made use of a structured questionnaire to collect relevant data for the study. The researcher measured the values of data generated for the study with a 5-point Likert Scale, such as “Strongly Agreed” (SA) =5, “Agreed” (A)=4, Disagreed “(D)=3, Strongly Disagreed” (SD)=2 and undecided (U) =1. The questionnaire was structured in the form of close-ended questions and the close-ended questions were based on the options provided by the researcher. The validation of the research instrument was carried out by six (6) independent experts; 2 experts from entrepreneurship, and 2 experts each from measurement (in the education department) at the University of Lagos Akoka, and Lagos University of Ojo respectively. The internal consistency of the instrument was determined through the test re-test method.

A principal analysis of the Entrepreneurship items resulted in three components. The reliability items measuring entrepreneurship intentions, entrepreneurship drive, and entrepreneurship competence comprised the first, second, and third components, respectively. The internal consistency of the scales was satisfactory, as the Cronbach alpha value was 0.857 for entrepreneurial intentions, 0.765 for entrepreneurial drive and 0.785 for entrepreneurial competence. SPSS 23 version was used to analyse the responses from research participants. The statistical techniques used were descriptive analysis and the spearman rank order correlation coefficient.

VII. DATA ANALYSIS AND PRESENTATION ANALYSIS OF RESULTS

Sample description

Table 1 Gender

Table 1: Shows, out of the 660 respondents, there were 357 males with a percentage of 54.1%, while 303 was the number of female respondents with a percentage of 45.9%

	Frequency	Per cent	Valid Percent	Cumulative Percent
Valid MALE	357	54.1	54.1	54.1
FEMALE	303	45.9	45.9	100.0
Total	660	100.0	100.0	

Table 2: Entrepreneurship background

	Per cent	Per cent	Valid Percent	Cumulative Percent
Valid YES	547	82.9	82.9	82.9
NO	113	17.1	17.1	100.0
Total	660	100.0	100.0	

Figure 92.1% of the respondents received one form of entrepreneurship education or training while 7.9% did not.

Brush (1992) found that men are more inclined towards entrepreneurial business than women with similar backgrounds. Research also supports the generally held perception that being an entrepreneur is a purely masculine character of

the members of society (Lewis, 2006). Numerous studies revealed that these kinds of stereotypes regarding gender influence the intentions of men and women to involve and pursue entrepreneurial activities as their career (Gupta, 2008).

Table 3: Previous entrepreneurship training

Have you received entrepreneurship education before?

	Per cent	Per cent	Valid Percent	Cumulative Percent
Valid YES	608	92.1	92.1	92.1
NO	52	7.9	7.9	100.0
Total	660	100.0	100.0	

According to table (3), concerning whether students have received entrepreneurship education or not, results indicated that 92.1.% of students were exposed to entrepreneurship education, while 7.9 %. of students were not exposed to such type of education

Decision Rule Where $P < 0.05$ = Reject the null hypothesis Where $P > 0.05$ = Accept the null

hypothesis Table 1: Relationship between Entrepreneurship Education (EE) and Entrepreneurial intentions of students.

H1: There is no positive relationship between entrepreneurship education and the entrepreneurial intentions of students in the study area.

Table 4
Correlations

		Entrepreneurship Education	Entrepreneurial Intentions
Spearman's rho	EE	Correlation Coefficient	1.000
		Sig. (2-tailed)	.555**
		N	.000
			660

	EI	Correlation Coefficient	.555**	1.000
		Sig. (2-tailed)	.000	.
		N	660	660

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

H2: There is no significant relationship between entrepreneurship education and the entrepreneurial intentions of students

From data analysis of table 4, the result shows that there is a link between entrepreneurship education and entrepreneurial intentions, with a correlation value (rho) between the two variables at .555** where $P = 0.000$ ($P < 0.05$) indicates a significant level of relationship between the variables. This means that entrepreneurship intention can be considered statistically appropriate to create a new venture. The researchers, therefore, reject the null hypothesis

that there is no relationship between entrepreneurship education and entrepreneurial intentions. This result is consistent with the findings of Caiazza & Voipe (2016) that there is a link between entrepreneurship education and entrepreneurial intention. This was further corroborated by Seth, (2020) that entrepreneurship education course characteristics may increase the intention (and antecedents) of participants to start their ventures.

H3: There is no significant relationship between entrepreneurship education and entrepreneurship drive

Table 5

Correlations

			Entrepreneurship Education	Entrepreneurship Drive
Spearman's rho	EE	Correlation Coefficient	1.000	.639**
		Sig. (2-tailed)	.	.000
		N	660	660
	ED	Correlation Coefficient	.639**	1.000
		Sig. (2-tailed)	.000	.
		N	660	660

The study showed a strong significant relationship between entrepreneurship education and entrepreneurship drive ($r = -0.639$, $p < 0.001$). As entrepreneurship education increases entrepreneurship drive also increases, so the null hypothesis is hereby rejected because there is a significant positive relationship between the two

variables. The findings of the study prove that entrepreneurship education does enhance the entrepreneurship drive. The study explains the rationale for having entrepreneurship courses and workshops in the curriculum of business students, (Vij, & Sharma, 2013).

Table 6

Correlations

			EE	EC
Spearman's rho	EE	Correlation Coefficient	1.000	.520**
		Sig. (2-tailed)	.	.000
		N	660	660
	EC	Correlation Coefficient	.520**	1.000
		Sig. (2-tailed)	.000	.
		N	660	660

H3: There is no significant relationship between entrepreneurship education and entrepreneurship competence.

The study showed a strong significant relationship between entrepreneurship education and entrepreneurship competence ($r=-0.520$, $p<0.001$). As entrepreneurship education increases, entrepreneurship competence also increases, so the null hypothesis is hereby rejected because there is a significant positive relationship between the two variables.

VIII. CONCLUSION

This paper investigates the impact of entrepreneurship education programmes on students' entrepreneurial intentions, Florin, Karri and Rossiter (2017) argued that learning a relevant skill is not sufficient to promote action; students need to perceive that the application of the skill is feasible and that an entrepreneurial approach is desirable. That means that entrepreneurial education can turn ideas into action and produce students who will start their businesses upon completion of their university education. Entrepreneurship education programmes have a positive impact on students' entrepreneurial intentions, however, a lack of enabling environment can hinder their effectiveness. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. As tertiary institutions are playing critical roles in providing necessary training for students, to be effective in seizing opportunities, venture creation, creativity and innovation, that will help in the socio-economic development of society.

The study concludes that entrepreneurship education can play a significant role in the establishment of new ventures in Lagos, Nigeria. There is evidence of interest in entrepreneurship education by students in the study area. This is a great opportunity to improve the existing programme by policymakers. The findings have shown that entrepreneurship education has a high impact on the intention of students who are

interested to become entrepreneurs or being involved in opportunity-influenced start-up businesses. Having received enhanced skills and knowledge to accelerate economic growth and improve the standard of living. Hence, it must be introduced into all the tertiary institutions in the country. This will help equip graduates with creativity, innovation, risk-taking and the ability to interpret successful entrepreneurial role models and identification of business opportunities. This may help reduce the rising unemployment situation in the country. That is why developing countries have placed great emphasis on entrepreneurship education. The notion that only government can provide jobs should be reduced through awareness campaigns by all stakeholders. Students must be encouraged to take entrepreneurship as a career rather than depending on the government and the private sector for employment.

IX. RECOMMENDATIONS

This analysis showed that entrepreneurial education programmes significantly influenced the entrepreneurial activity of some students. This implies that entrepreneurial education should be a prioritised objective in the educational policy of the government. The recommendations derived from these results are among others, to promote role models, continue supporting the financing of entrepreneurial initiatives through education and training, continue implementing government policies to support entrepreneurship, and evaluate the impact that these programmes have on skills acquired in the short and medium terms, as well as their maintenance over time.

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