

Impact of Entrepreneurship Course on Entrepreneurial Intention among Undergraduate Students of Al-Hikmah University, Kwara State, Nigeria

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ABSTRACT

Unemployment has become one of the most newsworthy concerns in Nigeria. It has reached a level in which graduates of higher institutions have to normally wait for a long time before getting a job. Hence, the importance of entrepreneurship in terms of job creation and economic growth cannot be overemphasized. This research therefore examined the impact of entrepreneurship course on entrepreneurial intention among undergraduate students of Al-Hikmah University, Kwara State, Nigeria. The population of the study consists of 2800 while quota, simple random and convenience sampling techniques were used to 338 students from seven faculties. Instrument titled "Entrepreneurship Course and Entrepreneurial Intention Questionnaire (ECEIQ)" was used to elicit data from the respondents while Statistical Package for Social Sciences (SPSS) was used to analyse the data. Findings revealed that the teaching of entrepreneurship course significantly impact on student's knowledge and their entrepreneurial intention to start-up business. Findings also indicate perceived challenge which include poor state of infrastructure (electricity, road etc.) and lack of fund dampen students' spirit of becoming an entrepreneur. Also, availability of infrastructure and fund are students' perceived solutions to the challenges of becoming an entrepreneur. In view of the findings, this study therefore recommends that university should device a strategy to assist the students that indicate intention to start enterprise while in school and after graduation. Lastly, stakeholders in education should assist the university in providing equipment and funds for the advancement of entrepreneurship.

Keywords: *Entrepreneurship Education, Entrepreneurial Intention, Students, University*

ABSTRAK

Pengangguran telah menjadi salah satu masalah paling layak diberitakan di Nigeria. Ini telah mencapai tingkat di mana lulusan dari lembaga yang lebih tinggi harus biasanya menunggu lama sebelum mendapatkan pekerjaan. Oleh karena itu, pentingnya kewirausahaan dalam hal penciptaan lapangan kerja dan pertumbuhan ekonomi tidak dapat terlalu ditekankan. Oleh karena itu penelitian ini meneliti dampak kursus kewirausahaan pada niat kewirausahaan di kalangan mahasiswa sarjana dari Universitas Al-Hikmah, Negara Bagian Kwara, Nigeria. Populasi penelitian terdiri dari 2800 sedangkan kuota, teknik acak sederhana dan kenyamanan sampel digunakan untuk 338 siswa dari tujuh fakultas. Instrumen berjudul "Kursus Kewirausahaan dan Kuesioner Intensi Wirausaha (ECEIQ)" digunakan untuk memperoleh data dari responden sementara Paket Statistik untuk Ilmu Sosial (SPSS) digunakan untuk menganalisis data. Temuan mengungkapkan bahwa pengajaran kursus kewirausahaan secara signifikan berdampak pada pengetahuan siswa dan niat kewirausahaan mereka untuk memulai bisnis. Temuan juga menunjukkan tantangan yang dirasakan termasuk kondisi infrastruktur yang buruk (listrik, jalan dll.) Dan kurangnya

dana mengurangi semangat siswa untuk menjadi wirausaha. Juga, ketersediaan infrastruktur dan dana adalah solusi yang dirasakan siswa terhadap tantangan menjadi wirausaha. Mengingat temuan, studi ini merekomendasikan bahwa universitas harus menggunakan strategi untuk membantu siswa yang menunjukkan niat untuk memulai usaha saat di sekolah dan setelah lulus. Terakhir, pemangku kepentingan dalam pendidikan harus membantu universitas dalam menyediakan peralatan dan dana untuk kemajuan kewirausahaan.

Kata kunci: Pendidikan Kewirausahaan, Intensi Wirausaha, Mahasiswa, Universitas

INTRODUCTION

Nigeria is a nation blessed with human, natural and material resources which can be used to advance economic development, but reverse has been the case in the recent time. With over fifty-seven years of independence, majority of Nigerians are still living below the poverty line (UNICEF, 2007). Considering the abundant resources available in Nigeria compared to other countries like Japan, Malaysia and Indonesia, due to the positive attitudes and high level of commitment towards entrepreneurship, these countries were able to break the vicious circle of poverty and made standard of living in their countries better than ever before. Nigeria like most developing nations of the world is faced with myriads of problems and harsh realities which include poverty, unemployment, conflicts and disease (Baba 2013).

According to Nigerian Bureau of Statistics (NUR, 2017), unemployment rate was 23.4%, which rose from 13.9 per cent in the 3rd quarter to 14.2 per cent in the 4th quarter of 2016 rose from 14.2% to 18.8% in 2017. It also said that Nigeria's labour population increased from 83.9 million in the second quarter to 85.1 million in the third quarter of 2017 which created a source of concern for the government and policy makers on how to reverse the trend and its negative implications in the country. Recent report indicates that Nigeria has now taken over as the nation with highest number of extremely poor people, as reported by Brookings Institution (Vanguard

Newspaper, June 25, 2018). While Nigerian universities were reported to churn tens of thousands graduates annually, this is overshadowed by "vendor graduates", which have just become a perennial feature of the economic meltdown (Mainoma & Aruwa, 2012; Rambe, Ndofirepi, & Dzansi, 2015). Many graduates find themselves engaging in unsophisticated menial jobs predominantly located in the informal sector of the economy such as vending, car washing, car watching, making and selling simple crafts, gold panning, selling second-hand clothing and cross border trading (Murinda, 2014; Rusvingo, 2015). Universities and other institutions of leaning in Nigeria are producing thousands of graduates at the end of every academic session, and the number is too large for government ministries, commissions and agencies to absorb. Days are gone where Nigerian graduates will stay behind for government to provide employment opportunities. Individuals and corporate organisations are now striving to complement government efforts by creating jobs through the establishments of small and medium scale enterprises (SMEs).

Mainoma and Aruwa (2012) observed that over the years, the number of students graduating from tertiary institutions is rapidly skyrocketing. It is disturbing that the number of available vacancies or openings does not in any way correspond with the number of graduates. This is perhaps due to the harsh economic conditions and unfriendly business environment that forced many businesses

to bend flat. The competition for job in labour market becomes very intense to the extent that employment in most cases is no longer secured on equal opportunity basis. It is further observed that the oil boom has affected people's attitude to work and the psychology of an average Nigerian prefers to avoid investments that require special expertise and creativity. In addition, the school curricula were not initially geared towards equipping students with skills required for self-employment. Consequently, thousands of graduates from tertiary institutions are roaming about in the streets in search of jobs that are not readily available. Entrepreneurship has therefore been the most frequent topic discussed in the past years. Many observers found that entrepreneurship is one of the most important mechanisms to promote economic growth of a country through innovation, employment, and economic growth (Zhang, Duysters, & Cloudt, 2013).

In view of this unfortunate scenario, entrepreneurship studies have explored measures to mitigate the tainting youth unemployment menace in Nigeria and neighbouring countries such as South Africa (Mushipe, & Shambare, 2013; Fatoke, 2014). Thus, in recognition of the importance of the role of entrepreneurship in economic growth and development, the Nigerian government through the National Universities Commission has made it compulsory on every undergraduate student to offer entrepreneurial course as a step towards stimulating active and productive entrepreneurial activities in the country. It is believed that this would help in developing students' attitude and interest in entrepreneurship. Despite the efforts geared toward entrepreneurship educational courses so as to enhance the skills' acquisition of tertiary education's graduates for self-employment by the Federal Government of Nigeria, there has been continued decrease in the rate of graduate unemployment till date (Rambe, Ndofirepe & Dzansi, 2015). It is against

this backdrop that this study intends to investigate the impact of entrepreneurship course on entrepreneurial intention among undergraduate students of Al-Hikmah University, Kwara State, Nigeria.

LITERATURE REVIEW

There has been lack of empirical research on the effectiveness of entrepreneurship education, and the directions of the existing studies are varied and inconsistent (Peterman & Kennedy, 2008). Some researchers however measured the effect of entrepreneurship education in terms of how much entrepreneurship programmes or courses benefit the society, such as in terms of technology transfer, new jobs opportunities, or assistance to local entrepreneurs. Others measured the impact through participants' satisfaction with the entrepreneurial programs or courses regarding innovation and their business performance. Further, some studies measured students' academic performance (e.g., GPAs) (Charney & Libecap, 2000). In the study of Vesper and Gartner (2007), the authors tried to cover possible indicators to measure the effectiveness of entrepreneurship education. They reported 18 possible evaluation criteria for ranking the quality of entrepreneurship programmes. These criteria included courses offered, faculty publications, impact on community, exploits of alumni, innovations, alumni start-ups, outreach to scholars, competitions and awards won, years of activity, size of undergraduate program, size of school or university, magnitude of resources, alumni comments years later, size of undergraduate programme, incoming student qualities, faculty start-ups and location. However, these findings were based on the subjective opinions of academics that may lack scientific reliability.

More studies indicate that entrepreneurship education affects the career choice of students and facilitates them to start up Varela & Jimenez (2001).

The authors also reported that the highest entrepreneurship rates were achieved in the universities that had invested most in entrepreneurship education. Despite the positive effect of education on new venture creation and entrepreneurial performance, only a small number of students will create own businesses shortly after completing the entrepreneurship education and training. In fact, evaluating the effectiveness of entrepreneurship is complicated. It is not appropriate to confine to the start-up measure that may exclude the measurement of entrepreneurial knowledge, skills, attitudes and intentions. Further, the goal of entrepreneurship education is not necessarily for all participants to create new businesses in a short term. It seems questionable to measure the outcome of entrepreneurship education programme merely with the number of business created by the graduates. The evaluation of the effectiveness of entrepreneurship education may surpass such start-up measure and emphasize on the delayed effects (Luthje & Franke, 2009). Bearing in mind that entrepreneurship is under volitional control of individuals and it is a planned behaviour, intention is the best predictor of entrepreneurial behaviour (Krueger, 2000) and it is the first step in the venture creation process (Shook, 2003). In recent years, some researchers (Fayolle, Luthje & Franke 2006; Peterman & Kennedy, 2008) have suggested that the effectiveness of entrepreneurship education is measured in terms of the predictors of entrepreneurship action, such as entrepreneurial intentions and attitudes (Ajzen, 1991).

Thus, the effectiveness of entrepreneurship education in the studies of Ehrlich, De Noble., Jung, & Pearson, (2000) and Noel (2001) is associated to the attitudinal pasts of entrepreneurial intention. In summary, the literature disclosed that entrepreneurship education has a significant impact on participants' decision on engaging in entrepreneurship

and their future business performance, but merely measuring the effectiveness of entrepreneurship programs/courses with the number of business is created by students is not appropriate. Being limited to the venture creation measure may exclude the measure of entrepreneurial skills, attitudes, and intentions that may be developed throughout the learning process. The entrepreneurship programmes/courses do not necessarily aim at new venture creation for all students. There are programmes for nurturing entrepreneurial spirits and interest of students. It has been observed that various types of entrepreneurship education programmes/courses are offered in institutes. They have different education levels, objectives, and target audience. Empirical findings by Noel (2001) with the conclusion that if university provides adequate knowledge and inspiration for entrepreneurship the possibility of choosing an entrepreneurial career might increase among students; thus confirming the key role of education in the development of entrepreneurial intention. Entrepreneurial programmes raise attitudes and behaviour capable of provoking entrepreneurial intention among university students. Despite this remarkable impact, the critical issue is the fidelity of the impacted value on the students over a time lag after graduation. An empirical study carried out by Izedonmi & Chinonye (2010) in Nigeria set out to examine the effect of entrepreneurship education on the students' entrepreneurial intentions. The study makes it clear that entrepreneurial characteristics of youth are diverse and their exposure to entrepreneurship education for a period of four years is capable of provoking the intention of becoming entrepreneurs.

From theoretical perspective, theory of reasoned action and theory of planned behaviour offer a theoretical framework that can be used to explain the connection between entrepreneurship attitude and intention education. Theory of

Reasoned Action (TRA) postulates that much behaviour in our daily lives may fall under voluntary control as people perform these behaviours easily if they have the desire to perform (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 2015). The theory was used to forecast the voluntary behaviours and assist others in recognizing their own psychological factors. It is designed based on the assumption that human beings normally behave in a reasonable manner. They will consider the available surrounding information and the consequences of their actions. Attitude toward the behaviour and subjective norm are two elements that act as the function to a person's intention. People normally hold multiple salient beliefs in relation to any given behaviour. Each of the salient belief links the behaviour to a valued outcome and the outcome has a certain subjective value. It is assumed that these salient beliefs and evaluated outcome combine to produce an overall positive or negative attitude toward the behaviour. Salient beliefs mean when the individual perceived that the disadvantages outweigh perceived advantages, they will resist performing the behaviour (Fishbein & Ajzen, 2015). The beliefs underlying subjective norm are normative beliefs, which individuals are influenced by persons important to them to perform given behaviour. On Theory of Planned Behaviour (TPB) forecast and illuminate human behaviour in a specific context, it allows prediction of behaviours that were not under complete voluntary control. TRA could predict behaviours but the mere information of intention was inadequate to predict behaviour. Hence, perceived behavioural control is included (Ajzen & Fishbein, 2012) and it is formed by control beliefs that give rise to the perceived ease or difficulty in performing the behaviour. It indicates that people are expected to transform their intention into action, provided there is an adequate degree of actual control over the behaviour. Thus, intention is assumed to

be the direct antecedent of behaviour, guiding the behaviour in a controlled manner (Ajzen and Fishbein (2012). In view of the foregoing, the research questions and objectives were designed to guide the study.

1 Research Questions

- i. What is students' perceived knowledge on entrepreneurship course?
- ii. What is students' perceived intention to start-up their own business?
- iii. What are students' perceived challenges in starting business?
- iv. What are the solutions to the challenges in starting business?

2 Research Objectives

- i. To know the students perceived knowledge on entrepreneurship course.
- ii. To ascertain the perceived intention of the students in starting their own business.
- iii. To explore the students perceived challenges in starting business.
- iv. To proffer solutions to the challenges in starting business

METHODOLOGY

1 Research Design

A research design is a specification of procedures for collecting and analysing the necessary data to help solve a given research problem. This study adopted the descriptive design, because data was collected with the intention of describing existing conditions, identifying standards against which existing conditions can be compared or determine the relationship that exists between a particular point in time. Also, survey research was adopted for this study. According to Pinsonneault & Kraemer (1993), a survey research is a method of obtaining research information by asking a set of pre-determined questions from a given sample of

individuals drawn from a defined population.

2. Population and Sampling Techniques

Creswell (2009) defined population as the totality of all elements, subjects or members that possess a specified set of one or more common definite attribute. The population of the study consists of all 2800 students of Al-Hikmah University Ilorin across in faculties according to a source from the ICT centre. The sample size is a subset of the population that is taken to be representatives of the entire population. Sample size was drawn from the population using Krejcie and Morgan (1970) sampling table which give 338 sample size that is needed for the study. Quota, simple and convenience sampling techniques were used to select respondents in Faculty of Education (38), Faculty of Management Sciences (120), Faculty of Natural Sciences (60), Faculty of Law (20) and Faculty of Humanities (100) of the university (Sekaran & Bougie, 2010).

3. Instrumentation

The source of data collection for this research is primary data. The instrument for primary method of data collection was a structured questionnaire titled "Entrepreneurship Course and Entrepreneurial Intention Questionnaire (ECEIQ)". The items in the questionnaire were adapted from the work of Tung (2011) to measure students' perceived knowledge of entrepreneurship course; students' perceived intentions to start-up their own business; students' perceived challenges in starting business and students' perceived solutions to the challenges in starting business. The questionnaire was divided into two sections. Section "A" of the questionnaire focused on the demographic information of the respondents, such as the gender of respondents, Age, marital status, qualifications, and years of experience. Section 'B' of the questionnaire contained items measuring effect of entrepreneurial

education on Al-Hikmah University students' entrepreneurial start-up intention. Options (answers) in the questionnaire from which the respondents have to choose were all numbered using Likert 5, ranging from 1 to 5, that is - Strongly agree (5), Agreed (4), Undecided (3) disagree (2) and Strongly disagree (1) the number against each option (answer) ticked by the respondent was taken as his/her score for that question.

4. Validity and Reliability of the Instrument

Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform (Sekaran & Bougie, 2010). In order to ensure the validity of the adapted instrument, the instrument was given to experts in the field of entrepreneurship and their observations and suggestions were taken into consideration. Reliability is a way of ensuring that any instrument used for measuring variables gives the same results every time (Creswell, 2009; Sekaran & Bougie, 2010). In order to ascertain the reliability of the instrument, a pilot study was carried out with the use of 50 students. The cronbach's alpha of the pilot study are: students' perceived knowledge on entrepreneurship (.85); students' perceived entrepreneurial intention (.86); students' perceived challenges (.82) and students' perceived solutions (.89) (Creswell, 2009; Sekaran & Bougie, 2010).

5. Method of Data Collection and Analysis Procedure

The questionnaire were administered personally to the respondents and they were given sufficient time to supply required information on the questionnaires. The completed copies of the questionnaire were collected, as this helped us to improve the rate of returns and equally enhanced the analysis of the data collected. For the purpose of this study, data collected was coded and

analysed with descriptive statistics frequency using Statistical Package for Social Sciences (SPSS) data analysis package.

ANALYSIS

1. Profile of the Respondents

Table 1
Classification of Respondents According to Gender

Gender	Frequency	Percentage
Male	106	52.7
Female	95	47.3
Total	201	100.0
Classification of Respondents According to Age		
18-30years	110	54.7
31-45years	57	28.3
46-55years	30	14.9
56years and Above	4	1.9
Total	201	100.0
Classification of Respondents According to Faculty of Study		
Management Science	53	26.4
Humanities & Social Sciences	102	50.7
Natural Sciences	46	22.9
Total	201	100.0
Classification of Respondents According to Entrepreneurship Experience		
Below 7years	168	83.6
8-15years	24	11.9
16-20years	9	4.5
Total	201	100.0

Source: Authors' Fieldwork, 2018

The table shows the frequencies of male and female respondents. Male were 106 in number representing 52.7% while female were 95 representing 47.3% of the sample population. This means that there were more male respondents to that of the female. The table above shows the frequencies of the age distribution of the respondents. Those within the ages of 18-30 falls within 110 which represents 54.7%. Those within the ages of 31-45 were 57 in number which represent 28.3% while 46-55 were 30 which represent

14.9%. 56 and above were 4 which represent 1.9%. This simply means that those that partook most in this research were between the ages of 18-30 years of age which constitute the majority of the respondents. The table revealed that the faculty of the respective respondents. The respondents in the Faculty Management Sciences were 53 which constitute 26.4%. The ones in the Humanities and Social Sciences were 102 which represent 50.7% and simply constitutes the majority of the respondents of the respondents while the

respondents in the Faculty of Natural Sciences were 46 representing the minority of the respondents that took part in the study. The table shows that 168 respondents were with 7 years or below level of entrepreneurship experience, 24 respondents (11.9%) had been into operation for about 8-15years and 9

respondents (4.5%) had been operating business for about 16-20years.

2. Response to Research Questions

Research Question One: What is student’s perceived knowledge on entrepreneurship course?

Table 2
Knowledge about Entrepreneurship Education among the students

S/N	STATEMENTS	SA	A	U	D	SD
1	The entrepreneurship course increases my understanding of the attitudes of entrepreneurs (i.e., how they view entrepreneurship and why they act).	173(72.4%)	46(19.2%)	10(4.2%)	10(4.2%)	0(0.0%)
2	The entrepreneurship course increases my understanding of the importance of entrepreneurship to both the society and individuals.	89(37.2%)	98(41.0%)	42(17.6%)	10(4.2%)	0(0.0%)
3	The entrepreneurship course increases my understanding of the personal characteristics of entrepreneurs (e.g., risk-taking, innovation, etc.)	76(31.8%)	56(23.4%)	69(28.9%)	22(9.2%)	16(6.7%)
4	The entrepreneurship course gives me a sense that entrepreneurship is achievable.	146(61.1%)	40(16.7%)	30(12.6%)	23(9.6%)	0(0.0%)
5	The entrepreneurship course increases my understanding of the motives of engaging in entrepreneurial activities (e.g., money, self-achievement, social status, etc.)	134(56.1%)	75(31.4%)	17(7.1%)	13(5.4%)	0(0.0%)

6	The entrepreneurship course increases my understanding of generating innovative ideas	152(63.6%)	65(27.2%)	10(4.2%)	12(5.0%)	0(0.0%)
7	The entrepreneurship course increases my understanding of environmental assessment of entrepreneurial ventures.	141(59.0%)	65(27.2%)	6(2.5%)	21(8.8%)	6(2.5%)
8	The entrepreneurship course increases my understanding of financial preparation for entrepreneurial ventures.	134(56.1%)	75(31.4%)	17(7.1%)	13(5.4%)	0(0.0%)

Source: Authors' Fieldwork, 2018

From the table above, 173 (72.4%) strongly agreed that the entrepreneurship course increases their understanding of the attitudes of entrepreneurs (i.e., how they view entrepreneurship and why they act). 46 (19.2%) agreed. 10 (4.2%) were neutral. 10 (4.2%) disagreed while none of the respondents strongly disagreed. 89 (37.2%) of the respondents strongly agreed that the entrepreneurship course increases their understanding of the importance of entrepreneurship to both the society and individuals. 98 (41.0%) agreed. 42 (17.6%) were neutral. 10 (4.2%) disagreed while none of the respondents strongly disagreed. 76 (31.8%) of the respondents strongly agreed that the entrepreneurship course increases their understanding of the personal characteristics of entrepreneurs (e.g., risk-taking, innovation, etc.). 56 (23.4%) agreed. 69 (28.9%) of the respondents were neutral. 22 (9.2%) disagreed while 16 (6.7%) of the respondents strongly disagreed. 146 (61.1%) of the respondents strongly agreed that the entrepreneurship course gives them a sense that entrepreneurship is achievable.. 40 (16.7%) agreed. 30 (12.6%) were neutral. 23 (9.6%) disagreed while none of the respondents strongly

disagreed. 134 (56.1%) of the respondents strongly agreed that the entrepreneurship course increases their understanding of the motives of engaging in entrepreneurial activities (e.g., money, self-achievement, social status, etc.). 75 (31.4%) agreed. 17 (7.1%) were neutral. 13 (5.4%) disagreed while none of the respondents strongly disagreed. 152 (63.6%) of the respondents strongly believed that the entrepreneurship course increases their understanding of generating innovative ideas. 65 (27.2%) of the respondents agreed. 10 (4.2%) were neutral. 12 (5.0%) disagreed while none of the respondents strongly disagreed. 141 (59.0%) strongly agreed that the entrepreneurship course increases their understanding of environmental assessment of entrepreneurial ventures. 65 (27.2%) agreed. 6 (2.5%) were neutral. 21 (8.8%) disagree while 6 (2.5%) strongly disagreed. 134 (56.1%) of the respondents strongly agreed that the entrepreneurship course increases their understanding of financial preparation for entrepreneurial ventures. 75 (31.4%) agreed. 17 (7.1%) were neutral. 13 (5.4%) disagreed while none of the respondents strongly disagreed.

**Research Question Two: What is their own business?
students' perceived intention to start-up**

Table 3
Intentions of Students toward Starting their Enterprise

S/N	STATEMENTS	SA	A	U	D	SD
9	I would rather be my own boss than have a secure job.	148(61.9%)	51(21.3%)	18(7.5%)	22(9.2%)	0(0.0%)
10	I can make big money only if I create my own business	136(56.9%)	51(21.3%)	12(5.0%)	26(10.9%)	14(5.9%)
11	I would rather create a new firm than be the employee of an existing one	97(40.6%)	117(49.0%)	14(5.9%)	11(4.6%)	0(0.0%)
12	I will join on-campus entrepreneurial programs/activities which assist students in creating own business if available	106(44.4%)	85(35.6%)	12(5.0%)	23(9.6%)	13(5.4%)
13	I will start my own business after graduation in the future	43(18.0%)	98(41.0%)	32(13.4%)	33(13.8%)	33(13.8%)
14	I will work together with good partners to start a new business in the future.	112(46.9%)	108(45.2%)	7(2.9%)	12(5.0%)	0(0.0%)
15	I will start my own business if financial support is secured	53(22.2%)	49(20.5%)	46(19.2%)	49(20.5%)	42(17.6%)

Source: Author's Fieldwork, 2018

Table 3 shows the frequencies in the response of the respondents that answered the questions. 148 (61.9%) of the respondents strongly agreed that they would rather be their own boss than have a secure job. 51 (21.3%) agreed, 18 (7.5%) were neutral to the question, 22 (9.2%) disagreed while none of the respondents strongly disagreed to the question. The implication of this is that more of the respondents agreed that they would rather be their own boss than have a secure job. 136 (56.9%) of the respondents strongly believed that they can make big money only if they create their own business. 51

(21.3%) agreed. 12 (5.0%) were neutral. 26 (10.9%) disagreed while 14 (5.9%) of the respondents strongly disagreed to the question. 97 (40.6%) of the respondents strongly agreed that they would rather create a new firm than be the employee of an existing one. 117 (49.0%) of the respondents agreed. 14 (5.9%) were neutral, 11 (4.6%) disagreed while none of the respondents strongly disagreed. 106 (44.4%) of the respondents strongly agreed that they will join on-campus entrepreneurial programs/activities which assist students in creating own business if available. 85 (35.6%) agreed. 12 (5.0%)

were neutral. 23(9.6%) disagreed while 13 (5.4%) strongly disagreed. 43 (18.0%) strongly agreed to the question that they will start their own business after graduation in the future. 98 (41.0%) of the respondents agreed. 32 (13.4%) were neutral in their response. 33 (13.8%) disagreed while 33 (13.8%) strongly disagreed to the question. 112 of the respondents constituting (46.9%) strongly agreed that they will work together with good partners to start a new business in the future. 108 (45.2%) agreed. 7 (2.9%) of

the respondents were neutral. 12 (5.0%) of the respondents disagreed while none of the respondents strongly disagreed. 53 (22.2%) strongly agreed that they will start my own business if financial support is secured. 49 (20.5%) agreed while 46 (19.2.4%) were neutral. 49 (20.5%) disagreed while 42 (17.6%) of the respondents strongly disagreed.

Research Question Three: What are the students perceived challenges in starting business?

Table 4
Students Perceived Challenges in Starting Business.

S/N	STATEMENTS	SA	A	U	D	SD
16	Poor state of infrastructure (electricity, roads and telecommunications network) dampen my spirit of becoming an entrepreneur	136(56.9%)	51(21.3%)	12(5.0%)	26(10.9%)	14(5.9%)
17	Inadequate or outright lack of funding from the government and the NGOs to start-up	112(46.9%)	108(45.2%)	7(2.9%)	12(5.0%)	0(0.0%)

Source: Author’s Fieldwork, 2018

Table 4 revealed that 136 (56.9%) of the respondents strongly believed that poor state of infrastructure (electricity, roads and telecommunications network) dampen their spirit of becoming an entrepreneur. 51 (21.3%) agreed. 12 (5.0%) were neutral. 26 (10.9%) disagreed while 14 (5.9%) of the respondents strongly disagreed to the question. 112 of the respondents constituting (46.9%) strongly

agreed that inadequate or outright lack of funding from the government and the NGOs to start-up is the challenge they are facing. 108 (45.2%) agreed. 7 (2.9%) of the respondents were neutral. 12 (5.0%) of the respondents disagreed while none of the respondents strongly disagreed.

Research Question Four: What are the solutions to the challenges in starting business?

Table 5
Solutions to the Challenges in Starting Business

S/N	STATEMENTS	SA	A	U	D	SD
18	I will start my business if provision of modern, relevant and adequate facilities are provided for	173(72.4%)	46(19.2%)	10(4.2%)	10(4.2%)	0(0.0%)

	entrepreneurship training.					
19	Provision of a credit facility (a take-off grant) at the end of the programme will spur up my entrepreneurial start-up	134(56.1%)	75(31.4%)	17(7.1%)	13(5.4%)	0(0.0%)

Source: Authors' Fieldwork, 2018

Table 5 shows that 173 (72.4%) strongly agreed that they will start their business if provision of modern, relevant and adequate facilities are provided for entrepreneurship training. 46 (19.2%) agreed. 10 (4.2%) were neutral. 10 (4.2%) disagreed while none of the respondents strongly disagreed. 134 (56.1%) of the respondents strongly agreed that the provision of a credit facility (a take-off grant) at the end of the programme will spur up their entrepreneurial start-up. 75 (31.4%) agreed. 17 (7.1%) were neutral. 13 (5.4%) disagreed while none of the respondents strongly disagreed.

DISCUSSION

The first research question asked on students' perceived knowledge on entrepreneurship course. Findings from table 2 above shows that student's perceived knowledge on entrepreneurship course increases their understanding of the motives of engaging in entrepreneurial activities where majority of the respondents (56.1%) strongly agreed to this notion. It increases their understanding of the importance of entrepreneurship by (41.0%), increases their understanding of the personal characteristics of entrepreneurs by (31.8%), gives them a sense that entrepreneurship is achievable by (61.1%), increases their understanding of the motives of engaging in entrepreneurial activities by (56.1%), increases their understanding of generating innovative ideas with (63.6%), increases their understanding of environmental assessment with (59.0%) and increases

their understanding of financial preparation with (56.1%). This therefore shows that majority of the respondent's perceived knowledge on entrepreneurship education course as a prerequisite to starting their business ventures. By examining factors influencing entrepreneurial intention among university students and using international comparisons (Finland, Sweden, and UK), Autio, Parker, Klofsten, and Hay (2001) amplifies a robustness of an application of TPB model. Their empirical analysis shows a weak influence of subjective norm on entrepreneurial intention with perceived behavioural control emerging as the most important predictor of entrepreneurial intention. This is in line with the work of Izedonmi & Chinonye (2010) in Nigeria which examined the effect of entrepreneurship education on the students' entrepreneurial intentions. The study makes it clear that entrepreneurial characteristics of youth are diverse and their exposure to entrepreneurship education for a period of four years is capable of provoking the intention of becoming entrepreneurs. This is also an indication that they have been equipped with the necessary knowledge and skills required for a new venture start up. It is also deducible that entrepreneurship education is a useful programme that will enable the respondents either to help their future employers or manage their own business successfully. Research findings by (Kuttim, Kallaste, Venesaar, & Kiis, 2014; Kim-Soon, Ahmad, & Ibrahim, 2016) showed that participation in

entrepreneurship education has a positive effect on students' entrepreneurial intentions. There is a significant relationship between entrepreneurial intention and entrepreneurship education (Hussain & Norashidah, 2015; Lorz, 2011; Hattab, 2015; Ibrahim et al., 2015), through students' involvement in experiential and existential lifelong learning practices (Robinson et al., 2016), and through developing meaning of action, reflections, and experience (Hagg & Kurczewska, 2016).

The second research question asked on students' perceived intention to start-up their own business. Findings indicate that majority of the respondents (61.9%) strongly agreed to being their own boss than to have a secure job, (56.9%) of the respondents said they can make big money if they start their own business, (49.0%) admits that they would rather create a new firm than be the employee of an existing one, (44.4%) of the respondents strongly agreed that they will join on-campus entrepreneurial programs, (41.0%) of the respondents agreed that they will start their own business, (46.9%) of the respondents strongly agreed that they will work together with good partners to start a new business and lastly, (20.5%) of the respondents agreed that they will start their own business if financial support is secured. Analyses above shows the extent to which entrepreneurship education has enhanced student's intention to start up their business ventures. In addition, (Lee and Wong 2003, Prodjosoesilo, 2005; Alain, Benoit, & Narjisse, 2006, Rengiah & Sentosa, 2016) found in their work that there are relationships among students' entrepreneurial motivation and attitudes, entrepreneurship learning process, and students' concern in entrepreneurship education. Entrepreneurship education in higher education has a direct impact on forming students' attitudes in taking risks for the establishment of new businesses. It can therefore be said that that entrepreneurial attitude mediates the

relationship between entrepreneurship education and entrepreneurial intention. Also, the theory of Planned Behaviour is an important framework for understanding, predicting, and changing human social behaviour (Ajzen, 2012). According to the theory, intentions are the immediate antecedent of behaviour. These intentions to act are determined by three variables: attitude toward the specific behaviour—only specific attitudes toward the behaviour can be expected to predict that behaviour; subjective norms-beliefs about how people the decision-maker cares about will view the behaviour in question, and; perceived behavioural control which refers to people's perceptions of their ability to perform a given behaviour (Ajzen, 2012; Kolvereid, 1996). This is in line with the work of (Dyer 1994; Robinson et al 1991 & Kakkonen 2010) who found that taking entrepreneurship education course has positive effects on entrepreneurial carrier choice of students and the effects are significant. They further explained that entrepreneurship education training might give some students the confidence they need to start their own business. According to them, it also improve the perceived desirability for entrepreneurship by showing that entrepreneurship education is highly desirable, regarded and socially acceptable and that it can be rewarding.

The third research question was on students' perceived challenges in starting-up their business. Table 4 indicate that majority of the respondents (56.9%) perceived poor state of infrastructure (electricity, roads and telecommunications network) as one of the challenges faced by a business starter while inadequate or outright lack of funding were rated to be another challenge by (46.9%) of the respondents. It was therefore found that majority of the respondents strongly agreed that there are challenges faced in starting off their businesses. This is in line with the view of (Ihugba & Njoku 2013) that the major challenges of entrepreneurship development has to do

with lack knowledge in the basic science and technology; lack of strong patent law; high cost of doing business in Nigeria and in appropriate incentive structure. Study carried out by Olaleye (2009) in three Universities in South-West Nigeria on entrepreneurship education corroborated the view above, the finding of the study revealed that 92% of the students were aware of Entrepreneurship program in the Universities and already set up their own business ideas; they however, complained of funds to establish their businesses. Similarly, 85% of the respondents complained of lack of qualified instructors and poor preparations of students in terms of practical training.

Fourth research question asked on solutions to the challenges in starting business. Table 5 revealed that majority of the respondents (56.1%) strongly agreed that provision of a credit facility (a take-off grant) at the end of the programme will go a long way in solving their entrepreneurial start-up and 72.4% of the respondents strongly agreed that they will start their business if provision of modern, relevant and adequate facilities are provided. (Mambula, 2002) stated that out of seventy-two percent of entrepreneurs he studied in Nigeria well thought-out that lack of finance is a major problem to develop and run their business. In the same vein, Oshunbiyi (1989) wrote that the key problem facing most entrepreneurs in Nigeria is that of lack of finance in new or an already existing business. In his view banks especially commercial banks which we expect to launch platform for financing the development of entrepreneurship or small and medium scale industries by the providing loans have failed to support them adequately.

Taken together, this research work has contributed to the body of knowledge in three perspectives; practical, theoretical and methodological. Practically, the study has contributed immensely to the body of knowledge by seeking a practical teaching into the entrepreneurship curriculum.

Theoretically, the study adapted Theory of Reasoned Action (TRA) which claimed that human beings normally behave in a reasonable manner. They will consider the available surrounding information and the consequences of their actions while Theory of Planned Behaviour (TPB) which proposes that intention is assumed to be the direct antecedent of behaviour, guiding the behaviour in a controlled manner. Methodologically, the study adapted items from the work of Tung (2011) to suit our work.

1. CONCLUSION AND RECOMMENDATIONS

In view of the findings of the study, our study has provided an insight into students' perceived knowledge on entrepreneurship course, students' perceived intention to start-up their business, students' perceived challenges in starting business and students perceived solutions to the challenges of starting up business. It can be said that the importance of entrepreneurship cannot be overemphasized, hence the need for entrepreneurship course to be taught in the university. This study recommends the following:

- i. Teaching of entrepreneurship course in the university should be promoted.
- ii. Necessary materials needed for the teaching of the course should be provided by the university management.
- iii. Teaching personnel in the various entrepreneurial subjects should be employed, while training and re-training of the new and existing personnel should be given utmost priority.
- iv. Practical teaching of the entrepreneurship course should take 60%.
- v. University students should be mandated to take part in entrepreneurship course in school.
- vi. Management should assist the students that indicate intention to

start their business while in school and after graduation through incubator program.

- vii. Adequate funding should be provided so as to save the programme from catching the virus of the conventional system, which is grossly underfunded.
- viii. Provision of modern, relevant and adequate facilities for entrepreneurship training so that the products will not be the same dysfunctional job seekers as has been hitherto the case. If relevant training facilities with the right personnel are provided, the products of the system will be the envisaged creative and innovative job makers.
- ix. The School Governing Body (SGB) which consists of educators, parents and those learners who are involved in governance and management of the College should be allowed to participate actively in entrepreneurship education curriculum development. This will help in the infusion of learners, educators and parents input.
- x. With the current expansion of higher institutions of learning in Nigeria, greater attention must be paid to the labour market prospect since imbalance has already been created by the demand and the supply of labour. Efforts must be intensified to produce relevant graduates.
- xi. Stakeholders in education like Non-Governmental Organizations (NGO), philanthropists, banks, parents should assist the university in the area of equipment and funds that is needed to advance entrepreneurship education.

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