Entrepreneurship Education, Personality Factors and Entrepreneurial Intentions among Students of Tertiary Institutions in Southwest, Nigeria

Sola Modinat ABODUNDE
LCU/PG/001002

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Certification

This thesis entitled **"Entrepreneurship Education, Personality Factors and Entrepreneurial Intentions among Students of Tertiary Institutions in Southwest, Nigeria"** was carried out by **Abodunde, Sola Modinat** with matric number **LCU/PG/001002** in the Department of Management and Accounting, Faculty of Management and Social Sciences, Lead City University, Ibadan, Nigeria under my supervision.

_____ _____

Dr. T.M. Akinbo **Date**

Supervisor

_____ _____

Dr. T.M. Akinbo **Date**

Head of Department

Dedication

This research work is dedicated to God Almighty, the Giver of Knowledge and wisdom, for making it possible for me to achieve this academic feat.

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Table of Contents

Certification	ii
Dedication	iii
Acknowledgement	iv
Table of Content	v
List of Tables	ix
List of Figures	xi
List of Acronyms	xii
Abstract	xiii
Chapter One: Introduction	**1**
1.1. Background to the Study	1
1.2 Statement of the Problem	9
1.3 Aim and Objectives of the Study	12
1.4 Research Questions	13
1.5 Hypotheses	14
1.6 Significance of the Study	14
1.7 Scope of the Study	15
1.8 Limitation to the Study	16
1.9 Operational Definition of Terms	17
Endnotes	**19**
Chapter Two: Literature Review	**24**
2.1. Conceptual Review	26
2.1.1. Entrepreneurship	26
2.1.2. Benefits of Entrepreneurship	30
2.1.3. An Entrepreneur	31

2.1.4 Role of Entrepreneurs in the Growth of the Economy 33

2.1.5. Entrepreneurship Education 34

2.1.6. Entrepreneurship Development and Nigerian Educational Policy 37

2.1.7. Obstacles in Nigeria's Entrepreneurship Training 39

2.1.8. Parameters of Entrepreneurship Education 41

2.1.9. Methods of Teaching in Entrepreneurship 41

2.1.9.1. Classroom Teaching Method 42

2.1.9.2. Invitation of Guest Method of Teaching 42

2.1.9.3. Learning by Doing (LBD) 43

2.1.9.4. Simulation Method of Teaching 43

2.1.9.5 Case Studies Method of Teaching Entrepreneurship 43

2.1.10. Role Models 44

2.1.11. Entrepreneurship Pedagogy 46

2.1.12 Educators' Competence 47

2.1.13. Entrepreneurship Curriculum Contents 47

2.1.14. University Support Services 48

2.1.15. Entrepreneurial Intention 49

2.1.16. Entrepreneurial Personality Factors 51

2.1.17. Internal Locus of Control 52

2.1.18. Need for Achievement 53

2.1.19 Risk-Taking Propensity 54

2.1.20. Entrepreneurial Culture 57

2.1.21. Entrepreneurial Attitude 58

2.1.22. Creativity and alertness 59

2.1.23. Self-Efficacy 60

2.1.24. Role of the Entrepreneur in Business Formation and Growth. 62

2.2. Theoretical Review 66

2.2.1. Related Theories 66

2.2.2. Entrepreneurship Theory Based on Human Capital 66

2.2.3. Theory of Planned Behavior Model (TPB) 68

2.2.4. Social Cognitive Career Theory (SCCT) 70

2.2.6. Experiential Learning Theory 72

2.3. Review of Empirical Studies 74

2.3.1 Entrepreneurship Education and Entrepreneurial Intention 74

2.3.2. Personality Factors and Entrepreneurial Intentions 87

2.4. Conceptual Model 90

2.5. Summary of Gaps in Literature 91

Endnotes **99**

Chapter Three: Methodology **131**

3.1 Research Design 131

3.2. Population of the Study 132

3.3. Sample and Sampling Technique 134

3.3.1 Sample Size Determination 134

3.3.2 Determination of Individual Sample Size for Each Selected University 135

3.4 Description of Research Instrument 136

3.5 Validity of Research Instrument 136

3.6 Reliability of Research Instrument 137

3.7 Administration of Research Instruments and Method of Data Collection 139

3.8 Method of Data Analysis. 140

3.8.1 Quantitative and Qualitative Data Analysis 142

3.8.2 Data Treatment and Post Test Result of Data 142

3.8.3 Multicollinearity Test 142

3.8.4. Linearity Test 143

3.8.5. Heteroskedasticity Test 144

3.9 Operationalization of Research Variables 145

Endnotes **147**

Chapter Four: Results and Discussion of Findings **149**

4.1 Socio-Demographic Analysis 149

4.2 Presentation of Test of Hypotheses 175

4.3 Discussion of Findings 182

Endnotes **189**

Chapter Five: Conclusion **192**

5.1 Summary of Findings 192

5.2 Conclusion 195

5.3 Recommendations 196

5.4 Contribution to Knowledge 197

5.5 Areas for Further Studies 198

Bibliography 200

Appendix I: Questionnaire 229

Appendix II: Data Output 237

Biodata 242

University Compliance Certification 249

List of Tables

Table	Title	Page
3.1	Population of the Undergraduate Entrepreneurship Students According to selected Universities	133
3.2	Proportionate Selection of Individual Sample Size for each University	135
3.3	Summary of Result of the Measurement Instrument's Validation	138
3.4	Measurement of Research Instrument Showing the Predictive Parameters of the Variables	140
3.5	Tool for Data Analysis	141
3.6	Multicollinearity Test	143
3.7	Linearity Test	144
3.8	Heteroskedasticity Test	144
4.1	Administration of Research Instrument and Response Rate	149
4.2	Distribution of Respondents by Gender	150
4.3	Distribution of Respondents by Age	151
4.4	Distribution of Respondents by Level	151
4.5	Distribution of Respondents by Religion	152
4.6	Distribution of respondents by the Role of Educator	153
4.7	Distribution of respondents by the Teaching methods	156
4.8	Distribution of respondents by the University support	159
4.9	Distribution of respondents by the Need for achievement	161
4.10	Distribution of respondents by the Entrepreneurial Risk-Taking	163
4.11	Distribution of respondents by the Entrepreneurial Self-Efficacy	165
4.12	Distribution of respondent by the Entrepreneurial Intention	167
4.13	Relationship between Role of Educator and Entrepreneurial Intention	169

4.14	Relationship between Teaching Methods and Entrepreneurial Intention	169
4.15	Relationship between University Support and Entrepreneurial Intention	170
4.16	Relationship between Need for Achievement and Entrepreneurial Intention	170
4.17	Relationship between Risk-Taking Propensity and Entrepreneurial Intention	171
4.18	Relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Intention	172
4.19	Hypothesis Test of the Influence of Role of Educator on Students' Entrepreneurial Intention	172
4.20	Hypothesis Test of the Influence of Teaching Methods on Students' Entrepreneurial Intention	174
4.21	Hypothesis Test of the Influence of University Support Services on Students' Entrepreneurial Intention	175
4.22	Hypothesis Test of the Influence of the Need for Achievement on Students' Entrepreneurial Intention	177
4.23	Hypothesis Test of the Influence of Risk-Taking Propensity on Students' Entrepreneurial Intention	178
4.24	Hypothesis Test of the Influence of Entrepreneurial Self-Efficacy on Students' Entrepreneurial Intention	179
4.25	Hypothesis Test of the Influence of Risk-Taking Propensity on Students' Entrepreneurial Intention	180
4.26	Hypothesis Test of the Influence of Entrepreneurial Self-efficacy on Students' Entrepreneurial Intention	181

List of Figure

Figure	Title	Page
2.1	Conceptual Model Showing the Relationship Between the Study Variables	90

List of Acronyms

Acronyms		Meaning
ESE	-	Entrepreneurial Self-Efficacy
EI	-	Entrepreneurial Intention
RT	-	Role of Teacher
TM	-	Teaching Methods
KM	-	Knowledge Management
HEI	-	Higher Education Institutions
MI	-	Management Innovation
PM	-	Performance Management
PPP	-	Purchasing Power Parity
KMO	-	Kaizer-Meyer-Olkin
HODs	-	Head of Departments
ROE	-	Role of Educators
TEM	-	Teaching Methods
UNS	-	University Support
NFA	-	Need for Achievement
RTP	-	Risk Taking Prosperity
PBL	-	Problem Based Learning
LBD	-	Learning by Doing
DIY	-	Do-It-Yourself

Abstract

Entrepreneurship education was embraced into the curriculum of Nigeria's tertiary education in recent year to speed up economic growth and development and as a way to combat graduate unemployment. Hence, this research investigated the impact of entrepreneurship education and personality characteristics on entrepreneurial intention among Nigerian university students. Descriptive research design was adopted for this study. Data collection was carried out using questionnaire and key informant interview guide. The study is anchored on theory of planned behaviour and human capital theory of entrepreneurship. Sample were selected through purposive and simple random sampling, distributing 282 questionnaire copies to students at seven chosen institutions (JABU:19), (LCU:24), (FUTA:11), (FUNAB:69), (EKSU:113), (OAU:60), (UNIOSUN:71) from study population of 957 while interview was conducted with 14 entrepreneurship educators. Sample size was calculated using Taro Yamane Formula. Measurement's instrument was validated using Cronbach Alpha with factor loads greater than 0.5 for all indicators. Quantitative data were analyzed using frequency distribution, percentages, mean, standard deviation and Pearson correlation, Ordinary Least Square method, and Multiple Regression and estimates were validated at $p \leq 0.05$. Qualitative data were content analyzed. Findings indicate that there exists a direct link between the independent variables; role of educators, teaching method, university support services and the dependent variable; entrepreneurial intention with R^2-value of 0.288; 0.646; 0.815 and p-value of 0.000 respectively. A positive link was also established between the independent variables; need for achievement, risk-taking propensity, entrepreneurial self-efficacy and the dependent variable; entrepreneurial intention with R^2-value of 0.071; 0.640; 0.953 and p-value of 0.000 respectively. Conclusively, entrepreneurship education and personality factors influence students' entrepreneurial intention positively. The study recommends that essential facilities should be provided by the government in form of human and material resources, in-service training and workshops to optimize the inputs and outputs of entrepreneurship education.

Keywords: Entrepreneurship education, risk-taking propensity, need for achievement, self-efficacy and entrepreneurial intention

Word Counts: 294

Chapter One

Introduction

1.1. Background to the Study

Nigeria is known as the "African giant" because of its large population and economy. Nigeria, with a population of about 200 million, is the most populated country in Africa and the seventh-most populated country in the world[1]. According to nominal gross domestic product (GDP), it is the world's twenty-first largest economy. And according to purchasing power parity (PPP) the twentieth largest economy. Nigeria is one of the sixth largest oil producers on the continent, with estimated oil reserves of over 35 billion barrels (5.6 x 109 m^3) and natural gas reserves of over 2,800 km^3 (100 trillion cubic feet)[1]. In addition, Nigeria ranks 6th in the world for agricultural products such as cocoa, peanuts, natural rubber and palm oil, and 1st in Africa[1]. Despite these comfortable development indicators, the country still suffers from poverty, anxiety and unemployment. It was discovered in a particular study that young men and women graduate from colleges, colleges of technology, and teacher training colleges each year and have no desire to find employment[2].

The persistent increase in unemployment coupled with other social vices like kidnapping internet fraud, robbery and others especially among the youth makes the researcher wonder whether the entrepreneurial intention of students has been positively affected enough in spite of the government effort in promoting self-employment and entrepreneurship development through huge amount of money invested on entrepreneurship education. Unemployment has been the basic economic and social problem confronting most of the countries of the world. However, in spite of the government effort to curb this menace among the youth in Nigeria by introducing into the curriculum of higher institution compulsory entrepreneurship education at all levels, capable of changing the students' mental thoughts and mindsets of becoming employees in either private or public sectors, still, many students still go about looking for white collar job that is never available.

Entrepreneurship as a discipline is fast growing and is receiving remarkable attention from relevant stakeholders such as researchers and scholars because it is seen as one of the key ingredients for ensuring economic growth[3]. Going through literature, entrepreneurship has been widely recognized by many scholars and stakeholders today as one of the major instruments that can utilized to achieve accelerated growth in economy and to combat social vices that is most prevalent in growing nations of the world. Considering the aforementioned roles of entrepreneurship, scholars and researchers are paying adequate attention to investigating factors that can affect growth of entrepreneurship positively and accelerate its pace of development of which this particular study is no exception.

Economic survival, growth and development can be sustained and improved upon through capacity building of the young population through entrepreneurship. If entrepreneurship is taken seriously by all, it would increase the number of entrepreneurs that are produced on a yearly basis in the country and thus reduce dependence on the government and boost local content. This is because entrepreneurs are involved in the creation of wealth for themselves and others through the generation of employment opportunities[3]. From the perspective of this researcher for any country to achieve and sustain economic growth and social development the youths especially the graduates and undergraduates must be empowered with the right skills and knowledge need to think creatively and properly embrace entrepreneurial culture. By so doing, the statistics of entrepreneur will increase and thereby creating jobs for the masses as well as increasing the gross domestic products of such country.

Entrepreneurship generally has been widely recognized as an antidote to poverty and unemployment globally. One must not undervalue the importance of entrepreneurship and the entrepreneurial culture in fostering economic and social progress[3]. In the current global economy, entrepreneurialism is increasingly recognized as a key driver of economic growth, innovation, productivity and employment, and economic dynamism is usually seen as a

fundamental component[4]. The potency of entrepreneurship as a vital tool of reducing unemployment as well as alleviating poverty should not be underestimated this is evidently noticed especially when one considers the role and importance of entrepreneurship in economic development.

Today, entrepreneurship education is a popular subject at all educational levels due to the growing understanding of entrepreneurship's significant functions [4]. There have been growing interests in academic research on the efficacy of entrepreneurship education as a formidable instrument for raising the awareness of students worldwide towards self-employment as a career option[4]. As a result of the decline in the private and governmental sectors, the wave of retrenchment all over the world and with the wind of compulsory retirement blowing everywhere, it becomes imperative for young graduate to have a change of mindset and imbibe entrepreneurial culture capable of earning them a lifetime happiness and a secured future[4]. From the foregoing and submission of different scholars and researcher, it can be clearly seen that entrepreneurship education is needed to equip young graduates with required skills and competencies capable of changing their orientation and mindset to imbibe entrepreneurial culture. In order to reduce the number of unemployed people, education in entrepreneurship prepares students to think creatively and encourages them to become job creators as opposed to job seekers. Self-reliance and self-assurance in one's own ability to take measured risks in order to succeed and later become independent are two important outcomes of entrepreneurial education for young people.

Some scholars, professionals and educators have documented in theirs works, how important education is has a substitute paradigm for global sustainable development and economic growth, it is a very key tool that is utilized in modern world to prosper. It is key because it is utilized in lessening most challenges encountered in the world. Lots of opportunities are paved through education for better projections in career growth[5]. This shows that education trains a person to be a useful and effective member of the community for national development[5]. Entrepreneurship has

been taken seriously by the government, as a plausible tool for reducing the scourge of unemployment, increasing innovation, boosting economic gains, and boosting productivity in the country[6;7]. It was evidently shown from the above review that n positive transformation can occur without education.

Entrepreneurship education, therefore, is a construct that helps an individual to develop his fullest capacities and potentialities in order to utilize his capacities for the benefit of society. Entrepreneurship education is the only instrument that re-vitalize the economy of Africa as a whole by moving from the lowest points of socio-economic challenges to becoming an industrialized continent through discovering new strategies, ideas, products and services, business opportunities, and new markets for ideas that are not in existence yet[5;8;9;10]. The inclusion of entrepreneurship education as a compulsory course in the Nigerian tertiary education curriculum in recent years is seen as a way of resolving the problem of graduate unemployment and a way of encouraging a new business start–up[4] . Entrepreneurship has long been acknowledged as a key factor in economic growth and development by many academics[4]. This is due to the fact that, the formation of small and medium-sized enterprises, revenue generation, improvement of quality of life, provision employment opportunities and proper use of a nation's human resources, and financial resources is all led by entrepreneurship[4] .

Entrepreneurship education is known as the courses and syllabus which gives exposure to the students with regards to entrepreneurial knowledge, skills and capabilities[11]. It is also referred to as different kinds of activities and courses in education that intends to improve students' entrepreneurial skills and attitudes[12]. The concept of entrepreneurial education is embedded in a report on the process of job generation, which advocates the importance of entrepreneurship in the provision of novel employment opportunities and promotion of economic development. Studies have shown the significance of entrepreneurship education on employability skill acquisition[13]. They affirmed that introduction of entrepreneurship education enhanced building of connections

among the economy, the society and the individual and thus link higher education with the economy[14;15]. Students that engage in entrepreneurial education have increase in attitudinal change towards the reduction of business risks[16]. It can be inferred from the above submission of scholars that it is only through entrepreneurship education that employability skill and self-reliance attitude of students can be enhanced.

The main objective of entrepreneurship education is expected to deliver theoretical framework for the principles of entrepreneurship, that is capable of changing attitudes, behaviour and forming mindset of an entrepreneur[17]. Entrepreneurship education is a concept that possess dual dimensions; venture growth and venture start-ups, and also have its objective of creating productive activities. Entrepreneurship education gives a spectrum of entrepreneurial skills that empowers people in performing activity that contributes to the fulfillment of needs, increases satisfaction, and reduces imbalance through starting a business or enterprise[18]. Entrepreneurship Education stimulates students' intentions and challenges them to think about starting their own enterprises in the future[19;20;21]. It is opined that a student's self-esteem, achievement orientation, and personal control can be improved through entrepreneurship education offered to such student[22]. Thus, entrepreneurship education is critical to achieving the aspirations of Nigerian youth, to tackle the problem of unemployment with the emergence of new jobs and shifting students' mentality from job searchers to job producers[23;9]. Consequently, it will be a remedy for the current high proportion of youth unemployment which makes the nation a lion's den for residents, tourists, and the government.

Entrepreneurship was introduced by the Ministry of Education into the Nigerian institutions of higher learning curricula, under the supervision of three agencies of higher institution namely; National Commission for Colleges of Education (NCCE), National University Commission (NUC), National Board for Technical Education (NBTE) to implant the entrepreneurial culture amongst students of the new generation[24]. These supervisory agencies are charged with the responsibility of

implementing government policy in relation to entrepreneurship education in Nigeria[24] . Some of the expected result from the role assigned to the supervisory agencies include; inclusion of entrepreneurship study into the course syllabus of all higher institutions, developing curriculum for entrepreneurship courses as well as teacher guide establishment, students' handbook and instructional manual as well as capacity building exercises for a minimum of ten lecturers in individual universities, creation of resource and knowledge centres for entrepreneurship in individual institution and PhD and MSc program development in approved universities[24].

The undergraduate students are expected to acquire entrepreneurial skills as a way of preparing them for self-employment before graduation through entrepreneurship education, introduced to tertiary institution[25]. It is expected that from the first three years (2007-2010) of inception of entrepreneurship education, not less than 50000 undergraduates will have been empowered with required skill of managing enterprises while about a minimum of 10000 graduate trainees will have established their personal business[24]. It is the government's goal to produce opportunity or knowledge-based entrepreneurs who are considered to be essential growth drivers for our economy, by making entrepreneurship studies mandatory[26]. The entrepreneurship education sub-variables that were considered for this investigation include factors such as teaching methods, educators' role and university support services. Implementing entrepreneurship education must integrate contents of enriching and wide scope of materials, attained through learning by doing in clusters, networking, group discussion and collaborative and creative student exercise[17].

Teaching method is the process that is used by the institutions of learning for teaching student's entrepreneurship as a course of study[27]. There are three different methods that can be adopted by the various academic institutions in order to impact the students on entrepreneurial skills. These methods can be summarized under "about", "through" and "for". The "about" approach of entrepreneurship teaching is theory-inclined, while the other two methods are practice-inclined[28]. The "for" is a teaching method that uses simulation method of teaching, whereby students pretend

as though they are entrepreneurs with the use of a role play[29]. The "through" approach is on the actual students' experience in the entrepreneurial process which demands that students engage in market learning using incubators[29]. Teaching methods can be classified into two and these are practice-inclined and theory-inclined courses. In theory-inclined teaching method, teachers are at the core of imparting entrepreneurship knowledge through case studies, classroom teaching and bringing successful entrepreneurs to give lectures to the students in order to facilitate students that are passive towards learning entrepreneurship[29]. In practice-centered teaching method, students learn the art of doing business by acting it out and this is seen as the core[29].

Personality factors are important in the model of entrepreneurship. The importance of personality factors is more pronounced while trying to determine people that have motives of being entrepreneurs and to know if they have what it takes to be successful entrepreneurs[30]. It is noteworthy that individuals that have entrepreneurial education and skills are successful entrepreneurs and have the inherent capacity to be so than others. In essence, they have the personality traits that are suitable to becoming an entrepreneur. Entrepreneurial persons are the most important part of entrepreneurship. In essence without them, the action cannot be conducted[30]. It is worthy to note that everyone is not meant to be entrepreneurs even in similar situations. Some individuals would just develop absolute dislike for entrepreneurship; while others naturally have penchant for entrepreneurship. In the light of this personal characteristics play crucial role in explaining individual disposition to act entrepreneurially and why different behaviours of entrepreneurs emanate in similar circumstance.

In this study, the personality factors sub variables that shall be considered are need for achievement, risk taking propensity and entrepreneurial self-efficacy. Personality factors have been seen to be the most appropriate construct that can predict entrepreneurial intention. Personality factors such as internal locus of control, propensity to take risk, self-efficacy, and need for achievement in modelling entrepreneurship-related behaviour among students will be a very useful sub-variable[31;32].

Need for achievement is one of the personality factors that drive entrepreneurial intention. People who have high need for achievement have entrepreneurial intentions. Aspiring entrepreneurs are eager for success and want to demonstrate their ability to succeed in highly competitive sectors[33]. As a result, those with a strong need for achievement are more likely to start their own business. In addition to need for achievement, risk-taking propensity is a strong personality factor that influence entrepreneurial intention. Aspiring entrepreneurs that take chances and believe they can succeed in the face of business obstacles are more likely to create and grow a business.

Additionally, contribution of self-efficacy to entrepreneurial intention is a person's capacity to evaluate the activities they engage in, or, more simply, their faith in their own abilities[34]. Personal activity objectives, tenacity, and performance serve as indicators of motivation's formation[35]. A strong perception of self-efficacy will influence the actions of a person, his/her knowledge and abilities being utilized[36].

Entrepreneurship intention is defined as the process of pursuing knowledge which is suitable for the attainment of business drive[37]. Individuals that are curious to establish a new business would ultimately put up a different behaviour and temperament than someone who is not willing to start anything at all[38]. Therefore, taking steps to establish a business is a drive that has to come from within the individual. There must be internal motivation to make a difference in the real world setting through the creation of job opportunities. In this light, entrepreneurship intention is a critical determining factor for an individual's propensity to start a business[37]. If a person is not interested in doing a business, all the process leading to the actualization of that business will seem difficult compared with those that are really involved in entrepreneurship, who are willing to embark on business[39]. For the interested entrepreneurs, the process leading to the establishment of the business will be seamless and effortless as they possess the inner drive and motivation for actualizing that business. They have passion for what they want to do and are willing to sacrifice much in order to achieve their dream of setting up a business.

Such individuals are ardent risk takers, optimistic and self-confident to achieve their dream of setting up a business with sheer independence[37]. On this premise, the unique idea of an entrepreneur should be taken as a good opportunity for economic growth. Entrepreneurship intention is also seen as the passion an individual put up while starting a new business[40]. It is being passionate to start a business, become self-employed and work towards making it successful[40]. Giving recognition to some of the factors that would help in fostering individual entrepreneurship intention has far-reaching impact on the extent to which people start new business. It should be known that intention produces action and thus without intention no action can be taken. Therefore, the process of intention begins with the wants, values, habits, beliefs and needs of the individual[40]. We can observe from entrepreneurs around us that when entrepreneurial intention is high, the behaviour will produce a substantial result that would help in economic growth through employment creation. Self-confident, autonomous and ready-to-take risk individuals have the tendency of having higher intention of becoming successful entrepreneurs[40].

There are different factors predicting students' entrepreneurial intentions. Several studies have shown different factors such as resources, financial capital, innovation ideas, technology and support influencing entrepreneurial intentions[41;42;43]. Others are psychological factors which include self-efficacy, personality, behaviours and the likes that influence the formation of new business[44;45;46]. In this study, the factors that are considered as the possible influence of entrepreneurship intention include personality factors and entrepreneurial education of the students. The personality factors that shall be investigated in this study as predictors of entrepreneurial intention include need for achievement, risk-taking propensity and entrepreneurial self-efficacy; while entrepreneurial education include factors such as teaching methods, educators' role, and university support services.

1.2 Statement of the Problem

The issue of underemployment has necessitated more research on how undergraduates in Nigeria universities can obtain a spectrum of entrepreneurship skills, knowledge, and entrepreneurial traits required for entrepreneurial intention towards entrepreneurial venture creation, growth and development. Approximately 21,764,614 (21.7 million) Nigerians are still without work, according to data from the National Bureau of Statistics during the second quarter of 2020 with an unemployment rate of 27.1%. Over 13.9 million Nigerian youths are currently out of work, according to the data. More than 13.1 million Nigerian youths were jobless at the end of the third quarter of 2018, according to the latest statistics, and 6.8 million Nigerians of which are aged 15 to 24[47]. Entrepreneurship education was embraced in Nigeria to speed up economic growth and development, which can be seen in Nigeria's national policy on education, that defines education as a vital tool for propelling change, as only through educational revolution that impacts intellects can fundamental change occur in a society[48].

In line with this revelation, Federal Government of Nigeria gave directive to all Nigerian tertiary institutions through its agencies to develop a minimum academic standard for teaching entrepreneurship in addition to making entrepreneurial studies a mandatory subject. However, more than ten years of its practical implementation, entrepreneurship education still suffers various setbacks. Notable among these identifiable setbacks include poor funding of entrepreneurship education, inappropriate curriculum development and implementation on entrepreneurship education, paucity of qualified teachers in entrepreneurship education, inadequate infrastructural facilities, instructional materials and so on[48]. To put it another way, Nigerian educational institutions continue to instruct students on a variety of topics, but they have failed to connect those topics to the realities of Nigeria, thereby lack the ability to solve the fundamental problems of entrepreneurial educational growth[48].

Low entrepreneurial intention among higher institution students in southwest Nigeria is an issue that demands urgent attention. Owing to this assertion, higher institutions across the country have

started taking courses in entrepreneurship, the essence of which is the empowerment of the students in the establishment of their own businesses. This is brought to bear through teaching of different courses on entrepreneurship and counselling students on personality traits, which can affect students' entrepreneurial intention. The essence of providing entrepreneurship education and consideration for students' personality traits is to boost entrepreneurial intentions of the students. It is however appalling that the curriculum, teaching method, role of educators and the relevant university support services within the higher institutions of learning have not been producing the relevant support desired for the attainment of self-employed youth population in Nigeria. Attainment of self-sufficiency of Nigeria is only possible with the optimization of the capacity of the students through making them become potential entrepreneurs. However, differences among the students in terms of their personality traits may have resulted in not having substantial number of these students displaying entrepreneurial intention, even when the relevant authorities show willingness to equip them with the needed skills. Some of these students might be scared of failing in business, hence their poor risk-taking propensities have made their entrepreneurial intention to become low. The poor entrepreneurial efficacy of these students has resulted in low number of students having high entrepreneurial intention. Most of these students do not have capacity to control their actions, they are often controlled by circumstances around them, and hence they are high in external locus of control and low in internal locus of control. This informs the rationale for their inability to develop high entrepreneurial intention.

Succinctly, it was discovered that, in Nigerian universities, the fundamental growth and advancement of knowledge on the entrepreneurial skills essential for self-employment have not been properly taught as expected in the undergraduate level curriculum[49]. The curriculum has been titled towards making graduates in Nigeria job seekers rather than job creators. This mind-set negates the orientation of entrepreneurship and so, most of the students would rather settle for good grade in order to be favourably considered when they go on job hunting. The method of teaching

adopted by most Nigerian higher institutions is mostly centred towards theory rather than practical. In the light of this, application of what the students have learnt in the real-life setting becomes difficult. This is the reason most of the students develop phobia for establishing their own businesses as they feel they have not had enough capacity of establishing personal business. Consequently, the rate of unemployment in the country keeps on increasing on geometrical progression as obviously seen. The current unemployment situation throughout Nigeria poses serious threats and challenges to both governments and well-meaning citizens. Subsequently, many graduates continue to search for jobs that is never available because they lack knowledge on the entrepreneurial skills, attitudes and behaviour that gears towards entrepreneurial intention for entrepreneurial venture creation. This present study serves an impetus for the present high rate of unemployment, poverty, kidnaping, yahoo activities and ritual syndrome among youth that make the country a lion's den for government, citizens and foreigners. In view of the foregoing, there have not been many studies in Southwest Nigeria focusing on personality factors and entrepreneurship education on entrepreneurial intention among students of entrepreneurship degree program in higher institutions, this study therefore intends to fill this lacuna.

1.3. Aim and Objectives of the Study

The general aim of this study was to examine the influence of entrepreneurship education and personality factors on entrepreneurial intention among students in Nigeria's tertiary institutions. The specific objectives are to:

i. ascertain the influence of educator's role (Entrepreneurship Education) on entrepreneurial intentions among students of selected tertiary institutions in Southwest Nigeria.

ii. determine the extent to which teaching methods (Entrepreneurship Education) influence entrepreneurial intention among students of in selected tertiary institutions in Southwest Nigeria.

iii. evaluate the relationship between university support services (Entrepreneurship Education) and entrepreneurial intention among student of selected tertiary institutions in Southwest Nigeria.

iv. examine the influence of need for achievement (Personality Factor) on entrepreneurial intentions among students of selected tertiary institutions in Southwest Nigeria.

v. examine the relationship between risk-taking propensity (Personality Factor) and entrepreneurial intentions among students of selected tertiary institutions in Southwest Nigeria.

vi. find out how entrepreneurial self-efficacy affects entrepreneurial intentions (Personality Factor) among students of selected tertiary institutions in Southwest Nigeria.

1.4 Research Questions

The following questions were the focus of this study;

i. In what ways does educator's role (Entrepreneurship Education) influence entrepreneurial intentions among students of selected tertiary institutions in Southwest Nigeria?

ii. To what extent does teaching methods (Entrepreneurship Education) influence students' entrepreneurial intention among students of selected tertiary institutions in Southwest Nigeria?

iii. How could university support services (Entrepreneurship Education) influence entrepreneurial intentions among students of selected tertiary institutions in Southwest Nigeria?

iv. By how much does need for achievement (Personality Factor) influences entrepreneurial intentions among students of selected tertiary institutions in Southwest Nigeria?

v. In what ways does risk-taking propensity (Personality Factor) influences entrepreneurial intentions among students of selected tertiary institutions in Southwest Nigeria?

vi. To what level does entrepreneurial self-efficacy (Personality Factor) influence entrepreneurial intentions among students of selected tertiary institutions in Southwest Nigeria?

1.5 Hypotheses

The following hypotheses were formulated in null form for the study;

$H_0$1: There is no statistically significant influence of educator's role on entrepreneurial intentions among students of selected tertiary institutions in Southwest Nigeria.

$H_0$2: There is no statistically significant influence of teaching method on entrepreneurial intention among students of selected tertiary institutions in Southwest Nigeria.

$H_0$3: There is no statistically significant influence of university supports services on entrepreneurial intentions among students of selected tertiary institutions in Southwest Nigeria.

$H_0$4: There is no statistically significant influence of need for achievement on entrepreneurial intentions among students of selected tertiary institutions in Southwest Nigeria.

$H_0$5: There is no statistically significant influence of risk-taking propensity on entrepreneurial intentions among students of selected tertiary institutions in Southwest Nigeria.

$H_0$6: There is no statistically significant influence of entrepreneurial self-efficacy on entrepreneurial intentions among students of selected tertiary institutions in Southwest Nigeria.

1.6 Significance of the Study

The study of this nature is of immense benefit to several stakeholders which may include the University Management, Universities regulatory authorities, research scholars, students and Government. The study is of benefits and significant to the above-mentioned stakeholders in the following ways:

In Nigerian higher institutions of learning, the development of entrepreneurial behavior, attitudes, and skills through entrepreneurship education among students has become crucial[50]. The study however provides information to university management especially in the area of factors that

enhances entrepreneurship education output delivery through empirically tested information that can as well help in policy formulation an implementation process.

It would also compel university regulatory authorities in Nigeria to formulate effective entrepreneurial policies, plans and strategies for transformative education towards the achievement of Vision 2030 and entrepreneurship development in particular. The study will also shed more light on conceptualizing entrepreneurship components. The research findings will form part of reference points to other researchers and form a basis for further research in the area of entrepreneurship education, entrepreneurial traits and entrepreneurial intention.

The study will also assist both undergraduate and post graduate students undertaking courses in entrepreneurship theory and practice. A study of this nature will fill the vacuum created by inadequate knowledge of the concept of entrepreneurship that has limited the thinking of the students to only paid employment. It will also serve as a useful guide in determining the best method of imparting entrepreneurship education that would yield a desire result. The findings of this study will also help policy makers and other stakeholders in building enabling environment that would encourage and motivate up-coming young students to have entrepreneurial mindset that embraces self-employment.

1.7 Scope of the Study

Content Scope

The Content Scope of this research work was limited to investigating Entrepreneurship Education, Personality Factors and Entrepreneurial Intentions among students of Tertiary Institutions in Southwest Nigeria with focus on students studying Entrepreneurship as a degree programme in these selected Institutions. The dependent variable of this study is entrepreneurial intention while the independent variables of focus were entrepreneurship education and personality factors. However, in this study, the sub variables of entrepreneurship education are role of educators'

teaching methods and University support services only. The Personality factors sub variables are need for achievement, risk-taking propensity, and entrepreneurial self-efficacy.

Geographical Scope

The geographical scope of this study covers selected tertiary institutions (Lead City University, Ibadan, Osun State University, Osogbo, Federal University of Agriculture, Abeokuta, Federal University of Technology, Akure, Ekiti State University, Ado-Ekiti, Joseph Ayo Babalola University, Osun State, and Institute of Entrepreneurship and Development, Obafemi Awolowo University, Ile- Ife, Osun State) in Southwest Nigeria. The selection of these universities is based on the fact that they are approved by the NUC to run Entrepreneurship program at Bachelor Degree level in Southwest Nigeria. The assumption is that degree of uniformity is expected to exist in their entrepreneurship teaching and practices. Also, the study will focus on undergraduate students only, because they must have acquired a spectrum of entrepreneurial skills. The study population was nine hundred and fifty-seven (957) students, while the sample size, was three hundred and sixty-seven (367) using the most widely acceptable sample size calculation formula. The actual distribution of the respondents is: Institute of Entrepreneurship and Development, Obafemi Awolowo University, Ile-Ife, Osun State (157); Lead City University, Ibadan (62), Osun State University, Osogbo (186), Federal University of Agriculture, Abeokuta (179), Ekiti State University, Ado-Ekiti (294), Federal University of Technology, Akure (30) and Joseph Ayo Babalola University, Osun State (49).

Time Scope

Considering the fact that this thesis was written in partial fulfillment of the requirement for the award of PhD. in Business Administration, the thesis is expected to be completed within three years.

1.8. Limitation to the Study

The major issues that could be regarded as limitations to this study was retrieving information from the respondent, who in this regard are entrepreneurship students in the selected universities in Southwest, Nigeria. Although this particular problem was resolved through intervention of some of these institutions Heads of department and lecturers and as such did not in any way affect the result of the study. Also, the insecurity situation in the country, such as; kidnapping, banditry and other forms of civil unrest has made travelling to most of these selected institutions difficult. This problem was also resolved through selection of research assistants from these institutions who helped in the distribution and retrieval of the questionnaire from the respondents. This however did not affect the validity of the study.

1.9. Operational Definition of Terms

The following terms were operationally defined according to their usage within the study. This is to guide against misuse of tenses, syntax, ambiguity and for clarity of purpose.

Entrepreneur: An entrepreneur is someone who is able to skillfully and efficiently manage resources in quest of a chance to generate value.

Entrepreneurship: Entrepreneurship is described as the process of generating new ideas, identifying potential business opportunities, developing new venture and adding value to existing business.

Entrepreneurship Education: Entrepreneurship education is a process that helps people develop their skills, capabilities, behaviors, and mindsets, that can be used to create value in a variety of settings.

Entrepreneurial Intentions: this is described as a persons' decision to enter into a business or create and innovate a new idea that can solve a problem in the society.

Personality Factors: This is a characteristic or quality of an individual as a distinctive person from another person.

Teaching Methods: this refers to the techniques of imparting entrepreneurial knowledge and skills in students. It can also be referred to as general principle, practice and strategies used by entrepreneurship educators to impart entrepreneurial skills and knowledge to students.

Educator's Role: activities or tasks performed by entrepreneurship tutors/lecturers which is capable of arousing students' entrepreneurial goal and intention.

Entrepreneurship Educators: this refers to persons who helps students to acquire entrepreneurial knowledge and skill needed to be creative and innovative.

University Support Services: this can be referred to as variety of services and assistance provided by universities to facilitate and enhance students' entrepreneurship learning experience

Need for Achievement: this refers to one's desire to accomplish goals. i.e., desire to be economically successful. This is drive of an individual to be successful, which is triggered by personal satisfaction rather than being influenced to do so by external forces.

Risk Taking Propensity. In the context of this study, this is an individual's urge or desire to create a new business. It is a person's ability and willingness to take risks in the face of uncertainty (i.e. Personal disposition to take risks in the face of uncertainty by student).

Entrepreneurial Self-efficacy: this refers to a student's personal conviction about their own skills and competence in completing a task or achieving results. (i.e., confidence in entrepreneurial skills to complete projects). This is an entrepreneur's personal belief in his/her abilities to accomplish task.

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Chapter Two

Literature Review

This chapter reviewed some existing literature relevant to effect of entrepreneurship education, personality factors and entrepreneurial intentions among students of tertiary institution in southwest Nigeria. Some theories and empirical studies that are germane and relevant to the explanation of the variables under study was investigated in the research work. This enabled the researcher to authenticate the findings and submissions on the study.

2.1. Conceptual Review

2.1.1. Entrepreneurship

2.1.2. Benefits of Entrepreneurship

2.1.3. An Entrepreneur

2.1.4. Role of Entrepreneurs in the Growth of the Economy

2.1.5. Entrepreneurship Education

2.1.6. Entrepreneurship Development and Nigerian Educational Policy

2.1.7. Obstacles in Nigeria's Entrepreneurship Training

2.1.8. Parameters of Entrepreneurship education

2.1.9. Methods of Teaching in Entrepreneurship

2.1.9.1 Classroom Teaching Method

2.1.9.2. Invitation of Guest Method of Teaching

2.1.9.3. Learning by Doing (LBD)

2.1.9.4. Simulation Method of Teaching

2.1.9.5 Case Studies Method of Teaching Entrepreneurship

2.1.10. Role Models

2.1.11. Entrepreneurship Pedagogy

2.1.12. Educators' Competence

2.1.13. Entrepreneurship Curriculum Contents

2.1.14. University Support Services

2.1.15. Entrepreneurial Intention

2.1.16. Entrepreneurial Personality Factors

2.1.17. Internal Locus of Control

2.1.18. Need for Achievement

2.1.19. Risk-Taking Propensity

2.1.20. Entrepreneurial Culture

2.1.21. Entrepreneurial Attitude

2.1.22. Creativity and alertness

2.1.23. Self-Efficacy

2.1.24. Role of the Entrepreneur in Business Formation and Growth.

2.2. Theoretical Review

2.2.1. Related Theories

2.2.2. Entrepreneurship Theory Based on Human Capital

2.2.3. Theory of Planned Behavior Model (TPB)

2.2.4. Social cognitive career theory (SCCT)

2.2.5. Criticism of the social-cognitive theory

2.2.6. Experiential Learning Theory

2.3. Review of Empirical Studies

2.3.1. Entrepreneurship education and entrepreneurial intention

2.3.2. Personality factors and entrepreneurial intentions

2.4. Conceptual Model

2.5. Summary of Gaps in Literature

2.1. Conceptual Review

2.1.1. Entrepreneurship

Studies have traced the concept of entrepreneurship to the work of Schumpeter who gave a description of entrepreneurship that was very convincing and wide-ranging. He credited the success of transforming knowledge and ideas into innovations and the creation of economic activity, to small and new businesses running in competitive markets, rather than large businesses with market power[1]. In the word of this scholar, the entrepreneur's role in the economy is viewed as creative destruction, in which launching new technologies simultaneously destroys old ones and ushers in new industries and ways of doing things.

When it comes to entrepreneurship, one is looking at the combination of five separate activities, such as the introduction of a new good or a new quality of good that consumers are not yet familiar with, any new method of producing anything that has not yet been tried in the field of manufacture in question; this does not have to be based on scientific discovery, and it can also be a new way of treating a commodity commercially; to introduce a new product or service into a market that has not previously been served by that country's particular manufacturing branch, the existence or non-existence of this market; new raw materials or semi-manufactured products are taken over, regardless of whether or not these sources already exist, as well as the creation of new ones. the implementation of a new industry organization, such as the formation or dissolution of a monopolistic position[2,3,4,5].

The above definitions from all the cited authors pointed to the fact that entrepreneurship involves the process of creating new product/service or adding value to the existing ones and improving or developing new production processes.

Entrepreneurship is all about building a long-term business wealth that can be sustained by the parties involved – producer of idea, product or services, target customer, suppliers and society at large. Entrepreneurship is viewed from the perspective of innovations, creativity and strategic thinking. There is no single definition of entrepreneurship that can be agreed upon by all. with that said, this doesn't rule out the existence of elements that are shared by a wide range of authors. To be an entrepreneur means to start something from nothing and make something valuable out of it. To put it another way, it's the process of seizing or creating an opportunity and pursuing it regardless of the resources already in control[6]. In entrepreneurship, you must create and distribute rewards to all individuals, groups, and organizations in order for this to work. Several studies have proven that the entrepreneurial process is an important tool for building human capital and for giving people the chance to learn and develop new abilities, skills and attitudes[7,8,9].

Entrepreneurship has been viewed as "the willingness and ability of an individual to seek for investment opportunities, to establish and to run an enterprise successfully"[10]. A more generally acceptable definition view entrepreneurship as "the process of creating something new with value by devoting the necessary time and effort assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence"[11]. Entrepreneurship is rarely a get-rich-quick scheme (at least in the short-term view of things); rather, it's about creating long-term value and reliable revenue flow. It's a dynamic method of accumulating wealth by Individuals that are willing to take on significant risk equity-wise, time-wise, and/or career commitment-wise in exchange for the value they provide build this wealth[12]. Whether the product or

service is new or not, the entrepreneur must add value by acquiring and deploying the appropriate resources and abilities.

Entrepreneurialism is the process of generating and promoting a large number of capable entrepreneurs who are capable of successfully running innovative businesses and nurturing them to growth and sustainability in order to achieve wide socio-economic development goals in a country. Keeping people employed is one of those objectives[13]. Entrepreneurship is the capacity of certain individuals to assume risk and integrate production variables in order to generate goods and services. It is a person's willingness and aptitude to look for investment possibilities in a given environment, as well as their ability to set up and operate a profitable firm based on the prospects detected[14]. To be an entrepreneur, one must have the ability to create a firm, arrange commercial agreements, and take risks in order to profit from one's education and gained skillset[15]. Also, entrepreneurship is the willingness and ability of an individual, a company, or organization to perceive and utilize environmental changes in order to produce commodities or services for public consumption[16].

It can be concluded from the preceding that there are many common characteristics of entrepreneurship, such as taking initiative, seeing investment possibilities in a market, and accepting risk or failure to generate goods or services while also attaining wide socio-economic development goals. The pursuit of self-sufficiency and independence has long been a primary aim of entrepreneurship for individuals, in both developed and developing countries. As for economic competitiveness, it establishes a business-friendly atmosphere that stimulates entrepreneurs and enhances private investment and involvement[1]. People who are impoverished or unemployed have found alternate means of survival and sustainability through entrepreneurship, which is the country nursery bed for business growth[17].

As a new area of study and area of endeavor, entrepreneurship has piqued the curiosity of researchers, academics, and policymakers all around the world. Its definition and notion have both sparked debate[2].

Entrepreneurship can also be defined as the discovery of new business prospects and the mobilization of economic resources in order to start a new firm or revitalize an existing one under risky and uncertain conditions with the goal of producing money under private ownership[18]. For both rich and developing countries, entrepreneurship is a powerful tool in the fight against underemployment, poverty, and a general lack of growth[19]. It is opined that entrepreneurship is a mix of three elements: the context in which an opportunity originates or is generated, a set of human competencies essential to recognize and exploit the opportunity, and the ability to realize the opportunity by translating it into a business[20].

To put it another way, entrepreneurship can be defined as the act of producing and accumulating value out of nothing. That is, it's the process of creating or grasping an opportunity and pursuing it regardless of the resources in place. Individuals, organizations, and society all receive value and advantages from entrepreneurship[21]. By creating new businesses, entrepreneurs create jobs and eliminate unemployment and poverty, all while promoting economic progress[22]. Entrepreneurship is defined as "a region's endowment with factors conducive to the creation of new businesses" and it exerts a positive impact on the region's economic output[23]. Entrepreneurship is a process centrally concerned with the recognition, discovery and creation of opportunity where opportunity creation of new value to the society is in part or whole[24,25]. Entrepreneurship involves the aspect of opportunity seeking and seeks to comprehend how specific persons discover how to create new opportunities and then use them to exploit and develop a wide range of effects[26,27,28]. Entrepreneurship creates new organizations which contribute to the social and economic development of countries[29]. Therefore, organizational creation, renewal or innovations which occur within or outside an existing organization are all forms of entrepreneurship[30, 25]. Although, entrepreneurship has been defined in different ways by different researchers all over the world, but in the context of this research entrepreneurship is defined as the process of generating new

ideas, identifying business opportunities, developing new ventures and adding value to existing business.

2.1.2. Benefits of Entrepreneurship

Entrepreneurship has undoubtedly been recognized by scholars and professionals as an important driving force of economic growth and sustainable development, and many countries have given entrepreneurship a clear policy priority. Over 22 percent of Africans who are of working-age are starting more new businesses and enterprises. Most of these businesses accounts for most of the employment in the formal sector of the African continent, these businesses are usually found with fewer than twenty employees, carrying out fewer than five operations[21]. The significant contribution of entrepreneurship to economic growth in terms of employment generation, poverty alleviation, and wealth creation has been documented in the entrepreneurship literature archive and acknowledged by economists, researchers and scholars[31]. Entrepreneurship provides the following advantages: Entrepreneurs are their own employers; they pick who they do business with; what they do and how many hours they work; and how much they are paid and how much time they take off. In contrast to working for someone else, starting your own business gives a better possibility of achieving financial success; it provides the ability to encompass the overall operations of the business, from concept to design and construction, from sales to business operations and customer feedback; it gives a reputation as a person in charge; gives the person an opportunity to create equity, which can be maintained, sold or passed on to the next payment generation; entrepreneurship provides an opportunity for the individual to contribute to the society as a whole; it is a catalyst for economic change and development; and lastly entrepreneurship promotes innovation and creativity. It can be inferred from past definitions

that entrepreneurship is the driving force of job creation, business creation and wealth creation for many people who find stability[32].

Entrepreneurship is a driver of productivity and economic competitiveness because it fosters innovation and change[33]. As a result of offering technological advancements, better economic efficiency, and the creation of new jobs, entrepreneurship helps the economy and society prosper[34]. Entrepreneurship has long been recognized as an important economic growth driver, according to previous research[35,36]. This shows that entrepreneurship growth and economic prosperity are closely linked. This implies that entrepreneurship can tap into the growing pool of African youths, who have entrepreneurship education. Many countries, both developed and developing, have made investments in university entrepreneurship education in an effort to boost the number of small and medium-sized businesses[37,34]. Entrepreneurship is rapidly being recognized for its contribution to job creation and economic growth, as well as its value in boosting a region, a state, or a country's competitiveness[38,39]. Entrepreneurship may also be viewed as a career option or a new enterprise start-up that concurrently increases employment prospects in society[40]. An increasing number of people around the world are interested in entrepreneurship education since it serves as a catalyst for economic growth and national well-being[41,42]. From the review of relevant literature, it could be seen that development of entrepreneurship would contribute greatly to nations economy and create substantial job opportunity thereby reducing unemployment and other social vices among the youth. As a result, numerous academic researchers now center on entrepreneurship education.

Entrepreneurship spurs economic growth through creation of businesses which affects the economy positively. For instance, unemployed individual gets jobs and new products/services developed by entrepreneurs increase the exchange of money in the country. National income is also boosted in form

of tax revenue to the government and better standard of living achieved through consumption of variety of goods and services made available to people by entrepreneurs.

2.1.3. An Entrepreneur

One who identifies an opening in the market, launches a company endeavor, gathers resources and grows it to satisfy needs is an entrepreneur[43]. As a result of the impacts their activities make, entrepreneurs not only recognize possibilities, but also create new ones[44]. Entrepreneurs are thought to as creative problem solvers who take advantage of new chances in various ways. Change denotes a method for kicking off new initiatives for innovation and development in this situation[45]. A major characteristic of entrepreneurship emphasizes the importance of innovation as a means of seizing market opportunities. It is not a profession to be an entrepreneur, and entrepreneurs do not belong to a certain socioeconomic class in society. As a result, defining an entrepreneur as a functioning economic group or classifying a particular group of people as entrepreneurs is extremely challenging[46]. Instead, an entrepreneur might be viewed as a part of the system or as a change agent. According to others, characterizing the entrepreneurial function provides the idea that an entrepreneur must be a unique type of man since an entrepreneur arises and innovates in a context where everyone is doing what they have always done[47]. An entrepreneur is someone who starts and runs a business with the primary goal of making money and expanding it[48]. The definition of an entrepreneur also includes someone who takes advantage of conditions such as uncertainty, a lack of predictability, and change in order to create something new or modify an existing product or service for financial gain[49]. He is someone who creates an organization[50].

Additionally, an entrepreneur is seen as someone who has an upper hand when it comes to decision-making because he or she has better knowledge or a different perspective on events and prospects[51]. It was also stated that the term "entrepreneur" refers to someone who has a different perspective on

things than the average person, and who plans and runs a business while taking risks in order to make money[52]. When entrepreneurs see opportunities, they examine them and work to make decisions that will help the business expand over the long term. Those who own and operate their own businesses are considered entrepreneurs[53]. As previously stated, entrepreneurs are those who seize chances regardless of the resources they currently have[54]. Entrepreneurs are those who look at their potential business environment, find ways to improve it, gather resources, and take action to maximize their operating opportunities[55]. Because of all of the foregoing, it was determined that an entrepreneur is a middleman, a creative individual, someone who is perceptive to and aware of opportunities, a unique individual, an innovator, an inventive individual, a risk taker who seeks compensation and a resource coordinator[56]. In light of the aforementioned, entrepreneurs can be defined as risk-takers who are willing to start a new business or modify an existing one in order to address identified requirements in their immediate surroundings.

As there are different forms of entrepreneurship so are different reasons entrepreneurs go into a specific enterprise as well as their outcome. There are two major prevailing reasons people ventures into business, either because it was the best alternative available (necessity entrepreneurship) or to take advantage of a particularly new market (opportunity entrepreneurship)[56]. Entrepreneurs are individuals who establish business that generate jobs, supply goods and services, and in the process boosting wealth in the economy, both locally and nationally in the areas where they operate[57]. In this study, an entrepreneur is a person who engages in any form of entrepreneurship, that is, someone that can skillfully and efficiently manage resources in the quest of a chance to generate value.

It can also be deduced from various definition giving above, that an entrepreneur must be a man of vision, someone who is imaginative and can look into the future to see any likely new trend that may occur. Another peculiar trait of entrepreneur is creativity, which is regarded as basic and fundamental

trait of an entrepreneur because changes are more or less a daily phenomenon. He continuously involves himself in the generation and development of new ideas for the purpose of sustaining his position in the market.

2.1.4 Role of Entrepreneurs in the Growth of the Economy

According to some scholars, the entrepreneurial class is the most important economic performer out of the three existing social classes or classifications: land owners, entrepreneurial class and labourers[58]. Entrepreneurs are people that develop new innovations or improve on already existing ones by creative resource organization[51]. An entrepreneur is a prominent participant in the economy and a tool for economic reform, regeneration, and growth[59]. It was also said that entrepreneurs can find or recognize entrepreneurial possibilities and accept the results of their activities based on the risks involved by combining various production components or aspects in the production process[60]. This is in line with other entrepreneurship theories that link the entrepreneur's responsibility to taking risks, especially during times of economic uncertainty and recession[61]. Hence, entrepreneurs are known for their ability to innovate and close market gaps caused by discrepancies between supply and demand, it can be said that their function is an important one for stimulating economic growth[62].

Specifically, the role of entrepreneur in the growth of the economy can be evidently seen in increase in gross domestic product and national income which directly or indirectly helps in improving the living standard of the citizens of the country. Another obvious role of entrepreneur is reduction in rural-urban drifts which is made possible through creation of businesses in the rural areas, rural residents' migration to cities for white-collar employment has been dramatically curtailed as a result of this. Equally the development of indigenous technology in all countries of the world, championed most of the time by indigenous entrepreneurs is also another important role of entrepreneurs towards economic

growth. Above all creation of employment opportunities for the unemployed individual is another contribution of entrepreneur to economic development.

2.1.5. Entrepreneurship Education

In a country, education is a powerful force for development and empowerment of the inhabitants[63]. It's widely agreed that education is an important tool in the current fight against poverty. University education is seen as an instrument of empowerment at the three levels of education, namely primary, secondary, and tertiary, which aims to provide individuals with the skills necessary for sound social living[63]. Educating people in entrepreneurship is teaching them how to take risks, innovate, and coordinate production elements in order to create new products or services for existing and new customers within human societies[64,65]. Entrepreneurship education can also be defined "as the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them"[65]. According to some definitions, entrepreneurship education may be regarded as a formal or informal structured learning that teaches students and Interns about identifying, screening and seizing possibilities in their surroundings[66]. Entrepreneurship education from the perspective of this study includes, instruction in commercializing a concept, recognizing opportunities, utilizing resources and starting a business venture. It is the process that helps students develop their skills, capability, behaviour and mindset to create value within an environment.

It is believed that the thrust of entrepreneurship training entails identifying "the sources of opportunities, the processes of discovery, evaluation, and exploitation of opportunities; and the set of individuals who discover, evaluate and exploit them"[7]. Entrepreneurship education therefore, refers to acquiring the required skills by an individual to turn ideas into action. It imparts skills such as creativity, invention, and taking risks, as well as project planning and management, all in order to help

students reach their goals[67]. Everyday life at home and in society is made easier because of this. Employees are aware of the bigger picture and better able to seize opportunities. It also gives entrepreneurs the groundwork they need to start a social or commercial venture[68]. Entrepreneurship education is more than merely learning new skills for the sake of learning. It is the acquisition of knowledge and abilities with the purpose of creating work for oneself as well as for others in the long term[69]. A conference highlighted the importance of entrepreneurial education and suggested that training the necessary skills in higher institutions would contribute significantly to economic growth[70]. Entrepreneurship education assist students from all background to think outside the box and create ideas that is capable of resolving societal problems.

In addition, these higher institution programs can help young people obtain the experience and training they need to be better prepared to foresee and respond to societal changes that will lead to the establishment of new businesses[71]. Entrepreneurship and venture creation are heavily emphasized in the educational system in order to foster social, economic, and organizational growth[72,7]. Thus, entrepreneurship has seen rapid expansion as an academic discipline over the past two decades[42,73]. Studies show that the UK government is making substantial efforts to update its policies on entrepreneurship education, which they view as being critical to students' future employability[74]. Indeed, entrepreneurial training serves as an important driver of economic growth in advanced, knowledge-based nations. In line with this scenario, promotion of entrepreneurship in America is ingrained in their puritan, immigrant and individualism culture hence, it was argued that the puritan, immigrant and individualism attitude in America promotes the legacy of entrepreneurial attitude in educational institutions such as universities and colleges[75]. It could be seen from the studies in UK and USA that the government of the two countries invested their interest and other resources in the

promotion of entrepreneurship education because of their beliefs in the concept to be capable of bringing about economic growth and social development.

Consequently, a close-up relation of attitude and entrepreneurship which is entrepreneurial attitude cannot be dismissed because it is strongly present and it enhances university students' entrepreneurial spirit in America as with the case with Chinhoyi University of Technology[76,77]. Additionally, entrepreneurial attitude in American universities primarily orients and promotes the entrepreneurial knowledge dissemination through a proper entrepreneurial university education guide system and business value goals which have a direct result of ensuring the United States of America's economic development[78]. As a result of this, the United States now has 1600 universities and colleges offering more than 2200 entrepreneurship courses. In addition, 100 entrepreneurship research hubs have been established, resulting in a prevalent entrepreneurial attitude that encourages university graduates to be self-sufficient and independent[79]. From the perspective of this research entrepreneurship education is a process that helps people to develop their skills, capabilities, behaviour, and mindset that can be used to create value within a society. Successful entrepreneurship program should be able to impart the requisite skills and knowledge needed to launch and grow a business, make average youths discover their entrepreneurial talents and provide information on where and how to get financial and technical support when need arises.

2.1.6. Entrepreneurship Development and Nigerian Educational Policy

To understand the history of Nigeria's education system, one must go back to the colonial period. At that time, educational policy was aimed on serving British interests in supplying people for Nigeria's colony and protectorates[80]. The policy was meant to produce Nigerians who are literate, to take on specific roles such as interpreters, clerks and inspectors who had no entrepreneurial or specialized skills to support themselves or even start and manage their own businesses. Prior to independence,

Nigeria's industrial policy prioritized the construction of large corporations while disregarding the growth of small businesses[80]. Due to this negligence, entrepreneurship in Nigeria was being killed off right from the start, which is a critical component of the country's future growth and development. A direct result of colonial educational systems is the over-demand for white-collar jobs among recent graduates[80].

The government, however, made a decision in the mid-1970s to concentrate its attention on the small and medium-sized sector because of the recognized importance. To help entrepreneurs in the country's small and medium-sized companies, thirteen industrial centers along with other organizations were established. the institutions established were; Nigeria Bank for Commerce and Industries (NBCI), Nigeria Agricultural and Cooperative Bank (NACB), Nigeria Industrial Bank (NIB), and so on. The government attempted to combine the education policy with the issue of self-employment and industrial policy in the 1981 National education policy. Back then, the emphasis was solely on Primary and secondary institutions. The policy on higher education was flawed because it did not address the issue of self-employment at the tertiary level. A major focus of the government's tertiary education program was the creation of skilled workers at all levels, from entry-level to management[80].

As a result, higher education policy, as defined, is supposed to meet the needs of production scientists and technologists, with zero resources allocated to self-employment. but for vacancies in government or public offices[80]. Nigeria implemented entrepreneurship education in 2006 as a weapon to combat youth unemployment and as a catalyst to stimulate the economy in an effort to figure out the way forward and address the country's existing socio-economic challenges as previously indicated. These initiatives aimed to improve students' theoretical and practical understanding, which would help encourage and provide young people with the resources and assistance they need to be successful

entrepreneurs in the future[67,81]. As a result of this, the Federal government of Nigeria and other stakeholders in education give a directive to integrate entrepreneurship education into Secondary, Polytechnic, Teacher Education and University Curriculum in Nigeria. In line with the directive, NUC has approved some universities such as Lead City University, Ibadan; Afe Babalola University, Ado-Ekiti; Osun State University, Osogbo; Federal University of Agriculture, Abeokuta, Joseph Ayo Babalola University and so on to run entrepreneurship at undergraduate level and post graduate level.

Additionally, The Chike Okoli Centre for Entrepreneurship Education at the Nnamdi Azikiwe University, Awka in Anambra State was established by benefactors as a centre for entrepreneurship[82]. NUC programs have admirable goals, but a review at the actual status of education shows that curriculum still focuses on improving students' knowledge and abilities so that they may focus on obtaining a certificate and looking for work[81]. Going by the history of entrepreneurship development and educational policy in Nigeria it is believed that refocusing educational system through entrepreneurship education will have a significant impact on the country's entrepreneurial spirit and culture. But a critical evaluation of the impact and achievement of entrepreneurship education in the direction of boosting the number of businesses, one could conclude that nothing much have been achieved as the number of social vices and unemployment rate is still on the high side.

2.1.7. Obstacles in Nigeria's Entrepreneurship Training

The challenges facing entrepreneurship education can be explained as follows:

Firstly, as a result of ineffective implementation, entrepreneurship education curricula have a tough time reaching their objectives. Due to lack of entrepreneurs in the field, the absence of pertinent textbooks on entrepreneurial education and program; the ineffective way of teaching; the lack of funds; and the lack of sufficient classroom gadgets for technical training, its curriculum objectives could not be transformed into practical realities at the stage of implementation for the benefit of students[83,84,85].

Due to Nigeria's late start with entrepreneurship education, the country has a second hurdle in reaching its policy objectives. Nigeria started relatively late 2006 and to be fair, new initiatives, such as entrepreneurial education, are certain to have growing pains and operational issues. Entrepreneurship education is also being stifled by the lack of qualified lecturers in the sector to make the course engaging and goal-oriented rather than concentrating on theoretical teachings[85].

Nigerian universities' entrepreneurial education departments are giving professionals in the sector concerns over the theoretical information they are teaching undergraduates[86]. Another major issue in Nigerian tertiary institutions is the paucity of books, handouts, and other teaching resources available to undergraduate students taking an entrepreneurship education course. Moreover, students had no choice but to depend on the limited handouts and training manuals provided by course instructors due to the unavailability of standard learning materials/textbooks on entrepreneurial education[86]. Limited access to capital for entrepreneurship education especially in the education sector, has been a severe issue for entrepreneurship both at the institution level and the whole country. National Universities Commission, National Board for Technical Education, and other regulatory bodies confirm that this funding constraint has hampered implementation of entrepreneurship education curricula[85].

Ineffective teaching methods that emphasize theoretical development of business plans in classes of 10-15 students provide a significant obstacle to entrepreneurship education. This learning/teaching approach has been roundly critiqued and found to be lacking in the literature as a whole[86]. There is also the issue of undergraduate students seeing entrepreneurship education as a requirement imposed by their particular schools/departments in order to complete their minimum number of units to graduate[85]. Their poor participation in all entrepreneurial endeavors is a direct result of this flawed mentality[86]. In addition, the echoes of negative encounters of graduate currently into entrepreneurship sends the wrong signals to undergraduates attending a mandatory entrepreneurship education course in various higher

institutions[85]. Apart from these, there are several other unpleasant challenges that self-employed Nigerians face, such as difficulty accessing bank credit, government's lack of desire to promote small businesses, and harassment/extortion by public officials. There are also infrastructure and telecommunications issues to contend with[87].

The government's instruction to begin the program immediately is commendable because it emphasizes the priority it is accorded, but the preparations prior to its start were hurried. It should have been possible to launch a trial program in a small number of faculties at a handful of institutions before going national[85]. The introduction of entrepreneurial education without initially doing so at secondary and primary levels seems to imply that the new program lacks the requisite foundation because education is a continuous process[86]. A foundation in entrepreneurial education should begin in secondary schools before moving up to universities., this way universities as well as polytechnics can build on student's experiences and skills[86]. Despite the fact that Nigerian educational institutions are required to teach entrepreneurship, many graduates find themselves jobless for an extended period of time after graduation. Undergraduate entrepreneurship instruction does not appear to meet the goals and objectives set forth in the course description. The course's content and organization both appear to be shaky, due to this the intents and purposes for setting up an entrepreneurial course seems to have failed[86]. In order to accomplish the program's goals and objectives, it is necessary to discover the program's difficulties and how they may be controlled and provided. Tertiary institutions have numerous issues that must be solved if entrepreneurship education is to be successful in the country.

It would be discovered from the foregoing that the processes of achieving entrepreneurship development in Nigeria are usually difficult due to some factors identified as public interest towards entrepreneurship education, learner’s and government’s mentality for paper qualification, bad policy formulation, corruption, teaching method and general learning environment.

2.1.8. Parameters of Entrepreneurship Education

Previous studies have measured entrepreneurship education parameters in terms of case studies role models, entrepreneurship pedagogy, educator's competence, entrepreneurship curriculum contents, and university support services [72, 88, 89, 67, 90, 91, 21, 82]. These parameters are covered especially as it relates to university entrepreneurial education programs. The three major variables of entrepreneurship education to be discussed and the used for the study will include educators' role, entrepreneurship teaching method and university support services.

2.1.9. Methods of Teaching in Entrepreneurship

Teaching and studying are two sides of the same coin. The most widely acknowledged measure for judging quality teaching is the amount of learning that takes place. Different methods of teaching entrepreneurship as identified from different literature could classified into two which are: theory-oriented method and practice-oriented approach. Methods that are usually adopted under theory-oriented approach includes; classroom teaching, case study method and invitation of guest entrepreneurs to share their experiences with students. Conversely the practice-oriented approach includes such methods as learning by doing, simulation method and learning through the use of incubators.

2.1.9.1. Classroom Teaching Method

This can be broadly classified in 4 different types as: content-centred method, instructor-centred method, interactive method and student-centred method. Under the instructor-centred method, the instructor sees his/herself as a master of the subject matter and all students see instructor as experts or authorities in that field. The student-centred method viewed instructor as playing dual role of teaching and learning where instructors also learn new things in the process of teaching. The third category which is content-centred method laid so much emphasis on the careful analysis and clarity of content.

In contrast to the content-centred strategy, the interactive approach is based on the study of what is most appropriate to learn in a given circumstance, rather than focusing on the information itself.[92]

2.1.9.2. Invitation of Guest Method of Teaching

A person who comes into the classroom to share personal experiences and insights in order to enrich the educational experience is known as a guest speaker. One good method of ensuring that student learn and retain information they taught is inviting successful entrepreneurs to share their experiences where students are able to listen and ask questions about what is being taught. A guest speaker may be a useful tool for the enhancement of a class since they provide a fresh viewpoint, add variation to the methods that are used to instruct it, and cover essential topics that are sometimes skipped over in the main lesson[93].

2.1.9.3. Learning by Doing (LBD)

Learning by doing (LBD) approach places more of a focus on the building of knowledge and abilities of the learners, which is accomplished with the help of the instructor. This can otherwise be regarded as student-centred approach which encourages students to take an active role in the learning process in order to acquire information and skills. It is a method where students regularly analyze complex method and take action which promotes learning. Learning by doing allows integration of knowledge by using it in a real-world context.[94]

2.1.9.4. Simulation Method of Teaching

This is a kind of education that assesses the levels of knowledge and expertise of participants by putting them in situations in which they are required to take an active role in finding solutions. Using this method student's interest is aroused through role-playing while teaching. The term "simulation" refers to the practice of imitating activities and procedures from the actual world in a controlled setting.[95]

2.1.9.5 Case Studies Method of Teaching Entrepreneurship

In entrepreneurship education, case studies and problem-based learning has become the most common way of teaching interactively [88:72]. Introduced at Harvard Business School in the early part of the 20th century, the case study method is now widely used, and it has been included into entrepreneurship education[72]. Modern entrepreneurial education can benefit from including the case study methodology: it allows for the development of analytical abilities and the application of multiple approaches to achieving goals. Case studies examine how well people communicate, how well they locate alternatives, and how well they make choices[96,97]. With such creative educational possibilities, the approach has great potential of developing students' entrepreneurial skills through a combination of debate, disagreement, discussion, participant training, and adherence to communication guidelines[98,99]. Case studies are widely used in modern entrepreneurship education because they help students achieve important entrepreneurship education objectives include acquiring core knowledge, applying that knowledge in specific situations, and formulating unified policy[97].

In the context of work experience, a problem is one that students meet in real life[100]. Participation of students is raised, different views and interpretations in debates are encouraged, audience attention and problem-solving orientation are broadened, learning without pressure is promoted, alienation and abstraction in teaching is reduced[101]. Cases are created and used for a variety of instructional purposes

and course objectives, for example. improving sociability skills through practical experience; developing personal response and conduct skills in challenging situations; improving the ability to distinguish between fact and assumption; establishing goals and objectives and formulating management strategies; being adept at debating personal viewpoints without jumping to conclusions, as well as the capacity for listening to others' viewpoints; improving the capacity to put theoretical knowledge into practice; resolving issues and making choices in a group; and improving diagnostic and design abilities for managerial interventions that are effective[102]. This means that case studies have a long history of being used in university pedagogy to teach and learn.

2.1.10. Role Models

Role models are people who set an example for others to follow and who might motivate or inspire others to do certain actions, such as making career-related decisions or achieving specific goals in their own lives[103]. As a result of this similarity, the individual aspires to replicate (or avoid in particular) specific features or behaviors of their role model (who is described as a person they regard as being similar to them or themselves)[103]. Role models are "person(s) an individual perceives to be similar to some extent and because of that similarity, the individual desires to emulate (or specifically avoid) aspects of that person´s attributes or behaviours"[103]. The study of parental role models is a well-known area of entrepreneurial research the fact that entrepreneurs take their cues from successful role models is also well-known [104, 105, 106, 107, 105, 108, 109]. Despite the fact that role models have the greatest impact on young people around the ages of 18 and 21, there is very little study on university lecturers as role models[104].

Students' entrepreneurial aspirations may increase if they learn about an entrepreneur's struggles, lifestyle, and obstacles, because guest entrepreneurs are known to boost self-efficacy, which leads to

increased entrepreneurial intention[107]. When teachers share their own business stories with their students, students see them as role models who can be emulated. A growing body of evidence suggests that exposure to successful role models influences entrepreneurial decision-making. Over half of active entrepreneurs had a role model before or after beginning a business, and one-third of them would not have started their business if they hadn't had a role model to follow[110]. This research suggests that entrepreneurial intentions might be influenced greatly by the presence of positive role models[111]. Social learning theory, which contends that learning takes place in a social setting, serves as the theoretical framework for their work[112]. Recent studies have shown that only positive experiences with role models impact entrepreneurial ambitions and entrepreneurial action, hence the emphasis is on stimulating meetings with entrepreneurs[104,113].

Understanding how inspiring role models promote entrepreneurial ambitions may improve the effectiveness of utilizing role models to boost entrepreneurial activities. Both Policy makers and entrepreneurship educators should take note of this consideration, especially because public discourse still lacks adequate role models for people to look up to[114,115]. Researchers generally agree that looking at successful entrepreneurs as role models helps people find and master the unique skills and information, they need to be successful entrepreneurs[89]. However, previous studies have acknowledged the importance of role models for aspiring entrepreneurs, but there is no consensus on the impact of role models on entrepreneurship, and the research in this field is very disconnected.

It will be seen from the discussions of role models and entrepreneurial intention that role models not only motivate students psychologically, but they also give behavioural direction for future entrepreneurs in the process of deciding on a professional path. Good and illustrative stories about role models, for example, may have a positive impact on entrepreneurial aspirations. This information can

help potential entrepreneurs discover new business possibilities and minimize risks in the process of starting a new company in the future.

2.1.11. Entrepreneurship Pedagogy

Pedagogical entrepreneurship is a method of teaching and learning that places an emphasis on the means and opportunities available within school courses rather than on goal-oriented, transmissible and reproductive approaches. A growing number of policymakers and education researchers are calling for the application of lifelong learning concepts like pedagogical entrepreneurship in all subject areas[89,21]. Pedagogical entrepreneurship promotes the integration of diverse disciplinary material in entrepreneurial-type settings. Students gain valuable experience by overcoming real-world obstacles they may face later in life. When students acquire an entrepreneurial spirit, they learn to imagine, create and innovate while also expanding their horizons. They also learn how to take initiative, meet problems, and become agents in their own life. They also learn to put their ideas into actual initiatives[116]. Pedagogical entrepreneurship enables students to understand the complexity of real-life issues, impact teaching methods, and experience the significant relation to the learning objectives, which is likely to increase students' internal motivation and their knowledge of comprehensive lessons on entrepreneurial content[90]. As a result, pedagogical entrepreneurship might take the form of a leader concept, a teaching organization method, or even a specialized student activity.

The goal of entrepreneurial pedagogy is to use tools, knowledge, methods, and pedagogical approaches to help students acquire entrepreneurial ideals, attitudes, and abilities. For any teaching method to be entrepreneurial it must be empowering, experiential, reflective and cooperative. Entrepreneurship pedagogy focuses on teaching students' skills and theory required to launch a new venture.

2.1.12 Educators' Competence

Educators that are effective at their jobs are leaders who have won the pupils' respect and loyalty. Such a teacher recognizes the need of learning from and collaborating with others, including parents and other teachers, and actively seeks out professional cooperation opportunities both inside and outside of the school[21]. A competent educator is one who has a clear vision, is open to new ideas, and is capable of thinking creatively and analytically about a variety of topics and challenges[117]. According to another research, a competent educator has a new function and responsibility: they are responsible for leading and guiding students[118,119]. When it comes to finding and putting brilliant ideas to imaginative and creative use, a competent educator is one who does it with a keen eye[120]. This implies that a competent educator is someone who enjoys their job and is upbeat and enthusiastic about it. This means that in order for college and university professors to properly fulfill their task, they need to have certain attitudes, knowledge, and abilities.

The skills and experience of an entrepreneurship educator are important factors in the process of building entrepreneurial spirits in students. A competent entrepreneurship educator is someone that is skillful in identifying an idea and putting it to innovative use. Skillful and experienced entrepreneurship educator can influence students' behaviour in considering venture creation as a feasible career choice in future.

2.1.13. Entrepreneurship Curriculum Contents

Entrepreneurship Curriculum is dynamic and a designed learning experience connected to entrepreneurship development of students[89]. An entrepreneurship curriculum serves as a medium for students to learn about what it's like to be an entrepreneur[121]. An entrepreneurship curriculum may also be characterized as a platform used to reproduce entrepreneurial culture in an organized way, with an emphasis on creative reasoning and the growth of entrepreneurship[122]. Curriculum refers to all of a student's learning (experiences) that are designed and directed by the school, whether they are done in

teams or individually both in and out of the classroom[89,21]. Curriculum consists of all the knowledge, skills, attitudes and values that are designed to be studied by learners. It's a structure or a predetermined course of study that aims to meet society's requirements, issues, ambitions, ideals, and aspirations via education. It covers social concerns pertaining to children as well as the skill, attitude, knowledge and value requirements necessary to meet predetermined goals[123].

A curriculum is a set of organized and directed learning experiences and targeted learning goals developed via the methodical reconstruction of experiences and knowledge under the purview of the school, for the learners' continual and purposeful development of personal-social competency[82]. Curriculum is a teaching tool that aims to influence students' attitudes, behaviors, actions, and beliefs so that they can better themselves as well as the people and world at large[124]. Curriculum as an educational process, therefore, equips an individual with enabling knowledge and skills to be productive in the dynamic society[125].

Entrepreneurship curriculum can be regarded as informational document that regulates the entrepreneurial learning outcome provided by educational institutions. The content of such document must be well delivered by experienced entrepreneurship educators to enhance the development of required competencies in tertiary institution students.

2.1.14. University Support Services

The existing literature describe the university support services as internal incentive system such as characteristics and roles of faculty, and external factors such as federal laws and policies and relationships with industry to promote entrepreneurial intention and culture among students[89,72]. University support services include conducive learning environment, adequate and equipped laboratories, seed funding's and business incubation. According to research, university teaching environments are the most important determinants of students' perspectives and inclinations of an

entrepreneurial future[126]. Universities are hubs for scholars and most importantly are key agents for the expansion of knowledge through teaching and learning, research and community service engagement as well as the influence to transform the world[127,128]. Thus, universities are seen as ethos sharing institutions that enable cooperation across cultural diversity because they enhance students understanding of the world including the development and encouragement of entrepreneurship as a tool for creating employment and economic development[129,130].

In order to expand the skillset of entrepreneurship students, universities have lots of supportive roles to play, such roles include; encouraging students to take part on business workshops and competitions, inviting guest speakers could also be an excellent way of demonstrating value of entrepreneurial mindset to university students and partnering with industries through internship and placement makes It easier for students to get business experience.

2.1.15. Entrepreneurial Intention

According to social psychology research, intentions are a powerful predictor of planned individual acts, especially when such activities are unusual, difficult to monitor, or entail unpredictable time delays[131]. For the purposes of this definition, intention refers to a person's willingness to put in the effort necessary to act in a particular way[132]. At its core, intent is an individual's willingness to exhibit specific behaviours[133]. Attitudes determine intention, and attitudes are shaped by external events like the current situation[132]. The desire to engage in a given behaviour is influenced by how an individual feels about a certain behavior[132]. To achieve one's goals, one must act in a way that fulfils the goal, the intention is not realized without this. Two cognitive aspects determine a person's specific behavioural intention: Expectations and attitudes towards the behaviour. The rational theory of action and reciprocal determinism are two fundamental psychological theories connected to intentions.

Many scientists are interested in studying people's entrepreneurial intent. Diverse definitions have been made of entrepreneurial intent as well. One of which is exploring information and other resources with the goal of starting a business[134]. Another definition of entrepreneurial intention includes the mental condition of wanting to begin a new business enterprise based on one's own personal intentions and prior experience[135,136]. In the present study, entrepreneurial intention is defined as "a self-acknowledged by a person conviction that they intend to set up a new business venture and consciously plan to do so at some point in the future"[137]. Consequently, a person's desire to start a business is a good indicator of entrepreneurial aptitude. According to the previous definition of entrepreneurial intent earlier stated, an entrepreneur's vision of the future might be near or far away, furthermore, such a goal does not have to be achieved[138,88]. Entrepreneurial Intention is described by some researchers as a state of mind requiring personal focus and knowledge to achieve new venture creation methods of gathering resources and information to create a business, and as a person's perception and personal dedication of planned actions in carrying out entrepreneurial behavior[135,139,134,140,141,142,143]. A person's intention serves as a starting platform for putting into action an entrepreneurial strategy[140].

An entrepreneur's personal dedication to a new enterprise is also referred to as their entrepreneurial intention[141]. Similarly, entrepreneurial intent is a significant indicator of engaging in entrepreneurial conduct, which might lead to the creation of a new business[142,144]. There have been several studies that show a link between entrepreneurial intent and self-employment, making entrepreneurial intent the most accurate predictor of entrepreneurial activity[145,88]. Theory of Planned Behavior was most frequently used in previous studies to understand the entrepreneurial intention[146].The interaction between environmental and personal factors are effectively explained in this model[147]. Entrepreneurial intention was first effectively explored by two models; intention model and a modification of Theory

of Planned Behavior on Entrepreneurial intent[148,132,149]. The creation of intention-based models for researching entrepreneurship actions has been widely adopted by scholars in the field of entrepreneurship; provided that research findings offer more justification for the use of such models[150,151]. However, TPB intention models have become a guide to the study of entrepreneurial actions and purpose[152,153]. This model focuses on organizational or individual behavior that is influenced by three main factors: Personal attitudes, and Subjective norm.

Entrepreneurial intention according to this study is described as student decision to venture into business as a future career choice. This entrepreneurial intention is however affected by multiplicity of factors which were identified by scholars as entrepreneurial education, structural support, personality trait and others.

2.1.16. Entrepreneurial Personality Factors

Previous studies have conceptualized entrepreneurial personality factors/ or characteristics in terms of internal locus of control, need for achievement, risk-taking propensity, entrepreneurial culture, entrepreneurial attitude, Creativity and alertness, and entrepreneurial self-efficacy[154,155,156,157,158,159,160,161,21]. They believe that even if a student has no prior entrepreneurial training or experience, they may become a successful entrepreneur if they have the right mindset, desire, and community support. This study will however focus on three personality factors which are; need for achievement, risk taking propensity and entrepreneurial self-efficacy.

2.1.17. Internal Locus of Control

The locus of control is the belief in one's own success and the ability to exert control over one's job[155]. A sense of personal control over outcomes, rewards, achievements, and failures might reflect locus of

control[162]. The ability to exert control over one's life is known as locus of control, and it is a psychological trait[163]. Successful company management is linked to having a strong sense of control over one's circumstances. If a person has good self-control, it will show in other areas of their life, such as school or business, attitudes toward hard work, and detailed decision-making. Student's entrepreneurial intention increases with increasing internal locus of control, and locus of control has a major influence on entrepreneurial intents[163]. Entrepreneurship intention is positively impacted by locus of control[162,164], [165]. For business students, locus of control has a considerable impact on entrepreneurial intention; however, for engineering students, locus of control has no such impact[166]. Meanwhile, according to other findings, the locus of control has little impact on an individual's likelihood of starting a business[167,168,169]. Individuals with a high internal locus of control believe they have the ability to influence their own outcomes or circumstances, which is why it's regarded a vital characteristic for future entrepreneurs[170,171].

One of the more "classic" traits of an entrepreneur is a strong internal locus of control. It is doubtful that anyone would launch a new company endeavor with an unproven business model if they didn't have a strong internal locus of control[172]. According to empirical psychology studies of entrepreneurs, the locus of control of an individual is a critical component in influencing said person's level of entrepreneurial attentiveness[170]. It's because having a strong internal locus of control means you're always constantly attentive to thing relating to entrepreneurship. Which is crucial if you want to discover anything new by chance[170]. (i.e., to see potential profit opportunities and seize them when they arise). The importance of the locus concept stands to reason, especially if successful entrepreneurs have an inclination internally toward entrepreneurial results.

Internal Locus of control has to do with how individual decisions affects one’s success or failure. This is the believe that one’s success or failure is determined by his or her own abilities. Internal locus of

control is a psychological trait in person that gives an individual confidence and strong sense of control over success or failure and as such has a major influence on the entrepreneurial intent of students.

2.1.18. Need for Achievement

A person's emphasis on accomplishment is regarded as the need for achievement[173]. Need for achievement is a product of individual and environmental qualities[156]. Entrepreneurship intention is influenced positively by the urge for achievement, as evidenced by the fact that this variable determines whether or not someone has a predisposition to go into business for themselves[174]. Those who are driven by a strong desire to succeed place a high emphasis on self-sufficiency, self-reliance, risk-taking, and decision making[165, 156]. It was always thought that the more the student's need for achievement, the greater their entrepreneurial intent. However, other research demonstrates that student achievement needs have no bearing on entrepreneurial intent[156]. However, the findings of intention research revealed that the demand for success influences entrepreneurial intention positively[175]. A person's need for achievement might be summed up as a need for success. People who are driven by a strong desire for success often have business aspirations. They have a burning desire to be prosperous. They aspire to demonstrate that they are capable of starting and running a profitable business in a market that is highly competitive[175].

The desire and drive to be successful may be summed up as a need for achievement. Several studies suggest that the urge for success has a substantial impact on entrepreneurial intentions[176,177,178]. People who have a greater need to succeed (need for achievement) are more likely to succeed as entrepreneurs[179]. Entrepreneurial students with greater need for achievement intends to start their own firms, according to the findings of the research[178]. As a result, the need for achievement might be viewed as a struggle against difficult problems[180]. The desire to be successful, taking measured risks, and wanting detailed feedback are all components of the need for achievement[181]. The need for

achievement is a "unitary temperament that drives a person to take on new challenges in pursuit of success and superior performance"[182]. Desire to succeed has an impact on entrepreneurial intent[179]. Achieving one's goals is extremely important to people who have a strong need to achieve. When it comes to risk-taking and responsibility, individuals who are high on the need for achievement score scale, prefer it, since they want to see the effects of their actions[179]. People who have a strong need to achieve are "more self-confident, enjoys taking carefully calculated risks, researches his environment actively, and is very much interested in concrete measures of how well he is doing"[179]. People who have a strong need to achieve were less willing to accept defeat[183]. Poor aspirations, failure, self-blame, low competence, and low inspirations were all linked to low need for achievement[184,156].

Need for achievement is one personality factor which refers to individual need for personal accomplishments. That is the urge, and drive to achieve excellent result in relation to a set of standards. Need for achievement actually motivates and inspires potential entrepreneurs to take a bold step in creating a new venture. However, relating this personality factor to this current study, students with high need for achievement would want to venture into a business with a high probability of success and strive to achieve such success.

2.1.19 Risk-Taking Propensity

An increasingly popular method of entrepreneurship is to take measured risks. Taking a risk might result in either success or failure. As a result, entrepreneurs should weigh the risks of their decisions before moving forward and weigh the benefits and drawbacks of taking risks throughout the whole entrepreneurial process. Entrepreneurs are more willing to take chances than the average person[156]. Entrepreneurs that succeed are those who can accept risk and use it to their advantage. When starting a business, entrepreneurs take risks with their careers, finances, families, and reputation. An entrepreneurial mindset and desire to establish one's own firm can be found in those who are risk-

tolerant. Entrepreneurs, according to Schumpeter, must accept risks while making judgments[172]. Some scholars claim that an entrepreneur's willingness to take risks sets him or her apart from managers and workers[172,185]. To better understand entrepreneurial purpose, several empirical studies have looked at people's propensity for risk-taking[178,186,187]. Risk-taking tendency was found to have a substantial impact on entrepreneurship. European and American workers' willingness to take risks was linked to their employment choice[187].

Study after study confirmed that taking risks has an effect on entrepreneurial intent[178,186,187]. Entrepreneurial process was explained in part by a willingness to take risks[186]. According to the findings of the research, university students' entrepreneurial intentions are partly explained by their inclination to take risks.[178,180]. An individual's propensity for risk-taking is a way of dealing with and being prepared to handle uncertainty. Those that are not afraid to take chances could pick options with lesser possibility of failure with better outcomes. They are more eager to make judgements in unclear circumstances. Risk-taking by entrepreneurs can have a significant impact on their financial well-being as well as personal relationships (such as relationships with their spouses and children). Anyone with aspirations of starting their own business should have a high tolerance for risk. Entrepreneurs, according to research, take on more risk than the average person. One's risk-taking tendency reveals how he or she responds to uncertain decision-making circumstances[186]. The ability to take risks is essential to entrepreneurial thinking and running a business[186]. People who are interested in starting a company have to cope with difficulties and uncertainties[188]. Personality traits like risk-taking demonstrate how eager and inclined a person is to take chances. Because entrepreneurial endeavors entail risk, taking chances is a necessary component of becoming an entrepreneur. Entrepreneurial orientation has a component called risk propensity.

A person's moderate level of risk-taking is associated with entrepreneurial behavior. Entrepreneurs are more likely than managers to take risks. As a result, a person's willingness to take risks might help predict their choice of profession. “The difference between entrepreneurs and non-entrepreneurs may be a question of risk tolerance, and of how they process information regarding the potential success of a new business opportunity”[189]. Entrepreneurs, according to research, perceive business conditions as less risky than the general public. Risky conditions are seen favorably by entrepreneurs[189]. “Tolerance and positive attitudes toward risk predict entrepreneurial intentions”[189]. A company's risk can be divided into two types: (a) earlier risk, which can be estimated before the business starts, such as duration risk, budget risk, or lack of experience of team risk; and (b) later risk, which can emerge during the course of a business, such as a change in the executive sponsor or client manager[158]. Additional risk categories included internal and external risk[158]. Risk is now accepted as an integral element of your company's future plans. A risk is something that might happen, and the chance of it happening must be determined by proactive knowledge acquisition[158, 159]. Social risk, political risk, legal risk and economic risk are all forms of risk.; uncertainty might take the form of any of these; (a) unpredictability in the environment; (b) uncertainty as a result of not being able to accurately forecast the nature of a change's effects. Entrepreneurs who are considering starting a business should be well-versed in the dangers that come with it. Such information enhanced the entrepreneur's ability to develop a risk-mitigation strategy should the worst happen.

Risk-taking Propensity as an element of personality factors of entrepreneurs can be regarded as critical decision taken by potential entrepreneurs in the choice of selecting entrepreneurship as career. To this researcher the level of risk entrepreneurship student will be willing take will be influenced by potential gains or losses that is attached to business options, their risk tolerance level and availability of risk mitigating strategy.

2.1.20. Entrepreneurial Culture

Scholars have viewed culture from a variety of angles. Culture is seen as an essential part of how people live and act[190]. Culture is defined as the sum of a person's abilities, beliefs, values, and habits, which may be passed from generations through oral tradition and cultural transmission[160]. Human conduct is shaped by culture, which is a historical blueprint for how people should live and give specific instructions. Culture may be defined as the sum total of a person's and a people's way of life as it is passed down through the generations[191]. the concept of culture may be defined on many different levels of study as a "collection of common beliefs, values and expected behaviors"[192]. In defining culture, the most important thing to consider is how it influences how individuals understand and perceive events and situations in their lives. Several research papers have emphasized the impact of cultural influences on entrepreneurship from various angles. Culture may be defined as the degree to which a culture values entrepreneurial traits including taking risks, focusing on development, being creative, and recognizing and exploiting opportunities[193]. In other words, a company's entrepreneurial culture may be summed up as the combination of its employees' abilities, morals, attitudes, and power to maximize profit[194].

Entrepreneurial culture is characterized by creativity, innovation, risk-taking, and a willingness to take on the status quo when necessary[195]. Culture may be defined as a shared training of consciousness that allows members of one group or group of people to be distinguished from those of another[161]. With regard to entrepreneurial features, ethno-minority entrepreneurs recommend that cultural aspects of entrepreneurs like religion, language and education play a significant role in the development of entrepreneurial skills and the long-term viability of the entrepreneur's firm by looking at their intrinsic characteristics[196]. A connection was found between culture and entrepreneurship with three different areas of study, including: (1) country's culture having an influence on entrepreneurship aggregate

measurements like newly founded firms or national innovative output; (2) connection with both national culture and entrepreneurial traits; and (3) finding out more about how national culture affects business venture[197]. Using one universal principle, entrepreneurs may make cultural choices since they are one of the major cultural outputs. An entrepreneur impacts the company's stakeholders by establishing culture within the organization[198]. Due to their dynamic nature, entrepreneurs are heavily influenced by and forced to keep up with cultural shifts. This necessitates a wide range of entrepreneurial activities[199].

Culture can be regarded as traditional believes, values, norms and expected behaviour of people in a particular setting which are being passed on from one generation to the other. Some societies have cultural inclinations of business orientation which makes it possible for them to venture into businesses than other societies. Entrepreneurial culture in this context refers to common beliefs and practices related to creativity, innovation and risk affinity shared by a group of people that can facilitate or obstruct awareness and utilization of entrepreneurial opportunities.

2.1.21. Entrepreneurial Attitude

Achievement-oriented, innovative, and entrepreneurial esteem are all part of an entrepreneurial attitude that is inborn in a person. A person's attitude toward a particular conduct is defined as "the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question"[132]. The attitude toward self-employment in entrepreneurship has been characterized as "the difference between perceptions of personal desirability in becoming self-employed and organizationally employed"[139]. "Attitude toward start-up is the degree to which the individual holds a positive or negative personal valuation about being an entrepreneur"[200]. Theories propose a distinction between experiential and instrumental attitudes, which are two components of attitude, with experiential referring to emotions and feelings (e.g., joy, satisfaction), driving forces that are generated by the

anticipation of engaging in an activity; and instrumental attitude, on the other hand, a practical attitude pertaining to views, thoughts, or rational reasoning[132,201,202,203,204,205,206,207,208]. An expert claim that predicting entrepreneurial behavior by looking at attitudes rather than personality features is a more successful method[209]. Attitudes are closer to behavior than personality characteristics, according to this theory. In addition, attitudes have a focused application than personality traits. The unexplained variance should be lower and the correlation between predictors (entrepreneurial attitudes) and dependent variables (entrepreneurial actions) should be greater when links between attitudes and entrepreneurial behavior are examined. According to this theory, attitudes shift more frequently and easily than personality characteristics[209]. As a result, attitudes might be, for instance, consciously shifted in favor of entrepreneurships. Changing someone's attitudes appears to be more feasible than changing any of their other personality traits. When entrepreneurship and the growth of it are significant, more information on entrepreneurial attitudes may be valuable. Entrepreneurial attitudes are therefore predetermined but changeable thoughts, feeling and behavioural traits that are related to creation and management of business.

2.1.22. Creativity and Alertness

Innovation comes from creativity, which may lead to new companies being formed or old goods being improved so that businesses become more competitive and efficient. The commercialization of an entrepreneurial concept, product, or service may be enhanced by the combination of creativity and technology into the entrepreneurial process. Furthermore, creative thinking is a critical asset for a company's CEO to use while formulating a business plan and motivating his or her workforce. Because entrepreneurship is motivated by the desire to generate value, creativity becomes crucial to the growth and survival of a business. A crucial skill set for students is the capacity to identify entrepreneurial possibilities; creativity and alertness help entrepreneurs to view problems from a much

broader viewpoint[210]. Having the chance to investigate, develop, and master a passion that extends well beyond school and educational settings is a key factor in fostering youth creativity[211]. The ability to think creatively and quickly allows for career advancement and higher benefits. Young entrepreneurs' creativity is enhanced when they use the internet to develop chances to grow and explore while obtaining knowledge and experience[211,212].

Young people will have a better understanding of how their immediate surroundings fit into the bigger picture when the framework for linked education is implemented[212]. Entrepreneurial creativity among students is influenced by the following elements: (a) the motives and incentives, (b) knowledge and education, (c) the institutional background, (d) spill-over creativity, (e) the significance of one's cultural heritage and unique qualities, (f) managing disrupting technologies, and (g) managing resources.

By seeking for information in the surroundings, entrepreneurial alertness enables entrepreneurs to recognise, find, and satisfy client demands. Entrepreneurial alertness in this context refers to the ability of potential entrepreneurs to process information and signals from the environment and recognize entrepreneurial opportunities that others have overlooked. Entrepreneurial creativity refers to the ability to generate and develop ideas to exploit the identified entrepreneurial opportunities. Students' entrepreneurial venture creation intention should therefore be ignited through their entrepreneurial alertness and creativity. Spotting opportunities and taking action to think creatively to exploit them is an important factor of entrepreneurial venture creation.

2.1.23. Self-efficacy

Self-efficacy theory explains why people's performance varies while setting and achieving objectives [213,214,215]. It is expected that people with varying levels of self-efficacy beliefs will show systematic differences in the amount of effort they put forth when attempting to accomplish goals, the intensity of

adapting activities they generate to overcome obstacles, and the degree to which they remain committed to goal achievement in the face of setbacks[216,217]. Individuals use their own cognitive capacities before beginning and completing goal-directed tasks. They use these capabilities to assess their own talents in light of the problems they face and to establish ideas about their chances of success. Personal self-efficacy beliefs are the strength and certainty with which people hold specific beliefs in relation to a certain set of problems. It is the degree to which entrepreneurs believe in their own entrepreneurial abilities to execute various tasks and projects that is referred to as self-efficacy in entrepreneurship[21,218]. Self-efficacy is the confidence in one's ability to produce something from nothing, the belief in one's own ability to carry out specified tasks and duties successfully[219]. Confidence in one's ability to plan and carry out the steps required to attain a goal is sometimes referred to as self-confidence.

Self-efficacy is a critical variable in the Resilience process, much as the locus of internal control principle is. The importance of self-efficacy in entrepreneurship education cannot be overstated, since it may motivate aspiring entrepreneurs to launch their own venture. Personality traits like locus of control, creativity, and the urge to attain success influence whether or not someone is interested in starting their own business[72]. In difficult and complex situations like starting a new business, cognition is organized literacy that directs motivation, beliefs, and behaviour. Entrepreneurship is also a purposeful and planned behavior that may be influenced by a cognitive ability[21]. The notion of the confidence entrepreneurs has in their own entrepreneurial abilities before they start out is called entrepreneurial self-efficacy[220]. Perceived self-efficacy is a prerequisite for opportunity perception[221]. Individuals who have a high sense of self-efficacy see challenges as chances to achieve their goals[215].

Entrepreneurs, as opposed to non-entrepreneurs, feel more in charge of their destiny[172]. Entrepreneurial optimism may be defined as a confidence in one's own abilities (self-efficacy)[221,222]

Entrepreneurial self-efficacy can therefore be described as person's belief in is or her capabilities to perform task and roles that is related to achieving entrepreneurial outcomes. Entrepreneurial self-efficacy plays significant role in influencing individuals towards picking entrepreneurial creation as a future career intention. Students with high entrepreneurial self-efficacy are perceived to have confidence about their own entrepreneurial skills to establish a successful business.

2.1.24. Role of the Entrepreneur in Business Formation and Growth.

According to the theories, different attitudes and talents among individuals are key factors in deciding why some small businesses succeed while others do not. The Austrian School and the Classical Economist were the first schools of thought to recognize the importance of entrepreneurs in the growth of small businesses; They see the entrepreneur as a unique individual with their own unique qualities. They saw an entrepreneur as someone who has the skills and desire to take risks, make decisions, and raise money[223]. They saw an entrepreneur has having a better eye for seeing new market possibilities than the average worker. they considered the entrepreneur to be a pioneer in the field of innovation[224]. The Austrian School holds that certain personality traits are linked to entrepreneurship productivity. People with more of these qualities are more likely than those with less to become entrepreneurs. Individuals prefer to start their own businesses in order to get the most out of their money. This utility is determined by the amount of entrepreneurial activity or wage income a person has, as well as the attitudes that influence how much utility they get out of it, such as a person's preference for labor, effort, danger, or freedom, or the desire to be in close proximity to one's clients, for example. Individual earnings are linked to an individual's capacity to make profit, which includes managerial skills like the ability to attract finance and innovative thinking[225].

Rather than focusing on the decision to establish a firm, the Classical School considers the decision to expand the business. Firm expansion is considered a sign of enduring entrepreneurship. It was found that economic theories assume that a company's propensity to expand is a given because profit maximization is the goal[226]. However, even if there is space for lucrative development, actual data shows that owners of small businesses are hesitant to expand, and that successful enterprises of various sizes coexist within industry. Profit maximization is seen to be only one conceivable reason for business expansion by owner-managers and growth of the business is by the choice of the owner-managers[227]. The study's findings are based on psychological theories of motivation that acknowledge that people's motivations differ[227]. The "Need for Achievement" theory of motivation states that people differ in the degree to which they strive for success fulfillment. If success is measured in terms of profit, then striving for success is consistent with the behavior anticipated by profit maximization, yet the theory emphasizes that this is not the only or even the major reason for growth.

Founder traits were shown to be associated with company development objectives, and the rate at which their businesses have grown, in empirical models of small firm expansion[226, 228, 229, 230, 231]. As previously said, small company owners have a wide range of reasons for beginning and running their companies[232]. A key difference in these motivations is between companies whose owners seek strong growth and those that do not. Lifestyle enterprises are another term for those in the latter group[233]. This contrast highlights the fact that not all business owners are interested in growth[232]. Another aspect influencing the decision of the owner-entrepreneur to prioritize sustainable growth is competition[234]. Theories of growth and development of small businesses take an organizational life cycle approach, where expansion is viewed as a normal part of the firm's development; Growth, according to another viewpoint, is the result of strategic judgments[225]. Organizational resources, business owner traits, as

well as environmental opportunities, play critical roles in developing the company and removing roadblocks to the firm's progression from one stage to the next.

Entrepreneurs' typical job include initiating and developing a firm to maturity. As societies advance, individuals often acquire new wants that entrepreneurs may supply with their company concepts. This company concept might supply services or goods that would benefit the community. Identifying a need and devising a strategy to fill it enables entrepreneurs to launch new businesses at any time. They must comprehend every area of the organisation, including the ability to make crucial choices, set a positive example for workers, and resolve disagreements.

An entrepreneur must assign staff tasks properly from the beginning of a firm. Especially for small organizations, employing skilled and competent personnel demands tremendous consideration. An entrepreneur is also responsible for establishing a corporate structure and culture that allows each employee to reach their full potential. Frequently, the success of a company enterprise depends on the efforts of its personnel. Therefore, establishing the roles and duties of your team is a crucial aspect of maximizing corporate efficiency. In addition to minimizing team disputes, maximizing output, and boosting staff morale, allocation of roles also decreases team conflicts.

The responsibility of an entrepreneur is to identify potential obstacles and handle them swiftly. Forecasting is crucial since it enables entrepreneurs to make choices such as lowering or expanding product inventory, acquiring updated software, and acquiring loans. When an entrepreneur establishes or extends a firm, they determine the personnel requirements. Entrepreneurs evaluate variables such as who will monitor procedures and who can do administrative duties. Even if an entrepreneur does not directly hire employees to work in a physical location, they may still need to consider service providers, software salespeople, and programmers. Entrepreneurs often search for chances that will expand or increase their company's revenues. They choose which product to include and which market to enter.

An entrepreneur should listen to prospective customers and look for chances to build items that meet their demands. An entrepreneur may determine what other firms in the region are doing and how they are performing by conducting a competitive analysis. This technique may include doing a physical survey or reading industry-specific materials. Conversations with consumers also facilitate the identification of their frustrations and negative experiences, which may be used to enhance a firm.

Initiating a company entails a series of actions. Many entrepreneurs, regardless of whether they operate a small business or a large corporation, spend their savings and get financing from family, friends, or banks when they launch their businesses. Often, investors anticipate investing in tiny but possibly profitable firms, while lenders expand their own businesses by earning interest on funds lent to entrepreneurs. This cycle of money mobilization might contribute to the growth of the local economy. Living standards may be enhanced by the innovations or services provided by an entrepreneur's firm. Innovations that lower the cost of producing a product reduce the price of that product while enabling the firm to keep the same profit margins, allowing consumers to spend less money. When consumers save money by purchasing an item at a lower price, they might apply the savings to other endeavours. This demonstrates an improvement in the level of life. Entrepreneurs spend time evaluating and investigating their company concepts to ensure their success. The duty of an entrepreneur is to remove the danger of company failure by taking as many precautions as feasible. Such steps include bringing in skilled and dedicated staff, securing insurance coverage for the most risk-prone business areas, and attracting new investors to support the expansion of the organization.

An entrepreneur must cultivate a business atmosphere conducive to the growth of partnerships, which contributes to the success of their firm. The ability to generate and convert fresh business leads is vital for entrepreneurs. An entrepreneur should optimize their marketing ability, spend time speaking with qualified prospective partners, and contact each prospect on a regular basis. Developing strategic

alliances may aid businesses in making better business choices and obtaining more money. The introduction of new technology might make a business's product or service outdated owing to the rapid evolution of technology. An entrepreneur is accountable for upgrading the technology used in their company operations or activities on a constant basis.

2.2. Theoretical Review

2.2.1. Related Theories

A plethora of studies have linked various theories to entrepreneurial intention such as Human Capital Theory of Entrepreneurship, Theory of Planned Behavior Model, Experiential Learning Theory, and Social Cognitive Career Theory[118, 235, 236, 17, 21, 237]. However, no or few studies used a mixture of different theories to explain entrepreneurial intention. This study, therefore, address this contemporary gap in the literature by using a mixture of different theories such as human capital theory of entrepreneurship, theory of planned behavior model, experiential learning theory, and social cognitive career theory to explain the effect of entrepreneurship education and personality factors on entrepreneurial intention. However, this study was anchored on Human Capital Theory of Entrepreneurship and Theory of Planned Behaviour.

2.2.2. Entrepreneurship Theory Based on Human Capital

Entrepreneurship theory based on human capital served as the theoretical foundation for this research. There are several theories on entrepreneurial intent and career readiness, but the human capital theory is the most widely recognized[118]. According to this notion, those with extensive entrepreneurial training are more likely to be career-ready entrepreneurs[235]. According to the human capital theory of entrepreneurship, which builds on the importance of education, gives that people have a range of entrepreneurial abilities, attitudes, and behaviors that point toward entrepreneurial intention[238].

Training and education can enhance the ability of someone who already has a good foundation of capabilities and skill[239]. As individuals build their human capital (entrepreneurship education), increasing entrepreneurial intention, will help them take chances and come up with fresh ideas for businesses and innovativeness. It stands to reason that, as human capital grows via increased entrepreneurship training, so too should a student's entrepreneurial intent grow along with it[118,235]. However, the notion was criticized since many students seek entrepreneurship courses to impress employers rather than because they want to start their own business[240]. Despite the critique, it was shown that human capital theory is important in describing the entrepreneurial career preparedness of individuals who had been introduced to entrepreneurship education and entrepreneurial intention at a young age[241]. Similarly, a research claims that establishing an entrepreneurial culture leads to entrepreneurship activities through encouraging students' entrepreneurial inclinations[242]. To back up this claim, a study found that the United States of America is the cradle of entrepreneurship because of a long history of pioneering entrepreneurial attitudes ingrained in the country's educational system[242]. According to the report, the United States has over 1600 universities and colleges that offer over 2200 entrepreneurship courses and over 100 entrepreneurship research hubs, resulting in a prevalent entrepreneurial culture that encourages young people to be entrepreneurially ready for new business start-ups[242].

Following the Human Capital Theory (HCT), a researcher asserted that equipping African students with a wide range of entrepreneurial skills and mindsets will revolutionize Africa's economies, technologies, and industries[243]. Because of this, the theory suggests that entrepreneurial education should take precedence if African countries like Nigeria hope to escape the depressingly high unemployment rate and make a name for themselves in the international community. Thus, this theory

is very relevant in explaining the relationship between entrepreneurship education and entrepreneurial intention among students of tertiary institutions in Southwest, Nigeria.

2.2.3. Theory of Planned Behavior Model (TPB)

In the current literature, the concept of planned behavior is a reliable predictor of behavioral intentions in a wide range of life domains, including, for instance, health-related behavior, pro-environmental behaviors, and recently, meta-analysis supports the validity of theory of planned behavior for predicting entrepreneurial career intentions and behavior [244, 245, 246, 21,72,89]. The idea aimed to explain all human actions that may be controlled by exercising self-control. The TPB is often used to anticipate and explain a broad variety of entrepreneurial behaviors and intentions including starting a new business, and creation of entrepreneurial venture. In the theory of planned behavior (TPB), the assumption is made that the most important conduct is voluntary, which is highly friendly to business. Intentions are assumed to be the source of such voluntary conduct, which is in turn a result of the individual's general attitude as well as "Subjective Norms," which express societal pressure to carry out or not carry out the activity. Whatever the attitude or subjective standards, intentions will only be put into action if the person feels that they have some degree of behavioral control over their actions[89].

According to this view, intentions precede actual conduct and are shaped by ideas about the consequences of the acts under consideration. The TPB model states that intentions are governed by subjective standards, such as personal attractiveness or attitude, as well as perceived behavioural

control[247]. With regards to entrepreneurial endeavors, "subjective norms" relate to an opinion on what the "reference group" (friends, significant other, family) of an individual thinks about entrepreneurial behavior and whether the entrepreneur's choice is approved or disapproved. Generally, subjective norms have less influence on intention, which is dependent on the individual's conformity level and their unique personalities[248]. A person's attitude toward a behavior or personal attraction measures how positively or negatively they value entrepreneurship in general. TPB asserts that people's attitudes are shaped by their ideas about the outcomes of engaging in an action[249].

This includes both internal and extrinsic benefits like cash incentives, independence/autonomy, personal pleasures and family stability. All of these factors affect positively the intention to establish a business[250]. TPB shows a critical possibility to better understand and forecast entrepreneurial intention by taking into account personal and societal aspects as well as entrepreneurship education[89]. Another study confirms that TPB is a unique platform in which entrepreneurial intention could be understood via entrepreneurial characteristics[251]. According to another researcher, in numerous fields such as social psychology, marketing, and information system adoption, TPB has been shown to be widely utilized to predict and explain behavior intention as well as actual behavior[252]. In the same vein, according to one study, the TPB components account for 50 percent of the variation in the intention to become an entrepreneur, while another study indicates that 60 percent of the variance is explained[252,119]. Previous studies have proven the validity of utilizing TPB to describe entrepreneurial intention across different cultural contexts. It's safe to say that the more positive an individual's attitude and subjective norm are, and the bigger the perceived level of behavioral control is, the more likely they are to consider starting their own business[253].

Although the TPB was under heavy criticism, some scholars criticized the theory on the ground that there is an inability to predict intentions and behavior solely on the basis of attitudes, subjective

standards, and perceived behavioral control. To improve the theory's predictive validity, they proposed adding a number of variables. Want and need, affect and anticipated regret, past behavior, personal and moral norms, and self-identity are a few of the proposed additions[254,252]. TPB's reasoned action assumption has also been criticized using the well-known phenomenon of behavior becoming routine over time and not requiring as much conscious control to carry it out any more[255]. Some believe that habituation leads to automatic behavior initiation, with conscious intentions being replaced by critical stimulus cues for controlling behaviour. That past conduct frequency is commonly a good indicator of future behaviour and indeed that it has a residual impact on future behaviour over and above the effect of intention and perceived control on future behaviour has been interpreted as proof of automaticity in social behaviour[256].

Although some have argued otherwise, a recent study shows that having entrepreneurial intentions is the strongest indication of future behavior[143]. TPB characteristics have been found to be strong indicators of entrepreneurial intention by another researcher[210]. According to the findings of a different study, TPB positively correlates with entrepreneurial intentions[257]. It was also asserted that the TPB model was a good predictor of social norms, attitudes and how people perceive their own conduct[258]. Another researcher confirms, in agreement with earlier findings, that the TPB model accurately predicts students' entrepreneurial intent[259]. Based on these findings, the theory of planned behavior can be used to investigate how entrepreneurship education and personality traits affects students' entrepreneurial intentions. TPB model is suitable for this study and it is predicted to produce a good explanatory report for entrepreneurial intention among Nigerian university students.

2.2.4. Social Cognitive Career Theory (SCCT)

This new theory, called social cognitive career theory attempts to explain three interconnected components of career development: (1) development of a person's core career and academic interests, (2) decision-making processes for choosing an education and career path and (3) ways to achieve career and academic success. A number of elements from earlier career theories are incorporated into the theory (e.g., abilities, interests, values, and environmental circumstances), all of which have been proven to influence career development[260]. It has been utilized by many academics, psychologists, and sociologists in a range of domains, including accounting, recreation therapy, and sport, to explain and predict individual behavior[261, 262, 263]. Job counselors, teachers, and students may all benefit from better understanding the elements that impact their career choices. This theory is a development of social cognitive theory, and it aims to explain how "people (a) develop basic academic and career interests, (b) make and revise their educational and vocational plans, and (c) achieve performances of varying quality in their chosen academic and career pursuits"[264].

For the most part, SCCT focuses on three mental constructs: belief in one's own abilities, outcome expectations, and goal setting— ln conjunction with environmental variables to estimate people's decisions on their academic and career choices. Listed below are the many constructs and how they relate to one another as well as environmental factors. Self-efficacy refers to "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances"[213]. According to research, high-efficacy beliefs have been linked to a variety of outcomes, including, risk-taking propensity, internal locus of control, need for achievement, behavioral choices, ambition for managerial positions, and leadership styles. In addition, although the consequences of "general" self-efficacy have also been considered by others, the "task-specific" self-efficacy is at the core of SCCT predictions[265, 266]. Therefore, Instead of influencing future views based on general efficacy assumptions and actions, research suggests that efficacy expectations relating to a

given activity should lead to subsequent results, such as studies on the choice, performance models and interest[265,267,260].

In spite of the fact that scholars, psychologists, and sociologists have critiqued the theory for its lack of unification, the implication being that the many elements of theory may not be related. For example, under the social-cognitive viewpoint, researchers have yet to discover a link between observational learning and self-efficacy[268]. Due to the theory's wide applicability, not all of its constituent components are completely understood and integrated into a coherent explanation of learning and personality[269], research on this hypothesis is still in its early stages and findings are tentative. Although several hypotheses exist, it still does not give a comprehensive description or explanation of how, behavior, social cognition, personality and environment are connected[270]. Despite the critique, the idea has been employed by many academics and researchers to better understand the personality factors that influence students' entrepreneurial intention. Additionally, another study confirms the validity of social cognition theory as the best theory to describe how people (a) develop a fundamental set of career and academic interest, (b) create and adjust their educational and career goals, and(c) attain varied degree of quality in their chosen academic and career fields[271]. Therefore, this theory applies to the current research, in that it helps in explaining some personality sub-variables as it affects entrepreneurial intention and career choice.

Social Cognitive Career Theory (SCCT) is therefore useful in explaining how individuals career interest can be developed and how such career choices can be made. It assumes that individuals' self-efficacy beliefs and result expectations about self-employment would predict their intents to become self-employed. Thus, SCCT is appropriate for predicting students' entrepreneurial venture creation intention.

2.2.6. Experiential Learning Theory

In the field of education, Experiential Learning Theory (ELT) is the most commonly accepted and widely proven theory[272]. According to experiential learning theory, which has its roots in constructivism, students learn by doing and owning their learning process, resulting to more self-regulated and self-directed learning, which is a form of direct experience learning[273]. In experiential learning, knowledge is seen as a continuum that includes cognition, experience, and behavior. It maintains that learning is a never-ending process that has its origins in the idea of experience, it is a holistic and complete perception of knowledge[237]. To put it another way, knowledge isn't acquired by learning; rather, it comes through extensive experience[237]. Experiential Learning Theory relies on a four-stage cyclic framework that includes concrete experience (It is essential for learners to be flexible and willing to adapt to changing information), reflective observation (learners must also consider 'why and how' an event occurred before moving forward. Reflection, observation, and the development of a viewpoint and judgement are all critical while analyzing one's experiences), abstract conceptualization (learners must use reasoning and concepts and tie them to those observations and considerations made during the filtering stage. In order for students to learn, they must comprehend things rather than just feel them.) and active experimentation (learners must put theories to the test in order to arrive at reliable conclusions/predictions, which helps them make better decisions in the future).

For entrepreneurial education, it's critical to go through these four stages, and individuals should use all of them in their daily learning process. Experiential learning may be the best strategy for entrepreneurship undergraduate programs, according to new research[274]. Effective learning, as in other disciplines, necessitates student intellectual and physical involvement in the learning process and be reflective on their personal experiences[237]. Because of this, many students learn more about entrepreneurship through hands-on exercises like interviews with entrepreneurs

and business planning ingrained as part of the curriculum or through extracurricular activities[275]. Real-life and symbolic role models have been shown to be important for effective entrepreneurial learning, according to the evidence[276]. These theories are becoming more prevalent in the entrepreneurship literature as research has investigated how people effectively develop new enterprises by using networks and learning[277,278].

However, researchers have questioned the theory, pointing out that the concept of an orderly set of learning stages does not match the reality of most individuals and that several processes might occur simultaneously and stages can be skipped or altogether left out[279,280]. There was also a limited number of experiments to support the model, and the theory does not account for learning methods other than experiential. Finally, the theory solely included Western civilizations, although other cultural conceptions of selfhood should be considered[281].

In spite of the criticism, the theory is praised by some scholars as it influences the work of many in the learning, development and education fields[282,283,284] . It was affirmed in a study that experiential learning theory is most appropriate approach for entrepreneurship undergraduate programmes[274] . Thus, this theory advocates the teaching method, educator's experience, university support services, and the role of educators, can influence entrepreneurial learning of students that will lead to entrepreneurial intentions towards entrepreneurial venture creation[274]. This theory is also relevant to the study as it explains some aspect of entrepreneurship teaching methods which enhance learning orientation.

Experiential learning theory emphasizes the significance of experience and its role in the learning process. This implies that experiences are gathered through the ongoing interaction and engagements of the learners with the world around them. It also emphasizes the role played by learner's experiences, emotions, cognition, and environmental factors in the learning process. Experiential learning is found tom be more useful in entrepreneurship education because it involves a more active method of teaching

than the traditional model, which relies on the instructor standing at the front of the classroom to pass on information. By adopting this method entrepreneurship students can quickly learn by doing and experimenting which would greatly impact their entrepreneurial intention.

2.3. Review of Empirical Studies

2.3.1 Entrepreneurship Education and Entrepreneurial Intention

The findings of the relationship between entrepreneurship education and entrepreneurship intention as revealed by previous works of highly cited scholars in educational organization are inconclusive and conflicting which are still up for debate. Some studies establish a positive and significant relationship, some report a positive but insignificant relationship, and some report no relationship, while some report a negative relationship. For example, an investigation was conducted in Osun State, Nigeria, to see how entrepreneurial education affects Entrepreneurial competence and entrepreneurial intentions among the Polytechnic students. The study used purposive random sampling technique to select eighty-five (85) final year students from all the three Departments in the Faculty of Management Studies. Mean, chi-square, Pearson Moment correlation and ordinary least square (OLS) method of estimation were used to analyze the data. The result revealed that entrepreneurship education has a significant effect on entrepreneurial competence and entrepreneurial intentions among students[285].

Another research conducted in Kenya explores the factors that influence students' entrepreneurial inclinations in the North Rift Region technical and vocational training institutes. a total of three hundred and fifty-two (352) students from TVET colleges in the North Rift Region were chosen as the study's sample size using an explanatory research strategy. Statistical approaches such as descriptive and inferential analysis were used to analyze the data. In the research, perceived behavioural control and subjective social norms, as well as entrepreneurial attitudes, were revealed to positively influence entrepreneurial intention[259]. In Zimbabwe, a researcher also carried out research into the link between

entrepreneurial intention and entrepreneurship education[251]. The study relied on a cross-sectional survey of three hundred and eight (308) Zimbabwean vocational education students. The study's findings suggest that entrepreneurial training is associated with increased entrepreneurial intention[251]. Another study was conducted in Indonesia, among students at the State University of Malang's Department of Management, Faculty of Economics to evaluate the impact of entrepreneurship education on their entrepreneurial intentions. The study made use of a descriptive correlational approach, and two hundred and thirty (230) students were randomly selected from a pool of five hundred and forty (540) students in three different study programs. The usage of LISREL 8.50 for Windows for path analysis to analyze the connections between variables was done. According to the findings, Researchers discovered that entrepreneurial education had an indirect effect on intentions, in other words, the motivation and attitude of students towards entrepreneurship are crucial mediating elements [286].

To evaluate the link between the exposure of students to Entrepreneurship Education and their career entrepreneurial intentions, a research study was carried out in Ogun State, Nigeria, in Ogun State-owned Universities. The researchers drew up six different hypotheses to test in their investigation. The population consists of all students in their last year of university, with a sample size of six hundred and nine (609). There were three different kinds of research tools employed in this study. Descriptive statistics, T-test, ANOVA and Pearson's Product-Moment Correlation Coefficient were used to analyze the data. According to the findings, students' entrepreneurial intentions are highly influenced by Entrepreneurship Education[287].

In the same vein, Study also investigated university students' entrepreneurial attitude and intents to establish a new firm in Italy by looking into the discouraging factors that prevent them from going into self-employment[288]. A self-made questionnaire was used to collect primary data in order to evaluate the

significance of explanatory factors such as; age, gender, department, degree, previous grades, previous education, business experience, job experience, personality traits (Five Factor Model), family background, entrepreneurial education, government support and finance and with the dependent variable "entrepreneurial intentions". Multiple regression model was used to analyze the data. The findings reveal that family background, extraversion, gender, entrepreneurial education, openness and agreeableness to experience exhibited encouraging findings, however age, prior grades, and neuroticism all had unfavorable effects on entrepreneurial intentions[288].

Another researcher also studied the impact of entrepreneurial elements as well as programs that foster entrepreneurial thinking among university students majoring in Electronics Technology Education. Researchers used a correlational survey research approach for this project. The study's participants were three hundred and sixty-six (366) undergraduate students majoring in Electronics Technology Education. Multiple regressions and descriptive statistics were used to examine the data. According to the findings, the more entrepreneurial activities students participate in, the less entrepreneurial elements impact their entrepreneurial intents, and this considerably raised entrepreneurial intents of students who choose a career option as an entrepreneur. The results also showed that the gender, age, career choice, and employment of parents have a favorable link with the entrepreneurial intentions of undergraduate students in Electronic Technology Education[289].

The entrepreneurial intentions of university students were also studied in Bangladesh in another study. In this study, survey questionnaires were employed to collect primary data using a quantitative method. Cluster random sampling was used to obtain the data from eight Bangladeshi institutions in a divisional region. The poll has a total of one hundred and twenty-seven (127) respondents. Descriptive and regression analyses were used in the statistical analysis. According to the findings, university students in Bangladesh have a considerable level of entrepreneurial intentions[290].

Using quantitative methodology and survey data collected in China, another study examines the effect of entrepreneurship education on entrepreneurial intention. Statistics were gathered from eleven colleges and universities in Wuxi, Jiangsu Province, People's Republic of China. For this investigation, regression was used as the major approach since it allowed researchers to examine each regression model's antecedent factor's unique influence. These data show that entrepreneurial education in China has no beneficial influence on entrepreneurial intention[291].

A researcher also looked at the impact of entrepreneurship education factors on entrepreneurial intent in order to; (i) to see if exposure to successful entrepreneurs (selected by students) in entrepreneurship classes affects students' and (ii) examine how such exposure affects students' attitudes toward entrepreneurship. To that end, the authors used a study methodology that blended quantitative and qualitative approaches to perform a pilot experiment with thirty (30) graduate students that registered a Business Creation course. To investigate variations in student entrepreneurial intentions and attitudes about entrepreneurship following exposure to successful business models, content and statistical analysis were used. The study shows that students' entrepreneurial attitudes and intents may be favorably influenced by entrepreneurship education that is based on successful entrepreneur role models, as well as lead to a higher orientation of students' perceptions of social benefits of entrepreneurship (new jobs) versus financial ones (high income).However, the findings emphasize that graduate programs for both business and non-business students should be constructed differently, if educators are to boost the efficiency of education aimed at developing entrepreneurial talents., because examining successful business tales has a varied influence on these two groups[292]. Another research, based on the same impression, investigates the impact of entrepreneurship education programs on student entrepreneur intentions. The analysis draws on 47 papers published between 2014 and 2018 to determine the influence of entrepreneurship education on entrepreneurial intention in university

settings. The findings reveal unequivocal evidence that entrepreneurship education influences entrepreneurial intent[293].

Another study also explored how involvement in entrepreneurship training influences students' risk perceptions, entrepreneurial self-efficacy (ESE), and entrepreneurial intention (EI), and examined how the role of teachers (RT) and teaching methods (TM) influence EI, ESE and risk-perceptions of students. Taking a business class improved ESE significantly, according to the findings. Although taking entrepreneurial courses had a favorable but insignificant impact on EI and risk perceptions. EI, ESE, and risk perceptions are positively impacted by teachers' roles and teaching approaches. When it came to the mediating function of ESE, teaching methods had an influence on both EI and risk were fully mediated. Whereas role of teacher's impact on EI was unmediated, while the impact on risk was slightly mediated[294].

Another study looked at the impact of entrepreneurship education and learning orientation on students' entrepreneurial implementation intents in Nigeria's first four colleges to offer a degree in entrepreneurship. Data were collected by a sequential explanatory mixed technique, which included a survey and semi-structured interviews. Six hundred (600) copies of questionnaire were handed out in total. Twenty (20) entrepreneurship instructors from the chosen institutions were also interviewed in semi-structured interviews. Analysis of completed questionnaires that were returned was done using descriptive and inferential research approaches namely the mean and hierarchical multiple regression. The semi-structured interviews were also subjected to thematic analysis. Students' critical thinking and production of business ideas were shown to be highly impacted by entrepreneurship curriculum guide, according to the findings of the hypothesis tested; Students' shared vision and recognition of business prospects are highly influenced by entrepreneurial pedagogy; The use of entrepreneurship education approaches greatly increases student engagement and the new businesses started by such students;

Students' dedication to studying and developing business plans is heavily influenced by their educators' competency, and university support systems considerably boost information exchange and creativity among students[89].

Further research explores the causes of entrepreneurial behavior by focusing on social (education and experience), societal (economic or political climate), and Personality factors. This research analyzes and contrasts the experiences of junior and senior college students in the United States and Turkey, using data from surveys conducted at two different universities in the United States and Turkey, respectively. Students in the United States and Turkey have a favourable attitude toward entrepreneurship, but their entrepreneurial intent is low, according to the data[295]. Graduate students from fields such as management, entrepreneurship, sciences, education, and other disciplines who had enrolled in an entrepreneurship education program were also selected for and investigation to determine the effects of entrepreneurial training on the advancement of the perception of self-efficacy and entrepreneurial intentions. Part of the hypotheses concerning entrepreneurship graduates having a higher intention and better self-efficacy perception than the rest were partially confirmed by the research[296].

Other academics looked at the development and assessment of two offers at a sophomore level of a boot camp for engineering innovation and entrepreneurship. To a large extent, the boot camp focused on developing entrepreneurial thinking skills through the delivery of curricular content on idea creation and the role of consumers in the design and technology transfer cycle. According to the findings, boot camp courses can encourage students to learn about creativity and idea creation while also laying the foundations for their future academic skill development[297]. In the same vein, another study examined university students' predisposition towards entrepreneurship. There were one hundred and eighty-one (181) people in this survey, and random sampling was used to choose the respondents. Study findings

revealed a major influence on student entrepreneurship inclinations was played by institutions' promotion of entrepreneurial curricula and content, as well as role models[298].

Entrepreneurship education at the university level and the progression of creative company ideas to the start-up phase were explored in similar research. Entrepreneurial idea development was designated as a strategic teaching aim of the Business Team Project Partnership Program (BT-PPP). The research was based on a poll of Universitie Tun Hussein Onn Malaysia's (UTHM) real estate and facilities management students, in business team projects partnership program, in 2012. Results indicated that BT-64 PPP was suitable for stimulating entrepreneurial idea development, engagement and networking as outcomes of entrepreneurial education[299].

Conversely, alternative research looked at how education might help students and recent graduates become more entrepreneurial. The research looked at the relationship between different educational programs aimed at stimulating knowledge-intensive entrepreneurship, with a particular focus on engineering. The research was based on a poll of National Technical University of Athens (NTUA) graduates. According to the research, there were no non-technical knowledge and skills in the curriculum supplied by NTUA to aid new graduates in starting their own businesses[300]. Another researcher conducted a similar study at a Greek institution, comparing the entrepreneurial intention of first- and fourth-year business students of the institution, to assess the influence of the curriculum and investigate the function of the Theory of Planned Behaviour in understanding students' entrepreneurial intent. A questionnaire was handed out to a random sample of one hundred and eighty-six (186) Business Management students in the 1st (108) and 4th (78) year of study. According to the study's findings, entrepreneurial curriculum contents had insignificant effect on business students' decision to follow an Entrepreneurship path[301].

Additionally, a study examined the impact of entrepreneurship education curriculum on entrepreneurial orientation and intent. In this study, two hundred and fifty-three (253) undergraduate and graduate students from the Faculty of Economics at the University of Split in Croatia, who enrolled in entrepreneurship courses were surveyed. One of the primary objectives of the research was to evaluate the function and efficacy of the educational system and curriculum in delivering important information and skills necessary for executing and implementing entrepreneurial or business ideas in theory or in real life situations. The research also looked at students' desire and ability to take advantage of other options such as scholarships, grants, and overseas job experience, all of which should demonstrate their intention of pursuing an entrepreneurial career once they graduate. According to the study's conclusions, the educational system and entrepreneurial orientation have a weak relationship. The authors speculate that this is due to the curriculum's incapacity to foster entrepreneurial thinking[302].

Another study looked at how to help science students become more adept at spotting entrepreneurial opportunities by utilizing an educational design research method on a group of twenty-three (23) Utrecht University graduate students. Students were shown to be capable of identifying business possibilities and other entrepreneurial results in pursuit of entrepreneurial objectives and aspirations[303]. Other scholars have shown that educating students includes assigning them tasks, such as producing a business opportunity proposal that decides how students should take advantage of business chances after conducting an analysis on the industry. Students' entrepreneurial self-efficacy increased as a result of the tasks, and students able to recognize business prospects[304]. International opportunity identification has also been studied, and it's comparable in this way. According to the author, teaching should be competency-based and experiential. According to the author, this strategy focuses on identifying opportunities and the entrepreneur's self-perceived job ability (self-efficacy), in part because self-efficacy and identifying opportunities are inextricably linked[305].

Another research looked at how students' ability to recognize business chances develops as a result of a shift in their opportunity-identification mindsets. Two rounds of semi-structured interviews with open-ended questions, a graphical representation, and an opportunity assessment were used in the research as the basis for the findings. During an award-winning entrepreneurship lesson, fifteen (15) students were observed. The authors came to the conclusion that entrepreneurship courses should use more practical educational techniques to assist students evaluate information and find new business possibilities more efficiently[306]. This is in accordance with research that looked at the link between students' self-efficacy beliefs and their entrepreneurial aspirations as part of the entrepreneurship education curriculum. One hundred and fourteen (114) students in various entrepreneurial programs at a prominent British university took part in the study, which used survey data. According to the authors, entrepreneurial intents are lower in theoretically based courses and greater in practically based courses when self-efficacy is high[307].

On the contrary, at tertiary technical institutes in Kenya, another study looked at the elements that influence entrepreneurship program Implementation. In the study, the influence of teachers' networks with entrepreneurs, as well as the availability of training resources and the effect of teaching and assessment techniques were examined. In Nairobi County, a census study was done among entrepreneurship education teachers in technical training colleges, employing a self-administered questionnaire. based on the authors' assertions, teachers still rely on ineffective, non-practical oriented, out-of-date methods. According to the authors, Students' entrepreneurial learning and opportunity identification suffer as a result[308]. Students' interest in entrepreneurship and entrepreneurial activity should be stimulated through methods utilized in entrepreneurship education. This was in accordance with the findings of a research that looked at the best ways to teach entrepreneurship by conducting two separate qualitative investigations. Researchers found that case study and individual projects, as

well as the development of a new company creation project and problem-solving, are the best teaching approaches for this course[309].

On a similar note, research looked at how the Haskayne School of Business, University of Calgary, Canada offers over two hundred (200) undergraduate students each year an entrepreneurship course that highlights the Start Your Own Business Assignment in an experiential entrepreneurship education method. According to the study's findings, experiential education in entrepreneurship classes delivers both substantial, theoretical information and intangible learning experiences best acquired via active engagement. Researchers determined that creating and running a firm is an educational experience that helps students to put the substantial knowledge they've learned in entrepreneurship classes to good use[310]. Similarly, the efficiency of various entrepreneurship teaching approaches was also examined in another research. Three learning design options were examined in this study, notably; use of teamwork, focus on quantitative methods and experiential learning. The study looked at teaching strategies that might help students do better on tests that measure their ability to adapt, take risks, and set goals. a custom-made entrepreneurial propensity survey provides insight and success data. According to the study's findings, experiential and practical teaching approaches encourage students to develop entrepreneurial goals[311].

Contrarily, a different researcher, investigated the differences in the contexts of entrepreneurial education development and delivery in higher education throughout the world. According to the results of an online poll of business educators, students have a low rate of starting their own businesses during entrepreneurship education and one year after graduation[312]. This is in accordance with research that looked at the reasons why certain engineering graduates who co-founded or established a firm may no longer have an entrepreneurial ambition. This research involved four hundred and eighty-four (484) graduates from four different American universities who got their undergraduate engineering degrees

in 2007. The authors argued that, even though graduates have been exposed to entrepreneurship courses, many of them tend to choose for jobs that assist their career progression instead of starting their own businesses[313].

The findings of a research on Entrepreneurship curriculum contents and Entrepreneurial Development of University students in Nigeria reveals that majority of the students in the selected university are able to develop business idea generation competencies and critical thinking abilities after receiving entrepreneurship training from their educators[314]. Similar study relating to perception of students on entrepreneurship curriculum contents and open-mindedness for business idea generation of Nigerian University students also showed that the design of entrepreneurship curriculum can motivate ethical thinking abilities in students to generable creative business ideas[315]. In the same direction, a study on fostering the development of employable skills among secondary school students revealed that by shifting the focus of teaching to a student-centered approach, students can better connect with their learning leading to meaningful experience[316].

In line with the above studies the report of another researchers in their work business incubation and student idea validation which focuses on Nigerian universities showed that business incubation activities have positive significant influence on validating business idea generated by university students[317]. In the like manner, a study was carried out on opportunity identification and its role in the entrepreneurial classroom; a pedagogical approach and empirical test. The results of this work shows that individual can learn processes of opportunity identification to improve idea generation and innovativeness[318]. In the same understanding a study on entrepreneurship education and action-oriented pedagogical approached was conducted and result of the study found relationships between a curse, curriculum teaching and learning methods[319].

A Thematic Analysis on the effect of entrepreneurship pedagogy on Identification of Business opportunities by Engineering students was conducted in Covenant University. It was discovered that a good number of teachers sees the practical sessions on entrepreneurship teaching as important to students' identification of business opportunities[320]. Some researchers also examined the link between university support systems, Knowledge sharing innovation among Nigerian university students. The findings of this study revealed that university support systems enhance students' knowledge sharing for innovations as proof of entrepreneurial intentions[321].

The effect of non-traditional teaching methods in Entrepreneurship Education was measured on students' entrepreneurial interest and business start-ups by some researchers. The finding of this study showed that the adoption of experiential practical activities was considered as the best practices for teaching entrepreneurship in Nigerian universities because of its potential to raise students' curiosity and motivate their entrepreneurial ambitions[322]. Some researchers also looked at the relationship between entrepreneurship education and innovative start-up intentions among university students in Vietnam. It was discovered that studying entrepreneurship increases the students' confidence and arouses their start-up intentions [323]. A review of literature on innovative teaching methods and entrepreneurship education were examined by some researcher and the findings established that there is no single method that is appropriate but that combination of different methods will suffice under a given circumstance[324]. In line with the above researches another research conducted in South-east and South- south of Nigeria on Imperatives of teaching methods in improving the entrepreneurial competencies of Business education students revealed that the use of practical activities and demonstration method as well as mentorship as an instructional skill have the tendencies of improving the entrepreneurial competencies of business education students in these regions[325].

Complementary approach to teaching and learning entrepreneurship in Nigeria Universities was studied by other researchers and a significant positive correlation was found to exist between the use of more theoretical learning patterns and the mindsets for remunerative employment, as opposed desirability for entrepreneurship[326]. Another study on vocational skill acquisition for entrepreneurship development and technological advancement in industrial technology education was looked at by some researchers and data collected were analyzed using statistical mean to answer the question while t-test statistical tool was used to test the hypothesis. The result revealed that skill acquisition in industrial technology education involves mastery of practical skills and knowledge in any vocational and technical field of study[327].

In the same vein other study conducted in public universities in South East Nigeria on entrepreneurship education and practical skill acquisition of graduates in these Universities found out that technical innovation has significant positive influence on skills acquisition of graduates in Nigeria's public universities[328]. Other researchers also explored the effect of motivational factors for knowledge sharing using pedagogical discussion cases student's educators and environmental factors. The results from their analysis showed that students' and lecturers' prior knowledge and experience as well as course context positively influenced the level of knowledge sharing[329].

2.3.2. Personality Factors and Entrepreneurial Intentions

Previous studies on the personality characteristics and entrepreneurial intentions are reviewed as follows;

There was research done on the impact of a person's character qualities such as the self-efficacy, locus of control, instrument of readiness and need for achievement on entrepreneurial intent among students at the Surabaya public university. The study indicates that all variables (self-efficacy, locus of control, need for achievement and instrument of readiness) have a major impact on entrepreneurship

intention[256]. Another study looks into the personality traits that influence entrepreneurial intention. Entrepreneurial intent was found to be positively influenced by attitudes and risk propensity. Unexpectedly, self-efficacy and social norms, as well as need for achievement, role models, and education did not have a significant influence on entrepreneurial intent[330]. Another study looks into the effect of personality traits on entrepreneurial intent. The results indicate that personality factors (locus of control, need for achievement and risk taking) have a positive impact on entrepreneurial intention[331]. In the same direction, another study affirms that personality factors (social skills, ability to recognize opportunities, self-efficacy, innovativeness, human and social capital and personal perseverance) have a major impact on entrepreneurial intention[332]. In accordance with the findings of a different researcher's investigation, personality qualities (risk tolerance, need for achievement, entrepreneurial alertness and Internal locus of control) had a good impact on the desire to start a business[333]. According to research conducted with students at the University of Zagreb, developing entrepreneurial self-efficacy is an important factor in developing entrepreneurial intention[334]. Some personality characteristics were also looked at in connection to entrepreneurial intentions, with the goal of seeing whether there was a significant link between achievement motivation and entrepreneurial ambitions, as well as self-efficacy and those intentions. The study used a survey research approach and questionnaires were given to two hundred twenty-eight (228) participants to gather primary data. Researchers found that entrepreneurial intentions and achievement motivation are strongly linked, as is entrepreneurial intention and self-efficacy[335]. This study reaffirms the importance of entrepreneurial intention being influenced by self-confidence, risk-taking, creativity, tolerance of ambiguity and adaptability[336].

Students' entrepreneurial intentions were also examined in relation to their readiness to accept risks, The findings indicated some variations between the two groups as well as a partial impact of risk-

taking willingness on entrepreneurial intent[337]. A study discovered, those with a more positive attitude toward risk and independence are also more likely to want to be self-employed[338]. Yet another study looked at the impact of locus of control on entrepreneurial intent. A substantial difference was identified between students with an internal or external locus of control in terms of proactivity, frequency of entrepreneurship, creativeness, and entrepreneurial intensity. A study also found that, when students see government long-term plans as a source of encouragement for starting their own firm, entrepreneurial zeal differs dramatically amongst them[339].

Researchers have looked at whether the ability to anticipate entrepreneurial intent and performance can be done using personality factors such as self-efficacy, perseverance and proactive personality, and how effective they are now, only proactive personality accounted for the distinctive diversity in entrepreneurial intention. In a bivariate correlation, self-efficacy substantially correlated with entrepreneurial intention even though it did not explain distinctive variation. The same four independent factors were used in a standard multiple regression analysis, and entrepreneurial performance was used as the dependent variable. Further round of analysis was conducted using two separate performance indicators, including recent and initial performance. Both of these studies found no significance for the overall model. However, self-efficacy predicted a distinct variation in the initial performance, but not in the recent performance[340]. Researchers looked at how different aspects of self-efficacy relate to business intentions and discovered a strong correlation between the two, with the aspects of generating new goods and markets and creating an innovative environment having a significant impact[341].

For example, previous research on the connection between the need to achieve, the willingness to take risks, and the desire to start a business have shown equivocal results. Entrepreneurial intention has been found to be connected with two personality traits: a need to achieve and a willingness to take

risks[342,242,343]. Two other studies found no connection between the need to achieve, the willingness to take risks, and the desire to start a business[344,345].

The impact of Entrepreneurship education on the relationship between institutional and individual factors and entrepreneurial intention of university graduates in Zambia was studied by a researcher and the findings revealed that institutional factors influence entrepreneurial intention[346].

In the same understanding another study was conducted on entrepreneurship education and self-employment intentions among fresh graduates in Nigeria using risk-taking ability and the influence of family, friends and mentors as sub-variables. The study revealed that these variables had a crucial role in determining the entrepreneurial goals of the selected participants[347]. In the same vein some researchers also conducted research on the influence of individual, classroom and cultural factors on knowledge sharing among students at the university of Ibadan. The findings showed that willingness to share has a positive significant correlation with knowledge sharing[348]. Another study conducted in Malaysia on entrepreneurial skill acquisition, psycho-social factors and youth self-employment shows that self-motivation had higher influence on youth self-employment than social influence though both had positive significant relations[349].

2.4. Conceptual Model

The conceptual framework shows the relationship between the study variables and the indicators of measurability. The arrow shows the direction of influence. A model specification of examining students' entrepreneurial intention which is the dependent variable, from the perspective of the two

independent variables, entrepreneurship education, and personality factors, is thus proposed and presented below:

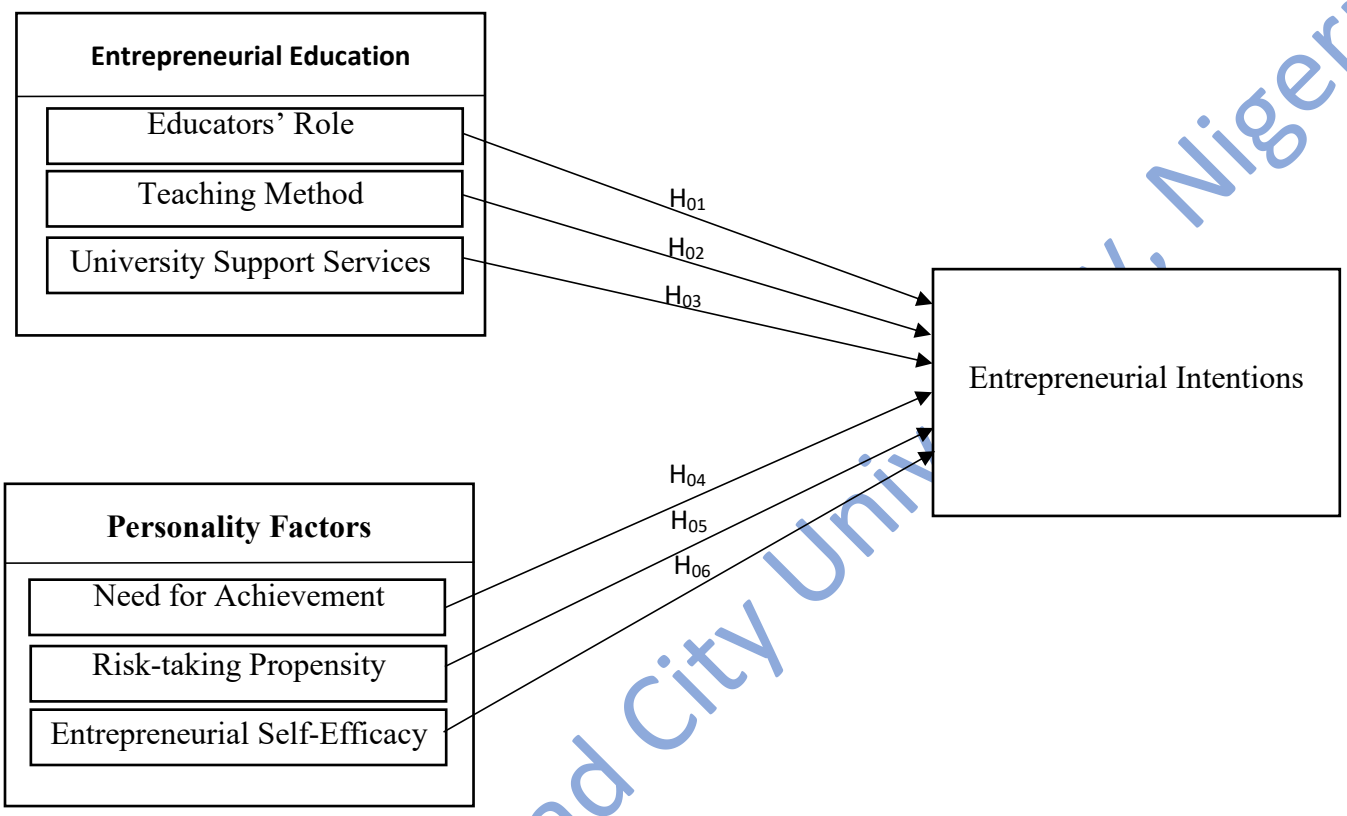

Figure 2.1: Conceptual Model Showing the Relationship between the Study Variables

Source: Researcher' Conceptual Model, (2022)

As conceptualized diagrammatically in figure 2.1 above, the dependent variable is entrepreneurship intention while the independent variables are Entrepreneurship Education and Personality Factors. The measures for Entrepreneurship Education are Teaching Methods, Educator's Role and University Support Services while that of Personality Factors are Need for Achievement, Risk-taking Propensity and Self-efficacy. The dependent variable is measured by only Entrepreneurial intention. In the hypothesis formulation the measures of the two independent variables Entrepreneurship Education and Personality Factors are linked with the dependent variable Students' Entrepreneurial Intention.

2.5. Summary of Gaps in Literature

The impact of entrepreneurship education on the relationship between institutional and individual factors and entrepreneurial intention of university graduates in Zambia was investigated by a researcher. The study made use of a concurrent triangulation strategy in his methodology to avoid the biases of a single method. Primary data were gathered using qualitative interviews and a quantitative survey. Thirteen (13) were conducted in addition to four hundred and fifty-two (452) responses gotten from questionnaire distribution to final year undergraduate student. Results from the analysis showed that most educators opined that majority of the students in the selected university are able to develop business idea generation competencies and critical thinking abilities. This study's findings did demonstrate, however, that educators believe that most students will not be equipped when they graduate with the confidence, dedication, or motivation they need to realize their entrepreneurial objectives and dreams. The study was predicated on Entrepreneurial Development and not on students 'critical thinking and business idea generation[346].

Another researcher carried out research on entrepreneurship education and action-oriented and Pedagogical Approaches. The study was able to identify different entrepreneurship pedagogical approaches which be used to improve entrepreneurship teaching theoretically. The study found relationships between a course, curriculum, teaching and learning methods. The study did not provide causal evidence as the study was solely theory-based. Quantitative method would enhance the effectiveness of this study in future[319]. In a similar direction another study used quantitative research method to select six hundred (600) students in the selected Nigerian university to determine the effects of entrepreneurship pedagogy on students shared vision and identification of business opportunities. The findings of the study revealed that the pedagogical approach adopted can stimulate a shared vision in students to identify business opportunities. Generalizability of the findings and conclusions of the

present investigation are limited to the population of the respondents selected and the contexts and variables included in the study[350].

In line with the above submission, another study employed a thematic analysis of the effect of entrepreneurship pedagogy on the ability of the students to identify business opportunities. The study used semi-structured interviews with a pre-decided open-ended question to elicit information from ten (10) entrepreneurship educators as participants of the study. Results demonstrated that a good number of the enterprise teachers see the practical sessions as important to students' identification of business opportunities. The sample frame of the study was Engineering Students of Covenant University, as such the present study will engage other organizational set up to make the study findings[320]. A study was also conducted in Nigeria to examine the role of university policy environment in encouraging innovations and knowledge sharing among university students. Descriptive cross sectional survey research design was adopted with a sample size of six hundred (600) students selected, using purposive stratified and simple random sampling technique. Analysis of data was done using hierarchical multiple Regression analysis. Findings from the test of hypothesis revealed that university support systems enhance students' knowledge sharing for innovations as proof of entrepreneurial intentions. The study did not indicate the indices used to measure policy environment[321].

The effect of non-traditional teaching method in entrepreneurship was explored in research to assess the extent to which this method influences on students' entrepreneurial interest in Nigerian university. The study uses descriptive cross sectional survey research design with questionnaire as the only instrument. The findings from the analysis showed that the adoption of experiential practical activities considered as best practices in entrepreneurship teaching in Nigerian universities have the potential to pique students' curiosity and motivate them to launch their own businesses while they are still in school. The study focused on nontraditional teaching methods. Further studies could incorporate modern and

practical teaching methods to evaluates the effect of all these methods on students' entrepreneurial interest and intention[322]. In line with the direction above, another study was conducted among university students in Thai Nguyen and Hanoi, Vietnam with four hundred (400) students as study population to determine the relationship between entrepreneurship education and students Innovative start up intention. It can be inferred from the result of the study that university students tend to increase their start-up intention when they study entrepreneurship and are confident in their capabilities and self-efficacy. The nature and size of the sample was collected only in Vietnam and Thai Nguyen. Future study direction could focus on exploring other dimensions of the variables and use longitudinal study design[323].

In similar direction another study also examines the key determinants of entrepreneurship intentions and relationship between attitude, orientation and business ownership intentions among fresh graduates with a sample drawn from selected National Youth Service Corp (NYSC) members serving in Ondo State. This study showed that entrepreneurship education, ability to take risk, and the influence of family, friends, and mentors had a crucial role in determining the entrepreneurial goals of the participants who were selected. Entrepreneurship education has a good and significant impact on the company start-up intention of recent college graduates, according to this study. Other variables were engaged to interrogate vocational skill acquisition and entrepreneurial intentions[347]. Entrepreneurship and skill acquisition of graduates in public universities southeast Nigeria were equally evaluated by a researcher to determine the effect of technical innovation risk taking, creativity opportunity recognition of graduates. Data was gathered on a sample size of seven hundred and ninety-five (795) out of seven thousand, nine hundred and fifty-one (7951). The study found out that technical innovation has a significant positive influence on skills acquisition of graduates in Nigeria public Universities. Creativity has a significant positive effect on skills acquisition of graduates in public Universities. Risk

taking has a positive influence on skills acquisition of graduates in public Universities. Opportunity recognition has a significant positive effect on skill acquisition of graduates‟ in public universities South-East, Nigeria. The sample frame of the study was Graduates in Public Universities South-East, Nigeria, as such the present study, will engage respondents from south western part of Nigeria[328]. Similar study was conducted using Polytechnic students from Osun State Polytechnic, Iree as sampled respondents to examine the extent to which entrepreneurship education influence entrepreneurial competence and intention of students. Purposive random sampling technique was used to select eighty-five (85) students from three different departments. Data were analyzed using mean, chi-square and Ordinary Least Square (OLS) method. The study indicated that self-motivation had higher influence on self-employment than social influence; though both had significant positive relationships. The study tested the measurements on Malaysian respondents[285]. Another study was conducted in Kenya among Technical Vocational Education and Training (TVET) students which focused on examining the determinants of entrepreneurial intention using seven independent variables. Questionnaire were administered among one hundred and twenty-eight (128) TVET students and data analysis done using Linear regression. Perceived behavioral control and subjective social norms, as well as entrepreneurial attitudes were revealed to positively influence entrepreneurial intention. The study findings cannot however be generalized because of its limitedness in scope to students of TVET in North Rift Region of Kenya. Further studies can increase the scope of the study for the purpose of generalizing the result[259].

Another researcher conducted a study to test how some selected psychological traits mediate between entrepreneurship education and entrepreneurial intentions. The researcher used cross-sectional survey to sample three hundred and eight (308) students of vocational education in Zimbabwe. The findings of this study suggest that entrepreneurial training is associated with increased entrepreneurial intention.

Also, entrepreneurship education had a positive relationship with need for achievement, risk-taking propensity, internal locus of control and entrepreneurial goal intention. The study relied on a cross sectional survey of only three hundred and eight (308) Zimbabwean vocational education students. Future research can expand the sample size and area as well as statistical tools used[251]. Similar study was also carried out in State University of Malang, Indonesia among college students in Faculty of Economics to examine the effect of entrepreneurship education on entrepreneurial intention of students. Descriptive correlational research design was adopted with two hundred and thirty (230) students sampled using proportionate random sampling technique. Researchers discovered that entrepreneurship had an indirect effect on intentions, but motivation and attitude of students towards entrepreneurship are crucial mediating factors. The study made use of descriptive correlation approach and sampled two hundred and thirty (230) students in three different programs. Future researcher can replicate the study in another country and use different tools of analysis[286].Another study carried out on Ogun State owned final year University students examines the relationship between entrepreneurship education and students entrepreneurial career intention. Sample size of six hundred and nine (609) students were drawn randomly from total population of seven thousand, three hundred and eighty-two (7382). Data were analyzed by mean of descriptive statistics, Pearson Product-moment correlation co-efficient, T-test and ANOVA. The findings of this study revealed that students' entrepreneurial intentions are highly influenced by entrepreneurship education. The study was limited to Ogun State owned University. Future study can broaden the scope for more acceptable generalization[287]. A study explored the influence of entrepreneurial factors and experiential learning experiences activities on entrepreneurial intentions of students of Electronic Technology Education. Correlational survey research design was employed on the study. The results of the findings showed that the more entrepreneurial activities students participate in, the less entrepreneurial elements impact their

entrepreneurial intent but, variables such as age, career choice and employment of parents as well as gender have a favourable link with the entrepreneurial intentions of these students. The study was also limited in scope to only undergraduate students of electronic technology education. Further study on the topic can broaden the scope and study expanded to other discipline[289].

Another study examines the influence of entrepreneurship training on Entrepreneurial Intention (EI), Entrepreneurial Self-Efficacy (ESE) and risk-perceptions of students at Skape Educational Offer. Sample size chosen was five hundred and sixty (560) out of the study population of three thousand, seven hundred and sixty (3760). The findings showed that taking a business class improved entrepreneurship self-efficacy while taking entrepreneurial courses had a favourable but insignificant impact on Entrepreneurial intention and risk perceptions. The research is a case study type and limited to one institution. Generalizing its results may not be appropriate. Future study can be done on a number of selected educational institution[294]. Empirical research on determinants of students' entrepreneurial intention was conducted on creation students using Ajzen's Theory of Planned Behaviour. Seven (7) determinants of entrepreneurial intention were investigated on a survey of one hundred and sixty (160) responses from students. The study indicates, self-efficacy and social norms as well as need for achievement did not have significant influence on entrepreneurial intention. The paper was interpreted to a pilot study using a small sample size. However, it is recommended that future study on the topic should use larger sample for the purpose of generalizing its result[330].

Another study focuses on determining factors that affects entrepreneurial intentions of Public University students in Surabaya, Indonesia using quantitative research approach on a sample size of ninety-two (92) students. Data analysis were done using multiple regression. The study showed that all variables (self-efficacy, Locus of Control, Need of Achievement and Instrument of Readiness) have a major impact on business students' entrepreneurial intention, while for engineering students all the

variables have no significant effect on their entrepreneurial intention. The sample size in the research is small covering only a region in Surabaya. Future study could enlarge the scope pf the study[256]. In the context of personality factor, research was conducted to see the relationship that exist between personality characteristics, contextual factor and entrepreneurial intentions. The sample size was drawn to select four hundred students of Bachelor of Science (BSc) and Master of Science (MSc) using convenience sampling technique. The study findings revealed that personality factors (locus of control, need for achievement and risk taking) have positive impact on entrepreneurial intention. Future study could use longitudinal research design to be able to appropriately draw conclusion about the direction of causality for the variables. Also, the variables used can be broaden by future researcher on this same topic[331].

The influence of personality factors on entrepreneurial intention was equally evaluated by another researcher using questionnaire as the research instrument with sample size of two hundred and twenty-three (223). The findings of this study affirms that personality factors (social Skills, ability to recognize opportunities, Self-efficacy, Innovativeness, human and social capital and personal perseverance have a major impact on entrepreneurial intention. Future study can include different

Cultures and different variables to determine its influence on entrepreneurial intention. The individuals sampled are from Kayseri which makes generalization of result difficult[332]. Another study was carried out on graduated students to examine the influence of personality trait on entrepreneurial intentions using four hundred and eighty (480) students as sample size. The results showed that personality qualities (risk tolerance, need for achievement, entrepreneurial alertness and internal locus of control) had a good impact on the desire to start a business. Future researcher can examine other factors and personality traits which affects entrepreneurial intentions[333].

In similar circumstance, research was conducted to examine the determinant of entrepreneurial intention using an individual, situational and gender differences. Data were gathered with the aid of questionnaire using three hundred and ninety-three (393) students as sample size. Hierarchical multiple regression analysis and analysis of variance were used to test the hypothesis. Researchers found that entrepreneurial intention had connection with two personality traits: a need to achieve and a willingness to take risks. Future study can make use of mixed method to collect sample[343]. In the like manner, survey method was used to collect data with the use of electronic and paper form in another study and a sample of one thousand and sixteen (1016) students to find the relationship between personality trait, theory of planned behaviour and entrepreneurial intention on emerging economy and a developing country. This study found no connection between the need for achievement, the willingness to take risks and desire to start a business. The study was limited to final year university students in two diverse economies; China and Pakistan. However, the study can be replicated in another country[344].

Harmonizing the thoughts and findings of the researchers in relation to the determinants of entrepreneurship education and personality factors on students' entrepreneurial intention, it was discovered that none of all the reviewed literature and research work both nationally and globally thought of carrying out research specifically on students studying Entrepreneurship as a programme to see what the result of such study will present. The implication of this is that a gap in methodology exist and this prompts the inquisitiveness of the researcher to undertake this present study. These particular group of students that represent the study population of this current research are of relevance to the measurement of effectiveness of entrepreneurship education in predicting the intention and behavior of students' and youth towards self-employment.

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Chapter Three

Methodology

Included in this part are all of the research procedures that were used in the research, such as the study's research design, the study population, sample size and sampling methods. Also included are a description of the investigation's research instrument as well as its validity and reliability. The data collection and data analysis method were also included.

3.1 Research Design

This study used a descriptive survey research approach. This research also used mixed methods for data gathering in order to ascertain the views of students and entrepreneurship educators on the degree to which involvement in entrepreneurship education and personality variables influence entrepreneurial intentions. A descriptive survey research design was appropriate because it enables the description of the relevant aspect of the subject matter and provides basic information about the research problem. Descriptive survey research design can also be utilized to determine the participants' attributes, such as their trait, behavior, opinions and so on which would help to describe current practices regarding the subject matter[1];[2]. Descriptive survey research enables researchers to explore a problem's context in detail. Descriptive survey study design may be used to compare various factors and the responses of different demographic groups to those factors. It may be used to identify the many aspects of the participants, which may include views, attributes, and behaviour, etc. Descriptive survey research design may also be used to assess the validity of an existing condition, since it requires a comprehensive investigation of all variables prior to making conclusions. It allows the researchers to collect data from a very large size in a quick and cost-effective way. The rationale for the adoption of descriptive survey research design was as a result of selection of questionnaire as major instrument used in collecting quantitative data to determine the relationship between entrepreneurship education, personality factor and entrepreneurial intention among students of tertiary institutions in Nigeria. The choice of adoption of mixed methods for data

collection is to provide opportunities for the researcher to follow up quantitative results with qualitative data.

3.2 Population of the Study

The population of this study consists of all undergraduate entrepreneurship students at selected universities in Southwestern Nigeria that offers degree programme in Entrepreneurship. The selected universities are those that are duly accredited by Nigeria University Commission (NUC) to run Entrepreneurship degree program at undergraduate level. The assumption behind these selections is that some degree of uniformity is expected to exist in their Entrepreneurship teaching and Practices. Also, the study focuses on only students of entrepreneurship because it is assumed, they must have been exposed to spectrum of entrepreneurial skills that will enable them to have mindset that embraces self-employment and entrepreneurship as a career option. The study population was given as 957 students.

Table 3.1: Population of the Undergraduate Entrepreneurship Students According to selected Universities

Name of University	Location of the School	State	Number of Students
OAU (Institute for Entrepreneurship and Development)	Ife	Osun State	157
FUNAB	Abeokuta	Ogun State	179
EKSU	Ado Ekiti	Ekiti State	294
LCU	Ibadan	Oyo State	62
JABU	Ikeji Arakeji	Osun State	49
UNIOSUN	Okuku	Osun State	186
FUTA	Akure	Ondo State	30
Total			957

Source: Fieldwork, (2022)

The selected universities and population of respondents include; Joseph Ayo Babalola University, Ikeji Arakeji, Osun State (49), Lead City University, Ibadan, Oyo State (62), Federal University of Technology, Akure, Ondo State (30), Federal University of Agriculture, Abeokuta, Ogun State (179), Institute for Entrepreneurship and Development Obafemi Awolowo University, Ife, Osun state (157), Osun State University, Osogbo, Osun State (186), Ekiti State University, (EKSU) Ado Ekiti (294).

3.3 Sample and Sampling Techniques

The data were collected from undergraduate students of Entrepreneurship of selected Universities in Southwest Nigeria. Probability sampling was used in the study, as well as non-probability sampling. Specifically, Purposive and simple random sampling techniques were used. Firstly, Purposive sampling technique was used to select seven Universities that are duly accredited by Nigerian University Commission to run Entrepreneurship degree program at undergraduate level, while simple random sampling technique was employed to select the sample size. Qualitative data was gathered through non-probabilistic sampling using key informant interview (KII) as sampling technique.

3.3.1 Sample size determination

The sample for this study was determined using a sample size calculation method recommended by scholars and which has been extensively used in scientific research[3,4]. The formular is as stated below:

$$n = \frac{N}{1 + N(e)^2}$$

Where; n= Sample size required

N= Population Size

e= Level of Significance

1= is a constant

$$n = \frac{957}{1 + 957(0.05)^2} = 282$$

The population size of this research is 957 students studying Entrepreneurship as a discipline in selected universities and 0.05 was used as level of significance. The sample size using the above Formula is 282. This was in line with the sample size used by a researcher as recommended by authors in their book[5,6].

3.3.2 Determination of Individual Sample Size for each Selected University

The individual sample size was determined using proportionate allocation formula recommended by a scholar and widely accepted in scientific research [4].

$$Nh = \frac{n * nh}{N}$$

Where, nh= Total population of respondents per university

n= Determined sample size

Nh= Number of units to be distributed to each selected university

N= Total population

Table 3.2: Proportionate Selection of Individual Sample Size for each University

Name of University	Population for each university	Total Population (N)	Selected Sample Size	Number of Questionnaire distributed	Sample Percentage (%)
OAU	157			46	16
FUNAB	179			53	19
EKSU	294			87	31
LCU	62			18	6
JABU	49			14	5
UNIOSUN	186			55	20
FUTA	30			9	3

Total	957	957	282	282	100

Source: Fieldwork, (2022)

Table 3.2 shows the proportionate distribution of sample size for each university.

3.4 Description of Research Instrument(s)

Structured questionnaire and Key informant interview were used as a research tool, which improved the discovery of statistically significant outcomes from data analysis procedure[6]. The developed questionnaire was separated into two portions, namely Section A and Section B; Section 'A' consists of questions about the respondents' demographics, whilst Section 'B' contains questions about the independent variables (entrepreneurship education, and personality factors) and the dependent variable (entrepreneurial intentions). The questionnaire format makes use of questions based on the five-point Likert scale ranging from strongly agree to strongly disagree (strongly agree = 5, agree = 4, undecided = 3, disagree = 2, strongly disagree = 1). The essence of adopting five-point Likert scale by the researcher in designing questionnaire is to reduce biases of forcing respondent to agree with a statement that is contrary to their beliefs.

The questions pertaining to certain areas fell within the same theme in a logical sequence, making it easier for respondents to complete the survey. The study questionnaire contained only closed-ended questions so that respondents may make rapid selections. Additionally, closed-ended questions will aid the researcher in easily coding data for analysis and presentation. The questionnaire is constructed to provide precise, concise accurate questions which was derived from the research questions, problem statement, hypothesis and research objectives to be tested. Also, Key informant interview guide was equally developed for the educators in order to obtain complementary information that enhances the generalization of the result of the study.

3.5 Validity of Research Instrument(s)

The study adopted both content and construct validity to pre-test the questionnaire in order to ensure it is clearly understood by the respondents or not. To ascertain the content validity the research instrument used in this study was submitted to a panel of experts for validation. Thus, their constructive criticisms, advice, and suggestions was seriously considered to ensure the validity of the instrument. Through this, the effectiveness of each question in measuring the construct was determined and appropriate reconstruction were made on wrong items.

3.6 Reliability of Research Instrument(s)

The reliability refers to a measurement that supply the equal value. It measures consistency, precision, repeatability, and trustworthiness of a research. In order to ensure the reliability of the research instruments the designed questionnaire was subjected to a pilot test by the researcher and 40 copies of the questionnaire were administered on students of entrepreneurship at Kwara State University (KWASU) that are not originally part of the selected universities under study. Internal consistency reliability test was conducted on the retrieved questionnaire with the aid of Meaning Bartlett, the Eigenvalue of the Principal Component, Kaiser-Meyer-Olkin (KMO), Percentage of the Variance and Cronbach Alpha to determine their psychometric soundness (see Table 3.3 below):

Table 3.3: Summary of Results of the Measurement Instruments Validation

Scale	No of Items	Meaning Bartlett	KMO	Eigenvalue of the principal Component	% of the variance	α of Cronbach
Role of educator Questionnaire	9	p = .000 (significant)	0.879	3.608	72.13%	0.82
Teaching materials Questionnaire	6	p = .000 (significant)	0.755	2.555	85.16%	0.78
University support services Questionnaire	4	p = .000 (significant)	0.847	3.472	92.56%	0.80
Need for achievement Questionnaire	8	p = .000 (significant)	0.644	1.878	61.89%	0.69
Risk-taking propensity Questionnaire	7	p = .000 (significant)	0.644	1.878	61.89%	0.69
Entrepreneurial self-efficacy Questionnaire	9	p = .000 (significant)	0.798	3.072	73.14%	0.80
Entrepreneurial Intention Scale	9	p = .000 (significant)	0.967	2.876	81.67%	0.84

Source: Fieldwork, (2022)

From Table 3.3 above table, it can be seen that the factor load for all the indicators is greater than 0.5, indicating that the variation of their variables is well explained by the questions. This implies that the measurement model has high factor validity.

3.7 Administration of Research Instrument and Methods of Data Collection

The required data for this study were gathered through primary source. The primary data were sourced through mixed method (structured questionnaires and Key informant interview). The participants were approached to take part in the study following the approval of the Head of Departments of the selected universities. All undergraduate students that are studying entrepreneurship as a degree programme have equal opportunity to participate in the study. The research instrument was administered and retrieved personally by the researcher with the aid of four research assistants. Also, educators and precisely the entrepreneurship lecturers teaching on this programme were equally interviewed using Key informant interview guide which makes the data collection method to be mixed type. Two entrepreneurship educators were interview from seven (7) selected Universities under study to arrive at a total of fourteen (14).

Using mixed methods of gathering data would enable the researcher to avoid the limitation of a single approach of data collection. The use of both qualitative and quantitative data in a study according to some research enhances the study's validity [5,7,8]. The implication of this is that any hypothesis or model that is supported by multiple and complementary types of data increases the confidence of the researchers about inferences drawn. In other words, the use of mixed – methods enable researchers to answer research questions with sufficient depth and breadth. It also provides deeper understanding of the issue being investigated. The application of mixed methods means purposeful data consolidation which allows researchers to seek a wide view of their study by enabling them to view a phenomenon from different perspectives and research lenses[9]. Section A focused on respondent's demographic profile while Section B contained questions relating to independent variables and their sub-variables, together with dependent variable. The independent variable were two constructs which are entrepreneurship education and personality factors, while the dependent variable is entrepreneurial intention.

Table 3.4: Measurement of Research Instrument Showing the Predictive Parameters of the Variables

Independent Variable	**Predictive Parameters**	**No of Items**	**Sources**
Entrepreneurship Education	Educators' Role	9	Perceived role of Educators [10]
	Teaching Methods	6	Entrepreneurship Teaching Method [11,12]
	University Support Services	4	Institutional Support [12,13]
Personality Factors	Need for Achievement	8	Student's drive for success [14]
	Risk Taking Propensity	7	Perceived risk-taking ability [15]
	Self- Efficacy	9	Student's self-belief in ability [15,16, 14]
Dependent Variable	**Predictive Parameters**	**No of Items**	**Sources**
Students' Entrepreneurial Intentions	Entrepreneurial Intention	9	Measured students' entrepreneurial intention [17]

Source: Fieldwork, (2022)

Table 3.4 above shows the independent variables and the dependent variable predictive parameters with their respective number of items.

3.8 Methods of Data Analysis.

The completed questionnaire for this study was subjected to both descriptive statistics such as frequency, percentage, mean as well as standard deviation; and inferential statistics such as pearson correlation, ordinary least square method of estimation and multiple regression. The information generated through key informant interview was also subjected to manual thematic analysis. Descriptive statistics enabled the researcher to organize and summarize the data, which makes it

more meaningful while inferential statistics makes it possible for the researcher to draw up inferences.

Table 3.5: Tool for data analysis

S/N	Hypotheses	Tool of Analysis
1	**$H_0$1**: There is no statistically significant influence of educator's role on entrepreneurial intentions among students of selected tertiary institutions in south west Nigeria.	Ordinary Least Square (OLS)
2	**$H_0$2**: There is no statistically significant influence of teaching method on entrepreneurial intention among students of selected tertiary institutions in south west Nigeria.	Ordinary Least Square (OLS)
3	**$H_0$3**: There is no statistically significant influence of university supports services on entrepreneurial intentions among students of selected tertiary institutions in south west Nigeria.	Ordinary Least Square (OLS)
4	Testing the effects of entrepreneurship education dimensions on entrepreneurial intention among students of tertiary institutions in south west Nigeria	Multiple Regression
5	**$H_0$4**: There is no statistically significant influence of need for achievement on entrepreneurial intentions among students of selected tertiary institutions in south west Nigeria.	Ordinary Least Square (OLS)
6	**$H_0$5**: There is no statistically significant influence of risk-taking propensity on entrepreneurial intentions among students of selected tertiary institutions in south west Nigeria.	Ordinary Least Square (OLS)
7	**$H_0$6**: There is no statistically significant influence of entrepreneurial self-efficacy on entrepreneurial intentions among students of selected tertiary institutions in south west Nigeria.	Ordinary Least Square (OLS)
8	Testing the effects of personality factor dimensions on entrepreneurial intention among students of tertiary institutions in south west Nigeria	Multiple Regression

Source: Fieldwork, (2022)

3.8.1 Quantitative and Qualitative Data Analysis

Descriptive and inferential statistical methods of analysis were employed for the presentation and analysis of gathered data. Frequency tables, means, and basic percentages are all examples of the descriptive method. The demographic features of the respondents were presented using descriptive statistics, whereas the Hypothesis developed were tested using inferential statistics. The study adopted descriptive and inferential statistics in data presentations and analysis to examine the effect of entrepreneurship education, personality factors on entrepreneurial intention, primarily for the aim of addressing the aforementioned research questions and hypothesis. The independent variables of the research are entrepreneurship education and personality factor, measured by role of educators, teaching method, University support services, and risk-taking propensity, Self-efficacy and need for achievement respectively. While the dependent variable is Entrepreneurial intention. In the like manner, manual thematic analysis was used to interpret the qualitative data gathered through interviews conducted with entrepreneurship educators in the selected universities.

3.8.2 Data Treatment and Post Test Result of Data

Diagnostics tests were carried out on the data as follows:

3.8.3 Multicollinearity Test

A multicollinearity test was carried out to x-ray the presence of multicollinearity in a model, in order to ascertain whether there is inter-relation between entrepreneurship education dimensions and personality factors (see Table 3.6).

Table 3.6 Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
Role of educator	.612	1.634
Teaching material	.380	2.633
University support	.438	2.281
Need for achievement	.651	1.537
Risk-taking propensity	.300	3.334
Entrepreneurship self- efficacy	.358	2.791

Source: Fieldwork, (2022)

Table 3.6 depicts that the VIF values of role of educator (1.634), teaching method (2.633), university support (2.281), need for achievement (1.537), risk-taking propensity (3.334), and entrepreneurial self-efficacy (2.791) are greater than 1 and less than 10. This implies that there is no multicollinearity, therefore, the model is reliable.

3.8.4 Linearity Test

The linearity test conducted to determine the relationship between entrepreneurship education, personality factors and entrepreneurial intention is linear. In good regression model, relationship between independent variables and dependent variable must be linear.

Table 3.7 Linearity Test

ANOVA Table						
	Sum of Squares		Df	Mean Square	F	Sig.
Between Groups	(Combined)	541.184	36	15.033	169.721	.000
	Linearity	535.164	1	535.164	6041.996	.000
	Deviation from Linearity	6.019	35	.172	1.942	.451
Within Groups		54.385	239	.089		
Total		595.568	275			

Source: Fieldwork, (2022)

From Table 3.7, the p-value of deviation from the linearity of 0.451 is greater than 0.05. This indicates that there is a linear relationship between independent variables and dependent variable.

3.8.5 Heteroskedasticity Test

The heteroskedasticity test was conducted to ascertain the reliability of the data used and to know whether or not the variance of the error time is constant or not.

Table 3.8 Heteroskedasticity Test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.717	.070		10.287	.000
Role of educator	.017	.016	.051	1.073	.284
Teaching material	.008	.015	.033	.554	.580
University support	.011	.010	.057	1.028	.304
Need for achievement	.014	.014	.045	.988	.324
Risk-taking propensity	.093	.021	.296	4.389	.234
Entrepreneurial self-efficacy	.005	.012	.027	.431	.667

Source: Fieldwork, (2022)

a. Dependent Variable: ENI

From Table 3.8 above, p-values of role of educator (0. .284), teaching material (0.580), university support (0.304), need for achievement (0.324), risk-taking propensity (0.234), and entrepreneurial self-efficacy (0.667) are greater than 0.05. This shows that there is no heteroskedasticity hassle in the model, therefore, the model is reliable.

3.9 Operationalization of Research Variables

This study was based on three major constructs that include entrepreneurship education, personality factors and entrepreneurial intentions. It adopted the following regression models which examines the effect of entrepreneurship education and personality factors on entrepreneurial intention with the aim of considering the various research questions proposed for this study.

X = Independent Variables (Entrepreneurship Education and Personality Factors)

Y = Dependent Variables (Entrepreneurial Intention)

The indices for each of the variables are as follow;

Entrepreneurship Education Parameters (Independent Variable)

Role of Educator - ROE

Teaching Method - TEM

University Support - UNS

Personality Factors' Parameters (Independent Variable)

Need for Achievement - NFA

Risk-taking propensity - RTP

Entrepreneurial Self-Efficacy - ESE

Dependent Variable

Entrepreneurial Intention - ENI

Functional relationship

Y= f(X)

$X = [x_1, x_2, x_3, x_4, x_5, x_6]$

$Y = f(X)$

$y = f(x_1)$ ……function 1.1

$y = f(x_2)$ ……function 1.2

$y = f(x_3)$ …… function 1.3

$y = f(x_4)$ …… function 1.4

$y = f(x_5)$ …… function 1.5

$y = f(x_6)$ …… function 1.6

Y = f (ROE, TEM, UNS, NFA, RTP, ESE)

This shows the relationship between the variables expressed by the hypotheses,

Y = f [ROE] ------ Hypothesis 1

Y = f [TEM] ------ Hypothesis 2

Y = f [UNS] ------ Hypothesis 3

Y= f [NFA] ------ Hypothesis 4

Y= f [RTP] ------ Hypothesis 5

Y= f [ESE] ------ Hypothesis 6

$Y = \beta_{0it} + \beta_{1it}\,ROE + \beta_{2it}\,TEM + \beta_{3it}\,UNS + \beta_{4it}\,NFA + \beta_{5it}\,RTP + \beta_{6it}\,ESE + \mu_{it}$

where: β_1 — are regression coefficient of ROE

β_2 --- are regression coefficient of TEM

β_3 --- are regression coefficient of UNS

β_4 --- are regression coefficient of NFA

β_5 --- are regression coefficient of RTP

β_6 --- are regression coefficient of ESE

β_0 — constant term

μ – error term

Endnotes

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Chapter Four

Results and Discussion of Findings

This chapter consist of data presentation, analysis, and the interpretation of result. The data analysis was guided by the objectives, research questions and hypotheses formulated for the study. The first part deals with descriptive analysis of demographic data by the respondents, the sub variables for dependent and independent variables were also presented in tables showing percentages and interpretation of tables. The second parts present analysis of responses to the questions to show the relationship between dependent and independent variables using inferential statistics (Ordinary Least Square Method of Estimation) followed by discussion of findings.

4.1 Socio-Demographic Analysis of Respondents

The number of questionnaires distributed were Two Hundred and Eighty-two (282) out of which Two Hundred and Seventy-five (275) were returned properly filled and considered useful for the analysis, while Seven (7) were considered void and unusable for analysis.

Table 4.1: Administration of Research Instrument and Response Rate

Number of questionnaires distributed	Frequency	Percentage (%)
Number of questionnaires returned and properly filled	275	98
Number of questionnaires not properly filled	7	2
Total	282	100

Source: Field Work, (2022)

Table 4.1 depicts that a total of 282 copies of the questionnaire was sent to 957 students at the selected universities in Southwest, Nigeria. Two Hundred and Seventy-five (275) copies of the questionnaire were retrieved, which was 98% response rate. This level of response rate is marvel, may be due to the prior discussion the researcher had with HODs and the students on the importance of the study to secure their acceptance before copies of the questionnaire were distributed. Also, the use of research assistants to explain unclear aspects to the respondents contribute to the rate of response.

Table 4.2 Distribution of Respondents by Gender

Gender	Variable	Frequency	Percentage (%)
	Female	121	44
	Male	154	56
Total		275	100

Source: Field Work, (2022)

Table 4.2, depicts that most of the respondents were male, representing 56% of the study size, while the female respondents represented 44% of the study size. This connotes that there are more male students studying entrepreneurship than females. This could be because females are underprivileged educationally in developing countries like Nigeria. However, the 44% of female students recorded indicates that the universities are gender-sensitive in their admission policy. The implication of this finding is that females are now coming up into the limelight of entrepreneurship development in Nigeria.

Table 4.3 Distribution of Respondents by Age

Age	Variable (Years)	Frequency	Percentage (%)
	below 20	28	10.2
	20-25	117	42.5
	26-30	115	41.8
	above 30	15	5.5
	Total	**275**	**100.0**

Source: Field Work, (2022)

Table 4.3 depicts that 117 (42.5%) of the respondents were between the age of 20 years and 25 years, 115 (41.8%) of the respondents were between the age of 26 years and 30 years, 28 (10.2%) of the respondents were below 20 years of age, while only 15 (5.5%) of the respondents were above 30 years of age. This means more youths are now interested in acquiring an array of entrepreneurial skills in order to develop their career in entrepreneurial venture creation, since entrepreneurial venture is the only means of empowerment and survival since there is no white-collar-job anywhere again in the country. This development is giving good omen to the realization of vision 2030 of Sustainable Development Goals.

Table 4.4 Distribution of Respondents by Level

Program Level	Frequency	Percentage (%)
100	104	37.8
200	76	27.6
300	52	18.9
400	43	15.7
Total	**275**	**100.0**

Source; Field Work, (2022)

Table 4.4 depicts that 104 (37.8%) of the respondents were in the 100 level, 76 (27.6%) of the respondents were in the 200 level, 52 (18.9%) of the respondents were in the 300 level, while 43 (15.7%) of the respondents were in the 400 level. The study shows that there is more awareness on the importance of studying entrepreneurship at the degree level as enrolment increases in geometric progression. The implication of this finding is that Nigeria's predicament of abject poverty, high unemployment rate, and anti-social acts will soon fade away in the country as more youths are studying entrepreneurship with the aim of venturing into businesses after graduation.

Table 4.5 Distribution of Respondents by Religion

	Religion	Frequency	Percentage (%)
	Christianity	152	55.3
	Islam	123	44.7
Total		275	100

Source: Field Work, 2022

Table 4.5 depicts that 152 (55.3%) of the respondents were Christians while 123 (44.7%) of the respondents were Islam by religion.

Table 4.6 Distribution of Respondents by the Role of Educator

Statement	N	Minimum	Maximum	Mean	Std. Deviation	Remark
Inspiring teaching method solve problems in new ways	275	1.00	5.00	4.0552	.91917	Accepted
The professionalism of the educator influences my thinking towards entrepreneurial venture creation	275	1.00	5.00	4.2101	.75615	Accepted
Innovative and creative learning forms add value to my entrepreneurial orientation	275	1.00	5.00	4.1902	.71887	Accepted
My educator gives opportunity to get in touch with entrepreneurs that were invited to lectures	275	1.00	5.00	4.2684	.74367	Accepted
My educator gives more knowledge about venture creation	275	1.00	5.00	3.8574	1.09020	Accepted
My educator gives opportunity to practicalized what we have learned from in-class activities	275	1.00	5.00	4.1672	.80587	Accepted
My educator assists me to make a formal business plan	275	1.00	5.00	4.0475	.86361	Accepted
My educator helps me to identify new market opportunities for products and services	275	1.00	5.00	4.0660	.84802	Accepted
Through my educator, my entrepreneurial Networking has been enhanced	275	1.00	5.00	3.9893	.90478	Accepted

Source; Field Work, (2022)

Table 4.6 summarizes the distribution of the respondents by the role of educators towards their entrepreneurial career intention. The result reveals that the majority of the respondents established that inspiring teaching methods solve problems in new ways with a mean value of 4.0552 and SD value of 0.91917. This connotes that the students are equipped with a spectrum of skills to solve entrepreneurial problems that might come up in their entrepreneurial careers. The mean value of 4.2684 and SD value of .75615, indicate that the majority of the respondents agree that the professionalism of their educators influenced their thinking towards entrepreneurial venture creation. This indicates that the entrepreneurial practical experience being demonstrated by their educators has a strong influence on students' intention towards entrepreneurial venture creation. The mean value of 4.1902 and SD value of 0.71887 means that most of the respondents agree that innovative and creative learning forms add value to their entrepreneurial orientation. This implies students have been exposed to the importance of being innovative and creative, which is an alternative paradigm to wealth creation.

Most of the respondents confirm that their educators give an opportunity to get in touch with entrepreneurs that were invited to lectures with a mean value of 4.2684 and an SD value of 0.74367. This connotes that students are allowed to have practical experience that motivates them towards business creation after graduation. The mean value of 3.8574 and SD value of 1.09020 confirm that almost all of the respondents agree that their educators give them more knowledge about venture creation. This indicates that the students had been exposed to how to start their business after graduation. The mean value of 4.1672 and SD value of 0.805 indicates that the majority of the respondents agree that their educators give the opportunity to practicalized what they have learned from in-class activities. This connotes that entrepreneurship educators in the selected universities are practical-oriented. This development is giving a green signal to the entrepreneurship development in the country.

Most of the respondents agree that their educators assist them to make a formal business plan with a mean value of 4.0475 and SD value of 0.863. This indicates that most of the respondents have acquired an array of business plan skills. The mean value of 4.0660 and SD value of 0.8480 indicate that most of the respondents attest that their educators help them to identify new market opportunities for products and services. This connotes that student have been exposed to the marketing strategies that will boost their business after graduation. The mean value of 3.9893 and SD value of 0.904 shows that most of the respondents confirm that through their educators, their entrepreneurial networking has been enhanced. This implies that students have been connected to the successful entrepreneurs that may lift up their spirit of entrepreneurial venture creation.

Majority of those interviewed established that their role modelling acts has played a significant influenced on students' thinking towards entrepreneurial venture creation. They further explained that many students have been assisted to identify new market opportunities and to make a formal business plan. Additionally, all entrepreneurship students were given opportunity to practicalized what they have learned from in-class activities. This finding aligns with the students' claim that the entrepreneurial practical experience being demonstrated by their educators has a strong influence on their intention towards entrepreneurial venture creation. The implication of this finding is that students had been exposed to how to start their business after graduation. Therefore, government at all levels should provide a green entrepreneurship environment for entrepreneurial venture creation in the country. This will go a long way to achieve vision 2030 of Stainable Development Goals.

Two participants during interview had this to say,

> "*In my institution entrepreneurship lecturers are being encouraged to invite successful entrepreneurs as guest lecturers at least twice in a semester to share their personal experiences with the students and to promote effective networking*" **(KII/Male/EKSU/2022)**

"*In the practical sense of it, students are being charged to conceptualize business idea and also being trained on how to develop business plan using Do-IT-Yourself approach*" **(KII/Female/OAU/2022)**

Table 4.7: Distribution of Respondents by the Teaching Methods

Statement	N	Minimum	Maximum	Mean	Std. Deviation	Remark
The teaching methods give the latest Information about entrepreneurial activities	275	1.00	5.00	4.706	.2645	Accepted
The teaching methods are entrepreneurial practical orientation.	275	1.00	5.00	4.582	.4052	Accepted
The Teaching methods increased my intentions to start my own business	275	1.00	5.00	4.827	.5716	Accepted
The teaching methods intimidate me to start my own business	275	1.00	5.00	4.105	.6028	Accepted
The teaching methods extend my knowledge in a particular business area.	275			4.036	.8038	
Through the teaching methods, I can identify opportunities for new ways to conduct entrepreneurial activities	275			4.101	.9041	

Source; Field Work, (2022)

Table 4.7 summarizes the distribution of the respondents by the teaching methods towards their entrepreneurial career intention. The result reveals that the majority of the respondents established that inspiring teaching methods increased their intentions to start their own business with a mean value of 4.827 and SD value of 0.5716. This indicates that the teaching methods are capable of motivating students to star their own business.

Majority of the respondents also agree that the teaching methods give the latest information about entrepreneurial activities with mean value of 4.706 and SD value of 0.2645. This finding shows that there is green light for venture creation by the students after graduation. The mean value of 4.582 and SD value of 0.405, indicate that the majority of the respondents agree that the teaching methods are entrepreneurial practical orientation. This implies that materials influenced their thinking towards entrepreneurial venture creation. Majority of the respondents also confirm that teaching methods intimidate them to start their own business with mean value of 4.105 and SD value of 0.602. This implies students have been exposed to the importance of being innovative and creative, which is an alternative paradigm to wealth creation. The majority of the respondents affirm that their teaching methods help them to identify opportunities for new ways to conduct entrepreneurial activities with mean value of 4.101 and SD value of 0.904. Also, the mean value of 4.036 and SD value of 0.803 indicates majority of the respondents agree that teaching methods extend their knowledge in a particular business area. The implication of this finding is that entrepreneurship materials being used for teaching in our tertiary institution are capable of influencing students' attitude towards venture creation.

Data gotten through the interview sessions with the lecturers showed that the teaching methods used are practical oriented, which gives the latest Information about entrepreneurial activities. This implies that the teaching methods adopted by entrepreneurship lecturers steer students towards venturing into business after graduation. The result is in line with students' claim that the teaching methods are capable of motivating them to start their own business. Many of these educators

claimed that some of their students are now fully engaged in various businesses. The implication of this finding is that entrepreneurship curriculum in Nigerian universities is centered towards identifying opportunities for new ways to conduct entrepreneurial activities.

Some Lecturers had this to say

> "*Many of my students prefer the practical approach to teaching courses where students were exposed to problem solving activities and development of a business plan for new ideas*" **(KII/Male/UNIOSUN/2022)**
>
> "*My professional teaching has impacted greatly on my students because so many mindsets have been changed about the dignity in entrepreneurship. The course is positively embraced*" **(KII/Female/LCU/2022)**

Table 4.8 Distribution of Respondents by the University Support

Statement	N	Minimum	Maximum	Mean	Std. Deviation	Remark
The institution promotes technology patenting and commercialization	275	1.00	5.00	3.9187	1.30148	Accepted
The institution foster entrepreneurship through business incubator Initiatives	275	1.00	5.00	3.5567	1.36722	Accepted
Seed funding is an institutional policy for promoting entrepreneurship	275	1.00	5.00	3.6718	1.27107	Accepted
The institution assists to get our business registered before graduation	275	1.00	5.00	3.5644	1.36463	Accepted

Source: Field Work, (2022)

Table 4.8 summarizes the distribution of respondents by the university support towards entrepreneurial venture creation. The majority of the respondents agree that their institutions promote technology patenting and commercialization with a mean value of 3.9187 and an SD value of 1.30148. The mean value of 3.5567 and SD value of 1.36722 show that majority of the respondents agree that their institutions foster entrepreneurship through business incubator initiatives. The study also confirms that the majority of the respondents agree that seed funding is their institutional policy for promoting entrepreneurship with a mean value of 3.6718 and SD value of 1.27107. The mean value of 3.5644 and SD value of 1.36463 reveals that the majority of the

respondents confirm that their institutions assist them to get their business registration. This development shows that the universities are actually the promoters of entrepreneurial venture creation by providing a good platform for potential entrepreneurs to grow.

All interviewed lecturers confirmed that there is support from the university. They further stated that the university has been meeting its statutory obligations in terms of bringing artisans for practical, financing entrepreneurial excursion, assisting students to get business registered before graduation, and seed funding for entrepreneurial ideas. This action is sending a green signal to entrepreneurship development in the institution.

A response obtained from a lecturer was

> "*My institution has a functioning entrepreneurship study centre with adequate facilities such as business incubator, where prototype of student business idea can be processed before commercialization. Students are usually encouraged to develop idea, design it and even market their product within the campus and beyond*" **(KII/Female/OAU/2022)**

Table 4.9 Distribution of Respondents by the Need for Achievement

Statement	N	Minimum	Maximum	Mean	Std. Deviation	Remark
I want to be my own boss through entrepreneurial venture creation	275	1.00	5.00	3.0644	1.68817	Accepted
I want to use market opportunities to have economic success	275	1.00	5.00	4.0291	.99957	Accepted
To make more money through entrepreneurial venture creation	275	1.00	5.00	4.1933	1.01271	Accepted
I want to have freedom during my work	275	1.00	5.00	4.2132	.92695	Accepted
I want to use my special talent to identify opportunities for new ways to conduct entrepreneurial activities	275	1.00	5.00	3.9801	1.07958	Accepted
It is important to me to have a secure job	275	1.00	5.00	4.1748	.86231	Accepted
I want to make decisions on my own	275	1.00	5.00	4.2147	.87458	Accepted
Self-actualization is important to me.	275	1.00	5.00	4.1917	.87554	Accepted

Source: Field Work, (2022)

Table 4.9 summarizes the distribution of the respondents by the need for achievement towards entrepreneurial career intention. The majority of the respondents agree that they want to be their own boss through entrepreneurial venture creation with a mean value of 3.0644 and an SD value of 1.68817. The mean value of 4.0291 and SD value of 0.99957 indicate that the majority of the respondents confirm that they want to use market opportunities to have economic success. The majority of the respondents agree that they can only make more money through entrepreneurial venture creation with a mean value of 4.1933 and an SD value of 1.01271. The mean value of 3.9801 and SD value of 1.07958 show that majority of the respondents agree that they want to use talent and skills to identify opportunities for new ways to conduct entrepreneurial activities. The majority of the respondents agree that it is important for them to have a secure job through venture creation with a mean value of 4.1748 and SD value of 0.86231. Almost all the respondents attest that they want to make decisions on their own and also agree that self-actualization is important to them with mean values of 4.2147 and, 4.1917 and SD values of 0. 87458 and 0.875 respectively. This implies that these students have seen entrepreneurial venture as an engine room of wealth creation.

It can be deduced from the interview conducted with the entrepreneurship educators on their perception towards students' need for achievement is that most of the students want to be their own boss and make more money through entrepreneurial venture creation. This finding corroborates with students' assertion that they can only make more money through entrepreneurial venture creation.

A lecturer during interview said

> "*The students are quite aware of labour market saturation and are willing to start their own personal businesses. Many of them have a big dream and are inspired by successful entrepreneur*" **(KII/Male/FUNAB/2022)**

Table 4.10 Distribution of Respondents by the Entrepreneurial Risk-Taking

Statement	N	Minimum	Maximum	Mean	Std. Deviation	Remark
It is very risky not to take risks when starting a new business	275	1.00	5.00	4.2255	1.68817	Accepted
Uncertainty is attached to how well a company will triumph in the market	275	1.00	5.00	4.1917	.99957	Accepted
The risk associated with starting a business is high	275	1.00	5.00	4.3497	1.01271	Accepted
I can respond to unexpected changes	275	1.00	5.00	3.9141	.92695	Accepted
I believe in the philosophy that states, the higher the risk, the higher the return	275	1.00	5.00	3.1580	1.07958	Accepted
I prefer to be in full control of the situation	275	1.00	5.00	3.9049	.86231	Accepted
Business risk-taking is in my blood	275	1.00	5.00	3.5169	1.37461	Accepted

Source: Field Work, (2022)

Table 4.10 summarizes the distribution of the respondents by the entrepreneurial risk-taking towards entrepreneurial career intention. The majority of the respondents agree that it is very risky not to take risks when starting a new business with a mean value of 4.2255 and an SD value of 1.68817. This indicates that entrepreneurship students are ready to take risks by venturing into

business after graduation. The mean value of 4.1917 and SD value of 0.9957 indicate that the majority of the respondents agree that uncertainty is attached to how well a company will triumph in the market. This connotes that entrepreneurship students are risk seekers, and they are ready not to allow phobia for risk-taking, ambiguity, and uncertainty to prevent entrepreneurial ventures. The majority of the respondents confirm that the risk associated with starting a business is high and they are ready to take the risk by venturing into business after graduation with the mean value of 4.3497 and SD value of 1.01271. The mean value of 3.9141 and SD value of 0.92695 show that the majority of the respondents attest that they can respond to unexpected changes. The study also affirms that the majority of the respondents believe in the philosophy that states, the higher the risk, the higher the return with a mean value of 3.1580 and SD value of 1.07958. The majority of the respondents also conclude that they prefer to be in full control of the situation and that business risk-taking is in their blood with mean values of 3.9049 and 3.5169, and SD values of 0.86231 and 1.37461 respectively. The study is not consistent with some other studies that phobia for risk-taking, ambiguity, and uncertainty hinders entrepreneurial ventures creation among youths[1]. This may be a result of the high rate of unemployment coupled with the constant layoffs of Nigerian employees, who had no choice except to create new businesses to survive.

Findings here from the lecturers interviewed showed that many students are ready to take the risk by venturing into business after graduation. However, the lackadaisical attitude of government towards entrepreneurship development has bedevilled entrepreneurial intentions among the graduates in Nigeria.

The response of a lecturer was

> "*The willingness to venture into a new business is not the problem for most of the students, but the means of getting started (obtaining take-off capital)*" **(KII/Male/LCU/2022)**

Table 4.11 Distribution of Respondents by the Entrepreneurial Self-Efficacy

Statement	N	Minimum	Maximum	Mean	Std. Deviation	Remark
Overall, my skills and abilities will help me start a business	275	1.00	5.00	3.6457	1.28393	Accepted
I can discover new ways to improve existing products/services	275	1.00	5.00	3.5322	1.37026	Accepted
I can create products that fulfill customers' unmet needs	275	1.00	5.00	3.0414	1.68297	Accepted
My past experience will be very valuable in starting a business	275	1.00	5.00	3.7929	1.19204	Accepted
I am confident that I can put in the effort needed to start a business	275	1.00	5.00	3.6380	1.40581	Accepted
I can identify potential sources of funding for investments	275	1.00	5.00	3.9202	1.24302	Accepted
I can establish a position in product markets	275	1.00	5.00	3.7296	1.27244	Accepted
I can inspire others to believe in my vision and plans for new business	275	1.00	5.00	3.7791	1.24075	Accepted
I can formulate activities to make use of new opportunities	275	1.00	5.00	3.5675	1.44113	Accepted

Source**:** Field Work, (2022)

Table 4.11 summarizes the distribution of the respondents by the entrepreneurial self-efficacy towards their entrepreneurial career intention. The result reveals that the majority of those polled said they can start a business because of their abilities and skills, with a mean value of 3.6457 and an SD value of 1.28393. This connotes that the students are equipped with an array of entrepreneurial skills to start a business. The mean value of 3.5322 and SD value of 1.37026 reveals that most respondents are capable of finding new methods to improve existing products and services. The result also reveals that the majority of the respondents can create products that fulfill customers' unmet needs with a mean value of 3.0414 and an SD value of 1.68297. The mean value of 3.7929 and SD value of 1.19204 indicate that the majority of the respondents agree that their past experience will be very valuable in starting a business. The majority of the respondents establish that they have the confidence and effort needed to start a business after graduation. The mean value of 3.9202 and SD value of 1.24302 indicate that majority of the respondents agree that they can identify potential sources of funding for investments. The mean value of 3.7296 and SD value of 1.27244 show that the majority of the respondents confirm that they can establish a position in product markets. The result also reveals that the majority of the respondents can inspire others to believe in their vision and plans for new business and formulate activities to make use of new opportunities with mean values of 3.7791 and 3.5675, and SD values of 1.24075 and 1.44113 respectively. The implication of this finding is that students prefer to be self-reliant and employers of labour. This development is sending a good omen to sustainable economic development.

Table 4.12 Distribution of Respondents by the Entrepreneurial Intention

Statement	N	Minimum	Maximum	Mean	Std. Deviation	Remark
I have acquired an array of entrepreneurial skills to start an entrepreneurial venture	275	1.00	5.00	3.3359	1.57234	Accepted
I am proud to be an entrepreneur after graduation	275	1.00	5.00	4.0399	1.05382	Accepted
I have a vision to an employer of labour through entrepreneurial venture creation	275	1.00	5.00	3.5138	1.41794	Accepted
My expert intention is to be an entrepreneur	275	1.00	5.00	3.9647	1.22078	Accepted
If I attempted to start my business, I have the confidence in being successful	275	1.00	5.00	3.7220	1.28822	Accepted
Developing a business idea could not be difficult for me	275	1.00	5.00	3.6365	1.41033	Accepted
My colleagues could approve of my decision to start an entrepreneurial venture	275	1.00	5.00	3.8298	1.20042	Accepted
Starting a business after graduation will make me a celebrity	275	1.00	5.00	3.6258	1.49484	Accepted
A profession as an entrepreneur is completely unattractive to me	275	1.00	3.00	1.9387	0.14370	Rejected

Source**:** Field Work, (2022)

Table 4.12 summarizes the distribution of the respondents by the entrepreneurial intention self-efficacy towards their entrepreneurial venture creation. The result reveals that the majority of the respondents acquired an array of entrepreneurial skills to start an entrepreneurial venture with a mean value of 3.3359 and an SD value of 1.57234. The majority of the respondents agree that they are proud to be an entrepreneur after graduation with a mean value of 4.0399 and an SD value of 1.05382. The mean value of 3.5138 and SD value of 1.41794 indicate that the majority of the respondents establish that they have the vision to be an employer of labour through entrepreneurial venture creation after graduation. The mean value of 3.9647 and SD value of 1.22078 indicate that the majority of the respondents confirm that their expert intention is to be an entrepreneur.

The study also reveals that the majority of the respondents agree that if they attempted to start my business, I have the confidence in being successful with a mean value of 3.7220 and an SD value of 1.28822. The mean value of 3.6365 and SD value of 1.41033 show that the majority of the respondents confirm that developing a business idea could not be difficult for them. The majority of the respondents agree that their colleagues could approve of their decisions to start an entrepreneurial venture. The mean value of 3.6258 and SD value of 1.49484 indicates the majority of the respondents agree that starting a business after graduation will make them a celebrity and the majority of them disagree that an entrepreneur is completely unattractive to me with mean values of 3.6258 and 1.9387 and SD values of 1.49484 and 0.14370 respectively. This implies the majority of the respondents are potential entrepreneurs, which means the future of this nation is bright.

From the findings through the conducted interviews, it was revealed that successive governments formulated various policies that will promote entrepreneurship in Nigeria but these policies were frivolously implemented due to bad governance. Findings showed that major problems confronting self- employment decisions among the students are; lack of access to finance, take –off capital, conducive environment and attitude of government towards entrepreneurship education.

The interviewees have convergent views on the improvement of entrepreneurship education in the Nigerian universities by providing green facilities that will accommodate the students, reducing the entrepreneurship levy paid by the students, employing more professional lecturers in the various field and encouraging private partnership to promote entrepreneurship development in the tertiary institutions.

Research Question 1: In what ways does educators role influence entrepreneurial intentions among students of selected tertiary institutions in southwest Nigeria

Table 4.13 Relationship between Role of Educator and Entrepreneurial Intention

Model	Mean	SD	r-value	p-value	Remark
Role of educator	4.1077	0.61674	0.537**	0.000	S

S= Significant; **= significant at 1% level

Source: Field Work, (2022)

Table 4.13 reveals that the role of the educator has a direct link with entrepreneurial intention. It was revealed the role of the educator (r = 0.537**) is positive and significantly related to the entrepreneurial intention. The relationship was positive, meaning that role of the educator has a favourable influence on entrepreneurial intention.

Research Question 2: To what extent does teaching methods influence students' entrepreneurial intention among students of selected tertiary institution in southwest Nigeria?

Table 4.14 Relationship between Teaching methods and Entrepreneurial Intention

Model	Mean	SD	r-value	p-value	Remark
Teaching methods	3.7863	0.82399	0.804**	0.000	S

S= Significant; **= significant at 1% level

Source: Field Work, (2022)

Table 4.14 summarizes the relationship between teaching material and entrepreneurial intention. The study establishes a positive link between teaching material and entrepreneurial intention. The r-value of 0.804** and mean value of 3.7863 show that teaching material has a positive and significant relationship with entrepreneurial intention. The relationship was positive, meaning that teaching material has a favourable influence on entrepreneurial intention.

Research Question 3: How could university support services influence entrepreneurial intention among students of selected tertiary institution in southwest Nigeria?

Table 4.15 Relationship between University Support and Entrepreneurial Intention

Model	Mean	SD	r-value	p-value	Remark
University support	3.6779	1.11398	0.903**	0.000	S

S= Significant; **= significant at 1% level

Source: Field Work, (2022)

Table 4.15 summarizes the relationship between university support and entrepreneurial intention. The study establishes a positive link between university support and entrepreneurial intention. The r-value of 0.903** and mean value of 3.6779 show that university support has a positive and significant relationship with entrepreneurial intention. The relationship was positive, meaning that university support has a favourable influence on entrepreneurial intention.

Research Question 4: By how much does need for achievement influences entrepreneurial intention among students of selected tertiary institution in southwest Nigeria?

Table 4.16 Relationship between Need for Achievement and Entrepreneurial Intention

Model	Mean	SD	r-value	p-value	Remark
Need for achievement	4.0077	.64835	0.267**	0.000	S

S= Significant; **= significant at 1% level

Source: Field Work, (2022)

Table 4.16 summarizes the relationship between the need for achievement and entrepreneurial intention towards venture creation. The study establishes a positive link between the need for achievement and entrepreneurial intention. The r-value of 0.267** and mean value of 4.0077 indicate that the need for achievement has a positive and significant link with entrepreneurial intention. The relationship was positive, meaning that the need for achievement has a favourable influence on entrepreneurial intention.

Research Question 5: In what ways does risk taking propensity influence entrepreneurial intention among students of selected tertiary institution in southwest Nigeria?

Table 4.17 Relationship between Risk-Taking Propensity and Entrepreneurial Intention

Model	Mean	SD	r-value	p-value	Remark
Risk-Taking Propensity	3.8952	.65321	0.800**	0.000	S

S= Significant; **= significant at 1% level

Source: Field Work, (2022)

Table 4.17 summarizes the relationship between risk-taking propensity entrepreneurial intention towards venture creation. The study reveals a positive association between risk-taking propensity and entrepreneurial intention. The r-value of 0.800** and mean value of 3.8952 indicate that risk-taking propensity has a positive and significant link with entrepreneurial intention. The relationship was positive, meaning that risk-taking propensity has a favourable influence on entrepreneurial intention.

Research Question 6: To what extent does entrepreneurial self-efficacy influence entrepreneurial intention among students of selected tertiary institution in southwest Nigeria?

Table 4.18 Relationship between Entrepreneurial Self-Efficacy and Entrepreneurial Intention

Model	Mean	SD	r-value	p-value	Remark
Entrepreneurial Self-efficacy	3.6293	1.02457	0.976**	0.000	S

S= Significant; **= significant at 1% level

Source: Field Work, (2022)

Table 4.18 summarizes the relationship between entrepreneurial self-efficacy and entrepreneurial intention towards venture creation. The study reveals a positive association between entrepreneurial self-efficacy and entrepreneurial intention. The r-value of 0.976** and mean value of 3.6293 indicate that entrepreneurial self-efficacy has a positive and significant link with entrepreneurial intention. The relationship was positive, meaning that entrepreneurial self-efficacy is a very vital factor that influences entrepreneurial intention towards entrepreneurial venture creation.

Table 4.19: Testing the Effect of Entrepreneurship Education Dimensions on Entrepreneurial Intentions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value
1	.517[a]	.267	.264	.82135	78.605	0.000
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
(Constant)		1.558	.218		7.134	.000
Role of educator		.038	.067	.025	.575	.565
Teaching materials		.291	.062	.250	4.712	.000
University support		.250	.042	.291	6.010	.000

*P<0.05 **P<0.01

Source: Field Work, (2022)

Table 19 depicts the relationship between entrepreneurship education dimensions and entrepreneurial intention. The p-value of 0.000 indicates that that entrepreneurship education dimensions jointly influence students' entrepreneurial intention. The f-value of 78.605 attests that there is a significant influence of the entrepreneurship education dimensions on students' entrepreneurial intention. The R^2 value of 0.267 showcases that entrepreneurship education dimensions jointly contribute 26.7% to students' entrepreneurial intention. This implies that the entrepreneurship education instills entrepreneurial behavior in students towards entrepreneurial venture creation. This connotes that entrepreneurship education dimensions have a direct link with entrepreneurial intention towards entrepreneurial venture creation. This study aligns with the previous studies that entrepreneurship education and entrepreneurship intention are positively related. For example, a study was carried out in Osun State, Nigeria to determine the extent to which entrepreneurship education influence entrepreneurial competence and entrepreneurial intentions among the Polytechnic students. The result revealed that entrepreneurship education has a significant effect on entrepreneurial competence and entrepreneurial intentions among students[2]. Another study carried out in Kenya, examines the determinants of entrepreneurial intentions of technical and vocational training institutions students in North Rift Region. The study found that attitudes toward the entrepreneurial behaviour, subjective social norm and perceived behavioural control had a positive effect on entrepreneurial intention[3]. A scholar also conducted a study in Zimbabwe, where the relationship between entrepreneurship education and entrepreneurial intention were examined. The result indicates that a positive relationship exists between entrepreneurship education and entrepreneurial intention[4]. Another study was carried out by in Indonesia which, investigates the effect of entrepreneurship education on entrepreneurial intention among college students enrolling in the Department of Management, Faculty of Economics, State University of Malang. The research finding revealed that entrepreneurial intention is indirectly affected by entrepreneurship education, meaning that students' entrepreneurial motivation and

attitude are two important mediating variables[5]. Similarly, a research study was conducted in Ogun State, Nigeria to investigate the relationship between students' exposure to Entrepreneurship Education and their career entrepreneurial intentions in Ogun State-owned universities. The findings revealed that Entrepreneurship Education significantly influences students' Entrepreneurial intentions[6].

Table 4.20: Testing the Effect of Personality Factor Dimensions on Entrepreneurial Intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value
1	.948[a]	.899	.899	.30457	109.76	0.000
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
(Constant)		.635	.086		7.406	.000
Need for achievement		.007	.023	.005	.295	.768
Risk-taking propensity		.041	.033	.028	1.259	.208
Self-efficacy		.906	.019	.969	48.780	.000

*P<0.05 **P<0.01
Source: Field Work, (2022)

Table 4.20 depicts the relationship between personality factor dimension on entrepreneurial intention. The p-value of 0.000 indicates that that personality factors are joint predictors of students' entrepreneurial intention. The f-value of 109.76 attests that there is a significant influence of the personality factors on students' entrepreneurial intention. The R^2 value of 0.899 showcases that personality factors jointly contribute 89.9% to students' entrepreneurial intention. This indicates that personality factors are major determinants of students' entrepreneurial intention towards entrepreneurial venture creation. The study is in alignment with the previous research that personality factors are predictors of entrepreneurial intention among students. For instance, a study conducted on the relationship between personality factors and entrepreneurial intention among the public University students in Surabaya. The study indicates that personality factors have a significant effect on entrepreneurial intention[7]. Another study investigates the personality factors

influencing entrepreneurial intention. It was found that personality factors positively affect entrepreneurial intention[8]. Another research investigates the impact of personality factors on entrepreneurial intention. The results indicate that personality factors have a positive impact on entrepreneurial intention[9]. In the same direction, another study affirms that personality factors have a significant influence on entrepreneurial intention[10]. The study of another researcher also confirms that personality factors had a positive effect on the entrepreneurial intention[11].

The implication of this finding is that personality factors are strong factors that propel students' entrepreneurial intention towards entrepreneurial venture creation compare with entrepreneurship education.

4.2 Presentation of Test of Hypotheses

$H_0$1: There is no statistically significant influence of role of educator on students' entrepreneurial intention.

Table 4.21: Hypothesis Test of the Influence of Role of Educator on Students' Entrepreneurial Intention

Variable	Constant	Role of Educator (Model 1)
Coefficient	0.192	0.913
t-value	0.534	10.501*
p-value	0.594	0.000
F-value	110.270	
R	0.537	
R^2	0.288	
Adj.R^2	0.286	
D-W	1.873	

*P<0.05 **P<0.01
Source: Field Work, (2022)

Table 4.21 above revealed the contribution of role of educators' component to student entrepreneurial intention with β = 0.913; t-value = 10.501**; p-value=0.000. Since the significance level is less than 0.05 then it can therefore be justified to reject null hypothesis and accept alternate hypothesis. It can therefore be said that the role of educators has statistically significant influence on students' entrepreneurial intention. Further, the R^2 value of 0.288 indicates 28.8% degree of variation of entrepreneurial intention that can be predicted by the role of educators', while the remaining 71.2% variation in entrepreneurial intention could be explained by other external factors different from those considered in this study and the effect is statistically significant at 95% confidence interval. This implies that the role of educator single-handedly contributes 28.8% to students' entrepreneurial intention towards entrepreneurial venture creation. This connotes that role of the educator has a direct link with entrepreneurial intention towards entrepreneurial venture creation. The study agrees with the result of a researcher who establish that the educator's role has a strong influence on entrepreneurial intention towards entrepreneurial venture creation[12]. The study of another scholars also aligns with this current study that the role of the educator has a direct link with entrepreneurial competence and entrepreneurial intentions among students[13]. In another study, it was established that the role of educators plays a crucial role in the development of entrepreneurial intentions among students[14]. In the same understanding, some scholars attest that the experience and role of educators contribute to entrepreneurial intentions and entrepreneurial activity among students[15]. This implies that role of educator is strong predictor of entrepreneurial intention.

$H_0$2: There is no statistically significant influence of teaching methods on students' entrepreneurial intention.

Table 4.22: Hypothesis Test of the Influence of Teaching Methods on Students' Entrepreneurial Intention

Variable	Constant	Teaching methods (Model II)
Coefficient	0.240	1.006
t-value	1.383	22.310**
p-value	0.168	0.000
F-value	497.715	
R	0.804	
R^2	0.646	
Adj.R^2	0.645	
D-W	1.863	

*P<0.05 **P<0.01

Source: Field Work, (2022)

Table 4.22 above revealed the contribution of teaching methods to students' entrepreneurial intention with β= 1.006; t-value= 22.310**; p-value=0.000. Since the significance level of the variable is less than 0.05 then the null hypothesis is rejected while alternate hypothesis is accepted. It can be concluded here that the teaching method has a statistically significant influence on students' entrepreneurial intentions. Further, the R^2 value of 0.646 indicates that teaching method independently revealed 64.6% variation to students' entrepreneurial intention, while the remaining 35.4% variation could be said to be explained by other exogenous variable that was not captured in the scale used for this study and the influence is statistically significant at 95% confidence interval. This implies that teaching material is a motivating factor that facilitates students' entrepreneurial perception and intention towards entrepreneurial venture creation.

This study is consistent with the result of another scholar that teaching method exposes students to practice and develop their entrepreneurial intention towards entrepreneurial venture creation[16]. In the same perception, some scholars in their research argue that a positive and significant association exists between teaching method and entrepreneurial intention[17]. In another study, it was affirmed that teaching material has a positive relationship with entrepreneurial intention[18]. Another study carried out in Kenya, evidently shows that teaching method has a direct correlation with students' entrepreneurial intention towards entrepreneurial venture creation[19].

$H_0$3: There is no statistically significant influence of university support services on students' entrepreneurial intention.

Table 4.23: Hypothesis Test of the Influence of University Support Services on Students' Entrepreneurial Intention

Variable	Constant	University Support Services (Model III)
Coefficient	0.529	0.823
t-value	5.839	34.755**
p-value	0.000	0.000
F-value	1207.911	
R	0.903	
R^2	0.815	
Adj.R^2	0.816	
D-W	1.785	

*P<0.05 **P<0.01

Source: Field Work, (2022)

Table 4.23 above revealed the contribution of university support services to students' entrepreneurial intention with β = 0.823; t-value = 34.755**; p-value = 0.000. Since the significance level of the variable is less than 0.05 then the null hypothesis is rejected while alternate hypothesis is accepted. It can be seen here that university support services have a statistically significant influence on student's entrepreneurial intentions. Further, the R^2 value of 0.815 indicates that university support services independently revealed 81.5% variation to students' entrepreneurial

intention while the remaining 18.5% could be said to be explained by other variables that are external and not covered by this study, and the influence is statistically significant at 95% confidence interval. This implies that university support services such as conducive learning environment, well-equipped laboratories, seed funding's and business incubation influence students' entrepreneurial perception and intention towards entrepreneurial venture creation. This study concurs with the finding of a research that university support services are most factors that influence students' perception and intention towards entrepreneurial venture creation[13]. Similarly, the studies of other researchers also confirm that university support services have a positive association with entrepreneurial intention and culture among students[20,21].

$H_0$4: There is no statistically significant influence of the need for achievement on students' entrepreneurial intention.

Table 4.24: Hypothesis Test of the Influence of the need for achievement on students' entrepreneurial intention

Variable	Constant	Need for Achievement (Model IV)
Coefficient	1.879	0.413
t-value	5.087	4.563**
p-value	0.000	0.000
F-value	20.823	
R	0.267	
R^2	0.071	
Adj.R^2	0.068	
D-W	1.998	

*P<0.05 **P<0.01

Source: Field Work, (2022)

Table 4.24 above showed the contribution of need for achievement to students' entrepreneurial intention with β = 0.413; t-value = 4.563**; p-value = 0.000. Since p-value is less than 0.05 according to the rule of interpretation of regression result, then the null hypothesis is rejected while alternate hypothesis is accepted. It can be therefore concluded that need for achievement

statistically have significant influence on student's entrepreneurial intentions. Further, the R^2 value of 0.071 indicates the degree of variation of dependent variable which can be predicted by independent variable. From this result, only 7.10% of students' entrepreneurial intention can be predicted by need for achievement, and the influence is statistically significant at 95% confidence interval. This implies that the need for achievement influences students' entrepreneurial perception and intention towards entrepreneurial venture creation. The findings of this study are in line with the claim of another study that the more the demand for success, the greater the degree of entrepreneurial intention[22]. The work of other researchers also confirms that the need for achievement has a positive effect on entrepreneurial intention[23].

$H_0$5: There is no statistically significant influence of risk-taking propensity on students' entrepreneurial intention.

Table 4.25: Hypothesis Test of the Influence of Risk-Taking Propensity on Students' Entrepreneurial Intention

Variable	Constant	Risk-Taking Propensity (Model V)
Coefficient	-1.082	1.188
t-value	-5.065	21.973**
p-value	0.000	0.000
F-value	482.802	
R	0.800	
R^2	0.640	
Adj.R^2	0.638	
D-W	1.991	

*P<0.05 **P<0.01
Source: Field Work, (2022)

Table 4.25 above revealed the contribution of risk-taking propensity to students' entrepreneurial intention with β = 1.188; t-value = 21.973**; p-value=0.000. Since the significance level is less than 0.05 then it can therefore be justified to reject null hypothesis and accept alternate hypothesis.

It can therefore be said that risk-taking propensity has statistically significant influence on students' entrepreneurial intention. Further, the R^2 value of 0.640 indicates 64% degree of variation of entrepreneurial intention that can be predicted by the risk-taking propensity, while the remaining 36% variation could be attributed to other external factors different from those considered in this study and the effect is statistically significant at 95% confidence interval. This implies that risk-taking propensity is a strong predictor of entrepreneurial intention towards entrepreneurial venture creation. The study corroborates with the finding of another research that risk-taking propensity has a direct association with entrepreneurial intention[24]. In another study, it was argued that risk-taking propensity is a very strong factor to explain entrepreneurial intention[25]. Additionally, the work of other researchers establishes a shred of evidence that risk-taking propensity is a vital factor that influences entrepreneurial intentions among university students[26].

$H_0$6: There is no statistically significant influence of entrepreneurial self-efficacy on students' entrepreneurial intention.

Table 4.26: Hypothesis Test of the Influence of Entrepreneurial Self-efficacy on Students' Entrepreneurial Intention

Variable	Constant	Entrepreneurial Self-efficacy (Model VI)
Coefficient	0.238	0.930
t-value	5.075	73.586**
p-value	0.000	0.000
F-value	5414.888	
R	0.976	
R^2	0.953	
Adj.R^2	0.952	
D-W	2.073	

*P<0.05 **P<0.01
Source: Field Work, (2022)

Table 4.26 above revealed the contribution of entrepreneurial self-efficacy to students' entrepreneurial intention with β = 0.930; t-value = 73.586**; p-value = 0.000. According to the rule for interpretation of regression result, since p-value is less than 0.05 therefore the null hypothesis is rejected. It can be seen that entrepreneurial self-efficacy statistically has significant influence on students' entrepreneurial intention. Further, the R^2 value of 0.953 indicates 95.3% variation of entrepreneurial intention that can be predicted by the entrepreneurial self-efficacy, while the remaining 4.7% variation in entrepreneurial intention could be explained by other external factors different from those considered in this study and the effect is statistically significant at 95% confidence interval. This implies that entrepreneurial self-efficacy is an alternative paradigm to entrepreneurial intention towards entrepreneurial venture creation. The study agrees with the assertion that Self-efficacy encourages entrepreneurship students to start their entrepreneurial ventures[21]. In the same direction, a study reiterates that self-efficacy in entrepreneurship influences the decision to pursue an entrepreneurial career[16]. Another study also confirms that entrepreneurial self-efficacy is a strong factor that builds confidence and capacities in potential entrepreneurs to venture into business.[27]

4.3 Discussion of Findings

This section presents a discussion of the findings. The discussion compares the theoretical premise discussed in literature and the findings obtained from the respondents.

Table 4.13 reveals that the role of the educator has a direct link with entrepreneurial intention. The relationship was positive, meaning that role of the educator has a favourable influence on entrepreneurial intention. This implies that the role displayed by the educators has a strong effect on students' career-related decisions. The study is in agreement with the assertion of another researcher that the role provided by the mentors may influence the mentees to make certain

decisions to reach certain goals[12]. The result of a study also aligns with this current study that the role of the educator has a direct link with entrepreneurial competence and entrepreneurial intentions among students[28]. In another study, it was established that the role of educators plays a crucial role in the development of entrepreneurial intentions among students[14]. In the same understanding, another researcher attest that the experience and role of educators contribute to entrepreneurial intentions and entrepreneurial activity among students[15]. This implies that role of the educator is a strong predictor of entrepreneurial intention. This submission was further strengthened by theory of planned behaviour which was based on the assumption that people's behaviour and intention is a factor of their personal attitude, subjective norms of the society and perceived behavioural control.

Table 4.14 summarizes the relationship between teaching methods and entrepreneurial intention. The study establishes a positive link between teaching methods and entrepreneurial intention. The relationship was positive, meaning that teaching methods has a favourable influence on entrepreneurial intention. This implies that the teaching methods is a veritable tool for entrepreneurial venture creation. This study concurs with the argument of a scholar that entrepreneurship teaching methods assists students to deal with real-world challenges and develop their entrepreneurial spirit[16]. The finding of a study also establishes that there is a positive linkage between teaching methods and entrepreneurial intention[17]. Another researcher in his study also reaffirms that teaching methods has a positive relationship with entrepreneurial intention[18]. This was also supported by the believes of human capital theory of entrepreneurship that equipping learners with entrepreneurial skills will revolutionize the economy and industry.

Table 4.15 summarizes the relationship between university support and entrepreneurial intention. The study establishes a positive link between university support and entrepreneurial intention. The relationship was positive, meaning that university support has a favourable influence on entrepreneurial intention. This implies that university support services such as a conducive learning

environment, seed funding, well-equipped laboratories are the major factors that influence entrepreneurial intention. This study supports the argument of a scholar that university support services are most elements that influence students' perception towards entrepreneurial venture creation[13]. Similarly, some researchers also confirm that university support services have a positive association with entrepreneurial intention and culture among students[20;21].

Table 4.16 summarizes the relationship between the need for achievement and entrepreneurial intention towards venture creation. The study establishes a positive link between the need for achievement and entrepreneurial intention. The relationship was positive, meaning that the need for achievement has a favourable influence on entrepreneurial intention. This implies that the higher the need for achievement, the higher the level of entrepreneurial intention. This study is in agreement with assertion of a scholar in his study that the higher the need for achievement, the higher the level of entrepreneurship intention[22]. Another study conducted confirm that the need for achievement has a positive effect on entrepreneurial intention[23]. Similarly, another study, reveals that those who have a greater need for achievement (the drive and ambition to succeed) are more likely to become entrepreneurs[29].

Table 4.17 summarizes the relationship between risk-taking propensity entrepreneurial intention towards venture creation. The study reveals a positive association between risk-taking propensity and entrepreneurial intention. The relationship was positive, meaning that risk-taking propensity has a favourable influence on entrepreneurial intention. This implies that risk-taking propensity is a germane factor that influences entrepreneurial intention towards entrepreneurial venture creation. The study corroborates with the finding that risk-taking propensity has a direct association with entrepreneurial intention[24]. In another study, a scholar argue that risk-taking propensity is a very strong factor to explain entrepreneurial intention[25]. Additionally, the work of another researcher

establishes a shred of evidence that risk-taking propensity is a vital factor that influences entrepreneurial intentions among university students[26].

Table 4.18 summarizes the relationship between entrepreneurial self-efficacy and entrepreneurial intention towards venture creation. The study reveals a positive association between entrepreneurial self-efficacy and entrepreneurial intention. The relationship was positive, meaning that entrepreneurial self-efficacy is a very vital factor that influences entrepreneurial intention towards entrepreneurial venture creation. This implies that Self-efficacy boosts the confidence via entrepreneurial skills to venture into business.

Table 4.19 using multiple regression to test the effect of entrepreneurship education dimensions on students' entrepreneurial intentions revealed a direct link of entrepreneurship education to students' entrepreneurial intention. This study aligns with the previous studies that entrepreneurship education and entrepreneurship intention are positively related. For example, a study was carried out in Osun State, Nigeria to determine the extent to which entrepreneurship education influence entrepreneurial competence and entrepreneurial intentions among the Polytechnic students. The result revealed that entrepreneurship education has a significant effect on entrepreneurial competence and entrepreneurial intentions among students[2].

Table 4.20 depicts the relationship between personality factor dimension on entrepreneurial intention. The result indicates that personality factors are major determinants of students' entrepreneurial intention towards entrepreneurial venture creation. The study is in alignment with the previous research that personality factors are predictors of entrepreneurial intention among students. For instance, a study conducted on the relationship between personality factors and entrepreneurial intention among the public University students in Surabaya. The study indicates that personality factors have a significant effect on entrepreneurial intention[7].

There is no statistically significant influence of role of educator on student's entrepreneurial intention.

The result revealed that role of educators has a significant influence on student entrepreneurial intention. This connotes that role of the educator has a direct link with entrepreneurial intention towards entrepreneurial venture creation. The study agrees with the result of a researcher who established that the educator's role has a strong influence on entrepreneurial intention towards entrepreneurial venture creation[12]. The study of a researcher also aligns with this current study that the role of the educator has a direct link with entrepreneurial competence and entrepreneurial intentions among students[28]. In another study, it was established that the role of educators plays a crucial role in the development of entrepreneurial intentions among students[14]. In the same understanding, the work of some scholars attest that the experience and the role of educators contribute to entrepreneurial intentions and entrepreneurial activity among students[15].

There is no statistically significant influence of teaching methods on students' entrepreneurial intention.

The result reveals a significant influence of teaching methods on students' entrepreneurial intention. This implies that teaching methods is motivating factor that facilitate students' entrepreneurial perception and intention towards entrepreneurial venture creation. This study is consistent with another report of a previous research that teaching methods exposes students to practical and develop their entrepreneurial intention towards entrepreneurial venture creation[16]. In the same perception, it was argued in another research that positive and significant association exists between teaching methods and entrepreneurial intention[17]. The report of another study also affirms that teaching methods has a positive relationship with entrepreneurial intention[18]. Another study carried out in Kenya, evidently shows that teaching methods has a direct correlation with students' entrepreneurial intention towards entrepreneurial venture creation[19].

There is no statistically significant influence of university support services on students' entrepreneurial intention.

The result revealed a significant influence of university support services in students' entrepreneurial intention. This implies that university support services such as conducive learning environment, well-equipped laboratories, seed funding's and business incubation influence students' entrepreneurial perception and intention towards entrepreneurial venture creation. This study concurs with the finding of a study that university support services are most factors that influence students' perception and intention towards entrepreneurial venture creation[13]. Similarly, the studies of some researchers also confirmed that university support services have a positive association with entrepreneurial intention and culture among students[20];[21].

There is no statistically significant influence of need for achievement on students' entrepreneurial intention.

The result of tested hypothesis showed a significant influence of need for achievement on students' entrepreneurial intention. This implies that the need for achievement influences students' entrepreneurial perception and intention towards entrepreneurial venture creation. This study is in agreement with the report of another researcher's assertion that the higher the need for achievement, the higher the level of entrepreneurship intention[22]. Another study conducted also confirmed that the need for achievement has a positive effect on entrepreneurial intention[23].

There is no statistically significant influence of risk-taking propensity on students' entrepreneurial intention.

The result of this hypothesis indicate that risk-taking propensity significantly influence students' entrepreneurial intention. This implies that risk-taking propensity is a strong predictor of entrepreneurial intention towards entrepreneurial venture creation. The study corroborates with the finding of another research that risk-taking propensity has a direct association with entrepreneurial intention[24]. In another study, it was argued that risk-taking propensity is a very strong factor to explain entrepreneurial intention[25]. Additionally, the report of a study established a shred of

evidence that risk-taking propensity is a vital factor that influences entrepreneurial intentions among university students[26].

There is no statistically significant influence of entrepreneurial self-efficacy on students' entrepreneurial intention.

The result of this hypothesis also revealed that self-efficacy has the most significant influence on the students' entrepreneurial intention. This implies that entrepreneurial self-efficacy is an alternative paradigm to entrepreneurial intention towards entrepreneurial venture creation. The study agrees with the assertion of another research report that Self-efficacy encourages entrepreneurship students to start their entrepreneurial ventures[21]. In the same direction, another study reiterates that self-efficacy in entrepreneurship influences the decision to pursue an entrepreneurial career[16]. It was also confirmed in another study that entrepreneurial self-efficacy is a strong factor that builds confidence and capacities in potential entrepreneurs to venture into business[27].

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Chapter Five

Conclusion

This chapter presents the summary of findings on data analysis and interpretation, provides appropriate recommendations for the identified problems, gives comprehensive details of contributions to knowledge and made suggestion for further studies

5.1 Summary of Findings

The general objective of this study was to examine the influence of entrepreneurship education and personality factors on entrepreneurial intention among students in Nigeria's tertiary institutions. Specifically, the study examine the extent to which role of educator influences students' entrepreneurial intention, assess the extent to which teaching methods influence students' entrepreneurial intention, evaluate the extent to which university support services influence students' entrepreneurial intention, determine the extent to which need for achievement influences students' entrepreneurial intention, examine the extent to which risk-taking propensity influences students' entrepreneurial intention and identify the effect of entrepreneurial self-efficacy on the entrepreneurial intention of students.

Based on the objective one and the result obtained from its corresponding hypothesis, it was revealed that the role of educators has a significant influence on students' entrepreneurial intention. This implies that the role displayed by the educators has a strong effect on students' career-related decisions. The study is in agreement with the assertion of an author that the role provided by the mentors may influence the mentees to make certain decisions to reach certain goals. The study of other researchers aligns with this current study that the role of the educator has a direct link with entrepreneurial competence and entrepreneurial intentions among students. In another study, it was established that the role of educators plays a crucial role in the development of entrepreneurial intentions among students. In the same understanding, some other researchers attests that the experience and role of educators contribute to entrepreneurial intentions and entrepreneurial

activity among students. This implies that role of the educator is a strong predictor of entrepreneurial intention.

The findings of hypothesis two also revealed that teaching methods has a positive and significant influence on students' entrepreneurial intention. This implies that teaching methods is a motivating factor that facilitates students' entrepreneurial perception and intention towards entrepreneurial venture creation. This study concurs with another researcher's argument that entrepreneurship teaching methods assists students to deal with real-world challenges and develop their entrepreneurial spirit. The finding of two other researchers also establishes that there is a positive linkage between teaching methods and entrepreneurial intention. In another study, it was reaffirmed that teaching methods has a positive relationship with entrepreneurial intention.

It was also discovered from the result of hypothesis three that university support services have a direct and significant effect on students' entrepreneurial intention. This implies that university support services such as conducive learning environment, well-equipped laboratories, seed funding's and business incubation influence students' entrepreneurial perception and intention towards entrepreneurial venture creation. This study concurs with the finding of another researcher that university support services are most factors that influence students' perception and intention towards entrepreneurial venture creation. Similarly, the studies of two other researcher also confirm that university support services have a positive association with entrepreneurial intention and culture among students.

Moreover, the result of regression analysis on hypothesis four also revealed that the need for achievement has a positive and significant effect on students' entrepreneurial intention. This implies that the need for achievement influences students' entrepreneurial perception and intention towards entrepreneurial venture creation. This study is in agreement with the assertion that entrepreneurial intent increases when a person's need for achievement increases. Another study

conducted confirms that the need for achievement has a positive effect on entrepreneurial intention. Similarly, Researchers believe that those with a greater desire and ambition to succeed (need for achievement) are more likely to become entrepreneurs.

The result of hypothesis five to achieve its corresponding objective also indicates that risk-taking propensity has a positive link and significant influence on students' entrepreneurial intention. This implies that risk-taking propensity is a strong predictor of entrepreneurial intention towards entrepreneurial venture creation. The study corroborates with the finding that risk-taking propensity has a direct association with entrepreneurial intention. Another study, argues that risk-taking propensity is a very strong factor to explain entrepreneurial intention. Additionally, other researchers established a shred of evidence that risk-taking propensity is a vital factor that influences entrepreneurial intentions among university students.

The findings of hypothesis six revealed that entrepreneurial self-efficacy has a significant effect on students' entrepreneurial intention. This implies that entrepreneurial self-efficacy is an alternative paradigm to entrepreneurial intention towards entrepreneurial venture creation. The study agrees with the assertion that Self-efficacy encourages entrepreneurship students to start their entrepreneurial ventures. In the same direction, it was reiterated that self-efficacy in entrepreneurship influences the decision to pursue an entrepreneurial career. A scholar also confirms that entrepreneurial self-efficacy is a strong factor that builds confidence and capacities in potential entrepreneurs to venture into business.

The study found a positive link between the human capital theory of entrepreneurship, the planned behavior model theory, and entrepreneurial intent. In particular, the study confirmed the proposition of the human capital theory of entrepreneurship that people with extensive entrepreneurial training are more susceptible to entrepreneurial careers. The study coincides with the work of another researcher who found that human capital theory is relevant to articulate the propensity to the entrepreneurial career of students who would have been exposed to entrepreneurial intention and

entrepreneurial education at their tender age. Consistent with human capital theory, some researchers believe that African nations will change economically, technologically, and industrially when African students are well equipped with a variety of skills, attitudes, and business culture. The study also confirmed the planned behavior model theory that business intentions are influenced by personality factors such as need for performance, risk tolerance, and business self-efficacy. Therefore, the theory of planned behavior predicts and explains a wide range of business behaviors and intentions, including starting a new business and starting an entrepreneurial business. This study supported the argument that planned behavior theory is a strong predictor of entrepreneurial intent in students. In another study, it was confirmed that the theory of planned behavior is widely used in many fields, such as social psychology, marketing, and the introduction of information systems, to predict and explain behavioral intentions and actual behavior. Theories therefore demand that if African countries, particularly Nigeria, are to overcome worryingly high unemployment and stand out in the community of nations, then entrepreneurship education and personality factors should be given priority.

The implication of this finding is that entrepreneurship education and personality factors can help a person to be of service to the society and to satisfy society's requirement for national development. Therefore, it should be clear that without entrepreneurship education, no positive transformation can take place. Entrepreneurship education and personality factors, therefore, are constructs that help an individual to develop his/her fullest capacities and potentials for the benefit of society.

5.2 Conclusion

Based on the findings of the study, it can be concluded that entrepreneurship education and personality factors have a significant and positive influence on entrepreneurial intention among students. This implies that entrepreneurship education and personality factors are strong predictors of venture creation among the potential entrepreneurs. Furthermore, this study has established that the role of the educator has a direct link with entrepreneurial intention. It was revealed the role of

the educator is positive and significantly related to the entrepreneurial intention. The teaching method found to have a positive and significant influence on students' entrepreneurial intention.

It was also discovered that university support services have a direct and significant effect on students' entrepreneurial intention. The study also establishes a positive link between the need for achievement and entrepreneurial intention. The relationship was positive, meaning that the need for achievement has a favourable influence on entrepreneurial intention. The study also reveals a positive association between risk-taking propensity and entrepreneurial intention. The relationship was positive, meaning that risk-taking propensity has a favourable influence on entrepreneurial intention. The study establishes a positive association between entrepreneurial self-efficacy and entrepreneurial intention. The relationship was positive, meaning that entrepreneurial self-efficacy is a very vital factor that influences entrepreneurial intention towards entrepreneurial venture creation.

The deduction to be made from these findings is that entrepreneurial education and personality factors tend to be very vital tools that are used to mitigate most of the challenges such as high rate of unemployment, high level of poverty, "yahoo boys" syndrome, kidnapping, and ritual killing among Nigerian youths. The knowledge that is attained through entrepreneurship education and personal characteristics help open doors to a lot of opportunities for better prospects in career growth.

5.3 Recommendations

Arising from the findings of this study the following recommendations are made:

i. More emphasis should be placed on the training and retraining of entrepreneurship teachers in relation to the specifics and modalities of delivering entrepreneurship modules and courses.
ii. That Nigerian universities should adopt a mixture of effective teaching methods, such as problem-based learning (PBL), Learning-by-doing (LBD), Do-it-yourself (DIY), inviting guest speakers, individual and group projects and especially business simulation activities,

in order to spark the interest of students and start-ups. This will go a long way toward educating students about the entrepreneurship process and identifying business opportunities.

iii. Nigerian academic institutions and government should provide adequate infrastructure that encourages idea generation by students. Such infrastructure includes business incubators, seed funding, conducive learning environment and well-equipped laboratories. Also, effective policies and strategies that encourages and motivates students to imbibe entrepreneurial culture should be formulated and implemented.

iv. There should be proper mentoring and counselling of students in the area of career selection. Students should be more aware of their individual talents and short-comings and receive training, instruction and mentoring especially from successful entrepreneurs. This would mean partnering with businesses where students receive practical training (internship).

v. Enabling environment and institutional structure that encourages students to take risks should be put in place by the government and institutions. Successful entrepreneurs and start-up founders should be regularly invited to share their experiences and success stories with students.

vi. Inter-campus entrepreneurship programs that combine students with different talents cognitive processes and perspectives should be encouraged. Students should be encouraged to develop and explain their own ideas and solutions and have confidence in their own abilities. Hands-on learning and DIY approach is therefore recommended as a way of improving students' entrepreneurial self-efficacy.

5.4 Contribution to Knowledge

i. Conceptually this study expands extant literature as it enhances ones' knowledge of entrepreneurship education and personality factors with their respective variables such as; educator's role, teaching methods, university support services, need for achievement, risk-taking propensity and entrepreneurial self-efficacy by liking them with entrepreneurial intention of entrepreneurship students.

ii. Conceptual model developed for this study was adapted but modified by combining human personality factors with entrepreneurship education dimensions to predict

entrepreneurial intentions among students of tertiary institutions in Nigeria. This model could be useful to future researchers.

iii. Theoretically the study uses mixture of theories such as human capital theory of entrepreneurship, theory of planned behaviour, social cognitive career theory and experiential learning theory to provide deeper explanation of the influence of entrepreneurship education and personality factors on entrepreneurial intentions among students. This would add to the body of existing literature and serve as point of reference to future researchers.

iv. Empirically the study contributed to the literature by expanding the empirical understanding of how the dimensions of entrepreneurship education and personality factors predicts the entrepreneurial intentions of Nigerian university students to achieve the 2030 sustainable development goals.

v. Methodologically, the study specifically focuses on entrepreneurship degree students which happens to be a new discipline and course of study in Nigerian universities. None of all the reviewed literature specifically focused on this group of students.

5.5 Areas for Further Studies

i. The study was limited to undergraduate students of entrepreneurship degree programme in Southwest, Nigeria. This could have effects on generalization of result of the study in terms of representativeness of the entire population of students studying entrepreneurship as a degree programme in Nigerian universities.

ii. The determination of sample size for this study was arrived at using Taro Yamane formula. Adoption of other formula by future researcher could offer different sample size.

iii. This study adopts descriptive survey research design and gathered relevant data through questionnaire and key informant interview. Future researcher could involve a

longitudinal approach and other means to validate the relationship that was identified in this work.

iv. The content scope was limited to establishing how entrepreneurship education and personality factors predict entrepreneurial intention among students of tertiary institutions by providing three measures for the two independent variables and used entrepreneurial intention as a composite variable. Other studies can consider other components and measures of dependent variables.

v. Key informant interviews were used as qualitative instruments for data collection. Other qualitative instruments could be explored by future studies.

Geographical scope of this study was restricted to Southwest, Nigeria. The study could be replicated in other five geopolitical zones in Nigeria by future researcher.