

# **Entrepreneurship Education and Entrepreneurial Intention of Public and Private Universities in Ogun State: A Comparative Analysis.**

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## **Abstract**

*The introduction of entrepreneurship education has restructured the university curriculum towards self-reliance and self-employment of graduates. It is against this backdrop that this research work empirically investigated the relationship between Entrepreneurship Education and Entrepreneurial intention of undergraduate students of selected public and private universities in Ogun State, Nigeria. Survey research design was adopted for the study. The population of the study consisted of 17,659 final year students of public and private universities in Ogun State. The study adopted stratified sampling and random sampling techniques. 2440 structured questionnaire titled “Entrepreneurship Education and students’ Entrepreneurial intention” was administered which gave a response rate of 76.92%. The instrument was validated and Cronbach’s Alpha reliability coefficients for the major constructs were obtained. The finding of the study revealed that the perception of respondents in public University and private University on entrepreneurial intention have a statistically significant differences. [ $F_{(1,1875)} = 134.614, p < 0.05$ ]  $\alpha$  [ $F_{(1,1875)} = 363.439$ ]. Also there was a significant difference between Entrepreneurship Education and entrepreneurial intention of students of selected public and private universities in Ogun State. The study concluded that entrepreneurship education positively influenced entrepreneurial intention of public and private undergraduate students in Ogun State, Nigeria. The study recommended that to promote entrepreneurial intention of university undergraduate students, factors like infrastructure, university support, appropriate teaching methods and appropriate curriculum designed that can aid entrepreneurial intention of students should be put in place.*

**Keywords:** *Entrepreneurship education, entrepreneurial intention, Public University, Private universities.*

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## **I. Introduction**

Globally, university education no longer guarantee employment for university graduates this gives rise to the need for university education that runs a curriculum to re-shape Educational thoughts and practices which brought about the introduction of entrepreneurship education for value job creation among many other reasons. Researchers have acknowledged entrepreneurship Education as a solution to graduates unemployment (Adejimola & Olufumilayo, 2009; Agbonlahor, 2016; Akanbi, 2013; Anyaogu, 2009; Ikandilo, 2015; Raja & Hatem, 2016; Tizazu, 2016). In developed countries entrepreneurship is considered vital for enhancing employment opportunities, new venture creation service, industry management corporation management, New Product Development Business Growth All over the world, Literature has it that the teaching of entrepreneurship education programme appears to influence students in terms of generating entrepreneurial interest and establishing businesses of their choice. Nigeria is one of these nations faced with unemployment and particularly the problem of increasing number of unemployed graduates. Consequently the problem of unemployment is considered as one of the most important issues in a country like Nigeria.

Nigeria’s unemployment rate as at the second quarter of 2020 was 27.1% indicating that about 21,764,614 (21.7 million) Nigerians remain unemployed. Nigeria’s unemployment and underemployment rate (28.6%) is a combined 55.7%. This means the total number of Nigerians who are unemployed or underemployed as at 2020 Q2. This is contained in a recently released unemployment data report published by the National Bureau of Statistics. Nigeria’s unemployment rate was 23.1% in Q3 2018 confirming it increased by 4% points between then and the second quarter of 2020. Though Nigeria as a nation has made efforts in arresting this situation of unemployment by introducing entrepreneurship Education into the University Curriculum but unemployment is still on the increase.

In spite of the benefits the introduction of entrepreneurship education has offered to individuals, government and the society at large through Nigerian universities, many graduates still remain unemployed for a

long time after graduation. Researchers like Abdullahi, Ooy Yeng and Muhammed, (2015); Philip, Badiya, Ahmadu & Kabiru (2016); Norman, Douglas, Takaruzza and Morgen (2016), provided evidences of positive relationship between entrepreneurship education and entrepreneurial intention of students but contrarily in the work of Zaroug, Samir and Syed, (2016); Kanonuhwa and Chinucheka, (2016); Muhammad (2013) entrepreneurship education has been found to be negatively related to entrepreneurial intention of students. Against this backdrop, there is need to empirically examine the effect of entrepreneurship education on entrepreneurial intention among Nigerian university students using selected public and private Universities in Ogun State as a case study. In spite that the introduction of entrepreneurship education to the universities by the federal ministry of Education in Nigeria is anchored on the premise that it is to inculcate into the university undergraduates, practical skills and Entrepreneurial intentions needed to be self-employed and self-reliant, entrepreneurial intention of most university undergraduate students has declined. (Tabitha, Gicuru & Andrew, 2016). Most Universities have invested a huge amount of fund in designing a viable entrepreneurship education for their students but in spite of the efforts made entrepreneurial intention of University undergraduate students has decline.

Researchers like Abdullahi, Ooy Yeng and Muhammed, (2015); Philip, Badiya, Ahmadu & Kabiru (2016); Norman, Douglas, Takaruzza and Morgen (2016), provided evidences of positive relationship between entrepreneurship education and entrepreneurial intention of students but contrarily in the work of Zaroug, Samir and Syed, (2016); Kanonuhwa and Chinucheka, (2016); Muhammad (2013) entrepreneurship education has been found to be negatively related to entrepreneurial intention of students: against this backdrop, there is need to empirically examine the relationship between entrepreneurship education and entrepreneurial intention among Nigerian university students using selected public and private Universities in Ogun State.

## **II. Literature Review**

### **Entrepreneurship**

Entrepreneurship has important roles in the long-term economic development and competitiveness of a region. Entrepreneurship has been broadly defined as any attempt at new venture or new business creation, such as self-employment, a new business organization or the expansion of an existing business, by an individual, a team of individuals, or an established business (Global Economic Monitor, 2020). It is a vital ingredient in the economic development mix and an important determinant of present and future incomes and jobs. Rukundo, Cyeze and Emmanuel (2016), defined Entrepreneurship as the process of creating something that is new and valuable through the act of devoting the required time and effort, with the assumption that the financial, social, and psychic risk are available coupled with result of rewards of personal satisfaction, independence and monetary. Rukundo, Cyeze and Emmanuel (2016), sees entrepreneurship as the process of emergence of Entrepreneurship behaviour and performance of entrepreneurs.

Risiki, Nuru, castissima, Masunga and Charles (2015) defined entrepreneurship as an act of establishing a business venture and focusing on its continuous existence. Prince and Chinonye (2015), described entrepreneurship as an application of passion and energy towards the creation of an enterprise which are the creative skill to marshal needed resources; team work; willingness to take calculative risks; fundamental skill of building solid business plan and creating vision for opportunity recognition, where others see otherwise. The term entrepreneurship has been used in a wider sense to denote involvement in intentional creation of businesses for the purpose of adding value through organization of resources. Muhammad, Mohd-Noor and Arfan (2016), Wei-loon (2016), describes entrepreneurship as a process involving entrepreneurial cognition and actions.

### **Entrepreneurship Education**

The concept of entrepreneurship education refers to a specialized knowledge that inculcates into learners the traits of risk-taking, innovation, creativity, pro-activeness for the purpose of creating value. Fayolle (2009), defined entrepreneurship education as the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them. Muhammad, Mohd Noor & Arfan (2016), defined Entrepreneurship Education as a set of education and training which centres on teaching students on the preparation of a business plan, how to finance the proposed business and manage the business to grow. Kanonuhwa, and Chimucheka (2016), defined entrepreneurship education as a structured formal means of conveying entrepreneurial competencies, which includes concepts, skills and mental awareness that is necessary for individuals to launch a business of their own. Muhammad, Mohd Noor & Arfan, (2016), defined Entrepreneurship Education as a set of education and training which centres on teaching students on the preparation of a business plan, how to finance the proposed business and manage the business to grow.

In the work of Oluwaseyi, Dawodu, Peters and Awobotu (2016) European Union Commission (2010) defined Entrepreneurship Education as a kind of education which gives students the opportunity to have access to Knowledge, motivation and skill required to start a business. Entrepreneurship education has been defined by

Yeng and Abdullahi (2015) as means to develop personal to identify enterprising opportunities and develop self-esteem, skill and knowledge in starting an enterprise which involves risk.

Prince and Chinnonye (2015) suggest that Entrepreneurship education is focused on equipping youth with the passion and multiple skills coupled with the ability to reduce the risk associated with starting and guiding the enterprise from the day of establishment to maturity. While Merle, Marianne, Urve and Aino (2015) refer to entrepreneurship education as the students' intentions of becoming a founder of an enterprise. Riziki, Nuru, Castissima, Masunga, and Charles (2015) defined entrepreneurship Education as a process of imparting knowledge that shaping personality traits which can at the long run enable an individual to start a business venture. Mauchi, Karambakuwa, Kanonuhwa, and Chimucheka (2016) defined entrepreneurship education as a structured formal means of conveying entrepreneurial competencies, which includes concepts, skills and mental awareness that is necessary for individuals to launch a business of their own. Zaroug, Samir and Syed (2016) describe Entrepreneurship education as a focus on a whole lot of training centred on building individual entrepreneurial ability. Entrepreneurship education is a kind of knowledge acquired throughout life in all levels of education and different forms of training during the course of apprenticeship. In the words of Oluwasanya, Dawodu, Petters and Awobotu, (2016) introduction of entrepreneurship education into the universities is targeted at better repositioning of these institutions to become centers of excellence by producing graduates for self-reliance and self-employment (NG-Journal of Social Development, 2016).

### **Entrepreneurial Intention**

It has been argued that there is no consistent definition of the term entrepreneurial intentions. Alessandro and Vita (2017) defined Intention as an act which help in predicting the actual behaviour and reflect commitment toward future actions. Umar and Muhammed (2017) posit that entrepreneurial intention has to do with a person's inclination to take up an entrepreneurial task in the future. According to Tarek (2017), Entrepreneurial intention is defined as a state of mind directing a person's attention and action towards self-employment as opposed to organizational employment in the same vein Wei-loon (2016) submits that the initial stage in becoming an entrepreneur is for an individual to shows certain level of entrepreneurial intention.

Douglas, Morgen Norman and Takaruzza, (2016), provided evidences of positive relationship between entrepreneurship education and entrepreneurial intention of students but contrarily in the work of Zaroug, Samir, & Syed., (2016); Kanonuhwa & Chimucheka (2016); Ahmadu, Kabiru and Yakubu (2016) explored the concept of entrepreneurship education in tertiary institutions in Nigeria for both management and non-management students in particular engineering students. The study looked into the teaching of entrepreneurship on entrepreneurship intentions. The study sought to find out the perceptions of engineering students of one university in Nigeria to the teaching of entrepreneurship education. The study further shows a strong positive relationship between Entrepreneurship education and entrepreneurial intentions. The study of Riziki, Nuru, Castissima, Masunga and Charles (2015) also carried out a study on the effect of Entrepreneurship Education on the Entrepreneurial Behaviour: The case of graduates in the higher learning institutions in Tanzania. Data were collected by using questionnaire from 233 Institute of Social Work graduates while descriptive statistics i.e., percentages and Mann Whitney U test were used in data analysis. The study revealed that there is positive effect of entrepreneurship education on entrepreneurial behavior. Contrarily, Angelica (2014) found that most of respondents' entrepreneurial intention is not affected by entrepreneurship education.

### **III. Theoretical Review.**

This study is anchored on the theory of Entrepreneurial Event. The Proponent of entrepreneurial event model is Shapero & Sokol (1982). The model is aimed to explain the processes that leads to entrepreneurial event. (Kollmann & Kuckertz, 2006). Shapero's model of new-venture initiation posits that the decision to initiate a new venture requires two things. First, founders should perceive that starting a new venture is "credible" (i.e., they have intentions toward entrepreneurship). Starting a new venture must be a believable opportunity. Second, new-venture initiation requires some kind of precipitating (or "displacing") event. In turn, credibility requires at least a threshold level of perceptions of feasibility and desirability plus some propensity to act upon the opportunity. Shapero & Sokol see perceived desirability as the degree to which an individual considers starting a business attractive. Perceived feasibility which is the degree to which a person to which a person have believe that he is capable of starting a business. Propensity to act is the personal disposition to act on ones decisions this means reflecting volitional aspects of intentions which means 'I will do it: First path is considered as negative displacements such as when one is fired from work, when one is being insulted, angry, bored, reaching middle age, getting divorced or becoming widowed. The second path is considered being between things such as when one graduates from high school, polytechnic, College or university, when one is finishing from the military duty or being released from jail. The third category has a positive nature, called positive pulls from the partner, mentor, investor or customers. Which behavior is ultimately performed depends on the credibility of the alternatives and the propensity to act.

In addition, perceived feasibility was found to be significantly associated with the breadth of prior exposure, while perceived desirability was significantly related to the positivity of that prior exposure. Shapero and Sokol (1982) presented a process model of new venture formation which included what they called a displacement event. They argued that inertia guided human action and as a result there needed to be a displacing event to push or pull an individual to change course, and in this case to found a business. This displacement has also been called the 'trigger' or 'precipitating' event.

#### IV. Methodology

Survey research design was adopted for the study. The population of the study consisted of 17,659 final year students of public and private universities in Ogun State. The study adopted stratified sampling and random sampling techniques. The table of sample size determination was used to determine the sample size at 95% confidence level and 5% margin error to arrive at a sample size of 1877. The elements of population were final year students of the selected public and private universities in Ogun State. 2440 structured questionnaire titled "Entrepreneurship Education and students' Entrepreneurial intention" was administered which gave a response rate of 76.92%.

#### V. Results and Finding.

**Table 1.1 ANOVA of significant differences significant difference between Entrepreneurship Education and Entrepreneurial Intention**

		Sum of Squares	Df	Mean Square	F	Sig.
Entrepreneurial Intention	Between Groups	18923.468	1	18923.468	134.614	.000
	Within Groups	263578.974	1875	140.575		
	Total	282502.442	1876			
Entrepreneurship Education	Between Groups	193642.293	1	193642.293	363.439	.000
	Within Groups	999011.499	1875	532.806		
	Total	1192653.792	1876			

Source: Field Survey

The results in Table 1.1 illustrates F ratio for Entrepreneurial Intention and Entrepreneurship Education. For Entrepreneurial Intention, the F ratio was 134.614 ( $F_{(1, 1875)} = 134.614, p < 0.05$ ). The mean squares for respondents' perceptions measures between groups and within groups ( $MS_{EI} = 18923.468$ ;  $MS_{EI} = 140.575$ ) shows high variability that is statistically significant. The results for Entrepreneurship Education was 363.439 ( $F_{(1, 1875)} = 363.439, p < 0.05$ ). Further, the mean squares for respondents' perceptions measures between groups and within groups ( $MS_{EE} = 193642.293$ ;  $MS_{EE} = 532.806$ ) indicates high variability which is statistically significant. This shows that there were significant statistical differences in the perception of respondents of public and private universities on the relationship between entrepreneurial intention and entrepreneurship education.

**Table 4.1 Summary of Descriptive Statistics for differences in the relationship between Entrepreneurial Intention and Entrepreneurship Education for the public and private universities in Ogun State**

		N	Mean X	Std. Deviation	Std. Error	Between-Component Variance	
Entrepreneurial Intention	Public Universities	1071	77.0271	14.41190	.44038		
	Private Universities	806	83.4417	7.16589	.25241		
	Total		1877	79.7816	12.27142	.28325	
	Model	Fixed Effects			11.85645	.27367	
	Random Effects				3.23864	20.42078	
Entrepreneurship Education	Public Universities	1071	203.4220	23.14245	.70716		
	Private Universities	806	223.9417	23.00279	.81024		
	Total		1877	212.2334	25.21394	.58198	
	Model	Fixed Effects			23.08259	.53279	
		Random Effects				10.36102	209.94879

Source: Field Survey

The results in Table 4.1 reveals that entrepreneurial intentions is higher among students in selected private University (Mean = 83.4417, Standard Deviation = 7.16589) than public University (Mean score = 83.4417, Standard Deviation = 7.16589). In addition, descriptive statistics results for entrepreneurship education variables also revealed that entrepreneurship education is better done in selected private University (Mean score = 83.4417, Standard Deviation = 7.16589) than public University (Mean score = 83.4417, Standard Deviation = 7.16589). The findings are attributed to the availability of University infrastructure, University support, teaching methods and elaborate Entrepreneurship Curriculum in private University than public University.

To fully determine the differences in the relationship between entrepreneurial intention and entrepreneurship education of public and private Universities in Ogun State, Levene Test of Homogeneity of Variance was run. The results are shown in table 1.2

**Table 1.2 Summary Results Levene Test of Homogeneity of Variance**

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Entrepreneurial Intention	208.305	1	1875	.000
Entrepreneurship Education	4.539	1	1875	.033

**Source: Field Survey**

From the results shown in Table 1.1 , the perception of respondents in public University and private University on entrepreneurial intention have a significant differences (LS = 208.305,  $p < 0.05$ ). Further, the perception of respondents in public University and private University on entrepreneurship education have a significant differences (LS = 4.539,  $p < 0.05$ ), given that their overall p value is greater than 0.05 adopted in this study. Therefore, the null hypothesis six ( $H_{01}$ ) which states that There is no significant difference between Entrepreneurship Education and entrepreneurial intention of students of selected public and private universities in Ogun state is rejected. The finding of the hypothesis showed that there is a statistical significant difference between entrepreneurship education and entrepreneurial intention of undergraduate students of selected public and private universities in Ogun state. This is in contrast with the work Mario, Maria and Felipe (2017) who found that the two main types of Brazilian university environments (public and private) do not present significant differences in the way they influence EI and its antecedents. Both the tests of means and the tests of measurement of the structural relations between constructs confirm this finding with only a few exceptions. The result of this study is opposed to other studies carried out in Brazil, by showing that the public university environment is not worse for the entrepreneurship than the private. The environmental effects are mostly equal and they as a whole are not conducive to the development of EI. To fully determine the differences in the relationship between entrepreneurial intention and entrepreneurship education of public and private Universities in Ogun State, Levene Test of Homogeneity of Variance was run.

From the results shown in Table 1.2, the perception of respondents in public university and private Universities on entrepreneurial intention have a significant differences (LS = 208.305,  $p < 0.05$ ). Further, the perception of respondents in public University and private University on entrepreneurship education have a significant differences (LS = 4.539,  $p < 0.05$ ), given that their overall p value is greater than 0.05 adopted in this study. Therefore, the null hypothesis six ( $H_{01}$ ) which states that There is no significant difference between Entrepreneurship Education and entrepreneurial intention of students of selected public and private universities in Ogun State is rejected.

## **VI. Conclusion and Recommendations**

The study investigated the relationship between entrepreneurship education and entrepreneurial intention of students of selected Public and Private Universities in Ogun State. The extant literature shows that entrepreneurship contributes to economic development, eradication of unemployment, bring about innovation, and increase standard of living among others. Due to the contribution of entrepreneurship to the nation and the increasing problem of graduate unemployment, it is very important to understand the factors that contribute to increasing entrepreneurship. Entrepreneurial clubs could be set up to coordinate and organise entrepreneurial activities this will exposed the students to practical experiences of entrepreneurship and to real-business world situations through active participation.

It is therefore recommended that specific entrepreneurial courses should be included in the curriculum to develop entrepreneurial knowledge and skills, such as business planning, entrepreneurial finance, creativity and innovation, problem solving and decision making, critical thinking and marketing in order to improve entrepreneurial intention of undergraduates students of public as it differs from that of students of private universities in Ogun State sequel to this government through the Federal ministry of education should design specific and practical entrepreneurial courses. innovative co-curricular programs, outside the classrooms should be introduces the courses should not be heavily academic but hand-on learning along with the emphasis on business competencies and like leadership skills and entrepreneurial skill and many more.

The universities should also cultivate an enterprise culture across campuses to influence the students' decisions for business creations. It is important to present a positive image of entrepreneurship as a career option to draw the students' attentions within the university environment towards national objectives.

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