

Entrepreneurship Education and Entrepreneurial Intentions: An Exploratory Study of Management and Pure Science Students in Lagos State University, Nigeria

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¹ Entrepreneurship Education and Entrepreneurial Intentions: An Exploratory Study of Management and Pure Science Students in Lagos State University, Nigeria

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Abstract: This study is a comparative evaluation of the relevance of Entrepreneurship Education (EE) on Entrepreneurial Intentions (EI) amongst Management Sciences and Pure Sciences students in Lagos State University (LASU), Nigeria. The study utilized a questionnaire adapted from Maresch (2015) as data collection instrument. 395 copies of questionnaires were administered to the students in the Departments of Business Administration and Biochemistry, 307 copies were retrieved and subsequently used for the analysis. The study employed Cronbach Alpha to ascertain the internal consistency of the data and the findings in the table revealed that all the variables employed in the study have reliability values that are greater than 0.70. implying that the data are valid to achieve the objectives of the study. Data generated were analyzed by means of descriptive statistics, analysis of variance (ANOVA) and simple regression analysis for testing the three main hypotheses. The results revealed that LASU management students are better exposed to EE than their science counterparts. The findings also revealed a higher significant difference between entrepreneurship education and Management students' attitudes and subjective norms, however, the perceived behavioural intentions of science students were higher than that of Management students. This may not be unconnected to the fact that science students who had higher exposure to experiments and practicals over the years formed the belief that they were in control of their actions. The study concluded that EE significantly affected EI. The study therefore suggested that the university management should strengthen the EE process by providing more of practical supports for teaching entrepreneurship including competent human resource, provision of facilities and formulation of policies that will stimulate and sustain entrepreneurship culture in the university environment

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Keywords: Attitude, Entrepreneurship Education, Entrepreneurial Intentions, Perceived Behavioural Control, Subjective Norms.

1. Introduction

Entrepreneurship development is regarded as an important strategy for growth and de-velopment of any society (Bhat & Singh, 2018). The Global Entrepreneurship Monitor has recently revealed the efficacy of entrepreneurship in wealth creation, innovation, em-

employment generation, economic growth and development (Barba-Sandiaz & Atien-za-Sahuquillo, 2018). One way to attaining Entrepreneurship Education (EE) is through Entrepreneurship Education (EE) programs which equip people with the requisite skills, knowledge and attitude to start, organize and manage a business venture successfully (Paltasingh, 2012). The growing importance of entrepreneurship education is contingent on the realization that successful entrepreneurship is affected by the disposition, skills and competences of the founder of an enterprise which is shaped by education (Maresch, Harms, Kailer, & Wimmer-Wurm, 2016). In recent times, EE has been regarded as one of the foundations for advancement of innovation and entrepreneurship (Global Entrepreneurship Monitor, 2015). This trend has transformed EE to a prominent field in the diverse disciplines which include economics, management, education and technical studies (Davidson, 2008).

Tertiary Institutions in Nigeria are known as the citadel of knowledge, education and human resource development. The development of any nation is contingent on properly coordinated higher education which has mandate for skills development and civic orientation (Olajide & Adeniyi-Egbeola, 2014). Tertiary Institutions are required to promote economic and technological development through teaching, research and development, consultancy and community service (Essian, & Bamiro, 2012). The funding of these institutions is based on the ability of education to address Nigeria's socio-political, economic and technological problems (Lawal, et al, 2017). However, Tertiary institutions in Nigeria provide little evidence in combating the menace of poverty and employment hampering sustainable development. Poverty and unemployment are two of the major obstacles affecting the Nigerian society and have maintained rising trend over the years. Nigeria remains the only member of Organization of Petroleum Exporting Countries (OPEC) that is categorized among the world poorest countries and has high rates of unemployment in Africa. (Ayandike, Emeh, & Ukah, 2012). Nigeria's unemployment crises are more serious when compared with her counterparts. The statistics by World Bank has put unemployment rate in Nigeria at 22% while youth unemployment rate is 38%. The report indicates that approximately 4 million people entered into the labor market every year (Asaju, Arome, & Anyior, 2014).

To address these challenges, EE has grown rapidly and globally (Nabi, Linen, Fayolle, Kruege, & Walinsley, 2017). EE is attracting significant attention from policy makers and educational institutions. Tertiary Institutions undergraduates have been identified as promising candidates for EE (Holzman, et al, 2018). Therefore, tertiary institutions in Nigeria recently incorporated EE into their regular calendar to remain relevant and produce the required manpower (Essian, 2012).

The relevance of entrepreneurship education in tertiary institutions has been a subject of debate (Wang & Kleppe, 2001). Despite this controversy, many institutions have developed courses on entrepreneurship for business and non-business students. Science students with entrepreneurial culture are more likely to create new and high quality firms (Astebro A, T., Bazzaazian, & Braguinsky, 2014) and ultimately contribute to job growth (Heitor, 2014). The implication is that strengthening human capital for technology-based entrepreneurship may be vital especially for developing nations (Astebro et al, 2014). Technology is a key strategic resource that can be used to develop a competitive advantage through innovation (Kelly and Rice, 2002).

According to Katz, 1992, EI is the vocational decision to enter an occupation as salaried individuals or as self-employed. It has been described as a best predictor of planned behavior, particularly, when the behavior is rare, hard to observe and involves unpredictable time lag. Maresch et al (2016), also posit that EI based on human capital theory and entrepreneurial efficacy is strongly determined by EE.

1.1 Statement of the Problem

The field of entrepreneurship is replete with research on EE and the relevance of entrepreneurship education in higher institutions has been a subject of debate (Wang & Kleppe 2001). However, majority of the research focused on Management students who

are believed to be more exposed to Entrepreneurship and its related Courses. It is a known fact that Science students are trained on application of Science and discovery, hence are more likely to create new things. However, Literature on EE in the field of science is relatively scanty (Maersch, 2016). An economic problem in developing nations has been attributed to technological backwardness resulting from low application of science and discovery (Mafe, 2005). Nevertheless, Engineering, science and technological development have crucial role in enhancing sustainable economic growth and this can be achieved through Entrepreneurship. (Jones, 2012).

In 2006, the Federal Government directed Nigerian tertiary institutions to include Entrepreneurship Education (EE) as a compulsory course for all students with effect from the 2007/2008 academic session (Aliu, 2008), which led to the inclusion of EE in the curriculum of all universities in Nigeria. However, there is limited research on the diverse effects of this directive. Specifically, very little comparative studies about EE on EI in LASU have been reported especially with respect to science students who are trained on application of Science and discovery, hence are more likely to create new things.

Despite the usefulness of EE and its widespread use in Nigerian Tertiary Institutions, very little is actually reported about its impact on EI until now, effectiveness of EE is based on opinions of parties involved; the impact on EI has not been fully addressed empirically. Meanwhile, promoting and implementing EE programs in tertiary institutions involve substantial investment of time and resources. Given the significance of Management Science and Pure science in Nigeria's economic development, it is critically important to assess the outcome of EE in terms of EI.

In view of the foregoing effort of LASU in encouraging entrepreneurship amongst under-graduates, a more specific approach is needed to evaluate the efficacy of EE programmes in the University. A major point of debate is the efficacy of the recently introduced EE programme, therefore, there is need to assess the relevance of EE in the LASU.

1.2 Objectives of the Study

The main objective of this paper is to compare the relevance of Entrepreneurship Education (EE) on Entrepreneurial Intentions (EI) amongst Management Sciences and Pure Sciences students in Lagos State University (LASU). The specific objectives of this study are to:

- i. ascertain the difference between entrepreneurship education and students' attitude amongst Management Sciences and Pure Sciences Students
- ii. examine the disparity between entrepreneurship education and students' subjective norms amongst Management Sciences and Pure Sciences Students
- iii. investigate the discrepancy between entrepreneurship education and students' perceive behavioural control amongst Management Sciences and Pure Sciences Students

1.3 Research Questions

To achieve the foregoing objectives, the following research questions will be answered:

what difference exists between entrepreneurship education and students' attitude amongst Management Sciences and Pure Sciences Students in LASU?

What is the disparity between entrepreneurship education and students' subjective norms amongst Management Sciences and Pure Sciences Students in LASU?

What discrepancy subsists between entrepreneurship education and students' perceive behavioural control amongst Management Sciences and Pure Sciences Students in LASU?

1.4 Research Hypotheses

Consequently, we therefore propose the following hypotheses:

H1: There is no significant difference between entrepreneurship education and students' attitude amongst Management Sciences and Pure Sciences Students in LASU

H2: There is no significant disparity between entrepreneurship education and students' subjective norms amongst Management Sciences and Pure Sciences Students in LASU

H3: There is no significant discrepancy between entrepreneurship education and students' perceive behavioural amongst Management Sciences and Pure Sciences Students in LASU

1.5 *Scope of the study.*

This study is limited in scope as research was carried out amongst Business Administration and Biochemistry students in LASU. Management students are more exposed to entrepreneurship and its related courses going by their course contents and Biochemistry Students are trained on application of Science and discovery, hence are more likely to create new things.

2. LITERATURE REVIEW

2.1 *Conceptual Review*

Entrepreneurship Education (EE) EE means education for entrepreneurial attitudes and skills (Bae, Quin, Niao & Fiel, 2014). It is the establishment of competences in identifying new business opportunities and addressing ambiguous decision making (Martins et al, 2015). In describing EE, it is necessary to differentiate between education about entrepreneurship and education for entrepreneurship. The former focuses primarily on raising awareness about entrepreneurship, while the latter deals with preparation for setting up a business for potential entrepreneur and usually focuses on practice and action oriented learning philosophy (Rauch and Hulsink, 2015).

Entrepreneurship education can be differentiated from business education. The former prepares students for starting their business; the latter equips students with knowledge to work for others. Approaches to EE are usually classified as traditional or innovative (Maritz, Jones & Schwetzeri 2014). Traditional methods are teacher centered and comprise normal lectures, seminars, readings, business plans, case studies and project work. Innovative methods are student centered and more action based. They include business simulation games, guest speakers, business visits, counseling, mentoring and practical training (Tasnim, 2012). Lackeus (2013) expands these classifications into three main approaches: teaching about entrepreneurship – a content-laden and theoretical approach teaching for entrepreneurship – an occupationally oriented approach and teaching “through” entrepreneurship – a process based and often experimental approach.

Since the first entrepreneurship course at Harvard Business School in 1947, EE programs in tertiary institutions have grown rapidly across the globe (Nabi, Linen, Fayolle, Kruege & Walinsley, 2017). EE is offered in tertiary institutions under different titles such as entrepreneurship, small business management, enterprise growth, new ventures creation, new venture management and so on (Ahmad et al, 2018). The field has continued to experience unprecedented levels of scholarly and practitioners' attention (Liguor, Winkler, Winkel, Marrel, Keds, Gel, Ivan & Noyes 2018) due to its efficacy in entrepreneurial intentions (EI). EE improves EI by inspiring students' personal attraction towards entrepreneurship.

EE enhances students' entrepreneurship skills through provision of mastery experience, role model, social persuasion and support by involving them directly in learning activities, developing business plans and running simulated or real small business. In addition, EE is able to positively influence entrepreneurship knowledge and skills, the perception and conviction of the prospective entrepreneur and the intention to become an entrepreneur (Martins, et al, 2014).

Various scholars have identified EE indicators. For the purpose of this study, EE indicators are Entrepreneurship Development (Lackeus, 2013), Business Plan/ Feasibility Studies (Martins et al, 2015), New Business Venture (Rauch & Hulsink, 2015), Small Business Management, (Tasnim, 2012), Leadership and Identification of Business opportunities (Martins et al, 2015).

2.2 *Entrepreneurial Intentions (EI)*

EI is the vocational decision to enter an occupation as salaried individuals or as self-employed (Katz, 1992). EI has been described as a best predictor of planned behavior,

particularly, when the behavior is rare, hard to observe and involves unpredictable time lag. According to Maresch et. al (2016), EE is a strong antecedent of EI based on human capital theory and entrepreneurial efficacy.

For the purpose of this study, EI will be considered as the result of three cognitive antecedents: attitude towards behavior; subjective norms and perceived behavioral control.

For the purpose of this study, EI will be considered as the result of three cognitive antecedents: attitude towards behavior; subjective norms and perceived behavioral control.

From figure 1, exposure to EE involves acquisition of knowledge in the following areas: Entrepreneurship Development Lectures, Business Plan/ Feasibility Studies, New Business Venture, Small Business Management, Leadership and Identification of Business opportunities. This will positively affect dimensions of EI namely: students' attitudes, subjective norms and perceived behavioural control.

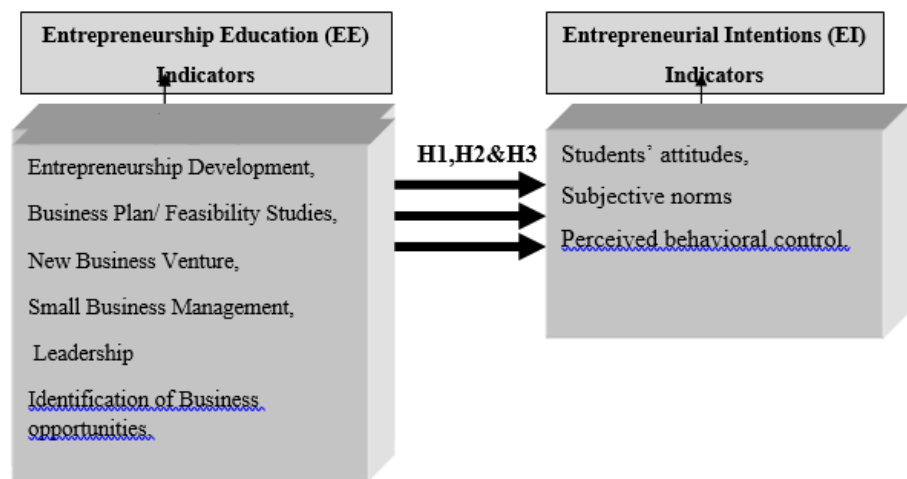


Figure 1: Conceptual model of EE and EI.

2.3 Impact of Entrepreneurship Education (EE) On Entrepreneurial Intentions (EI).

Research Studies on entrepreneurship have identified a number of internal and external factors responsible for ES to include effective decision making (Say 1971), fulfillment for need for achievement McClennard (1961), creativity (Schumpeter 1934), institutional supports (Tajeddini & Muller, 2009), education and training (Fayolle, Gailly, Lassas & Clerk, 2006) and willingness to become self-employed (Muhammad, 2015) to mention just a few. However, EE and EI have continued to be dominant in entrepreneurship literature. EE is considered to be a factor that greatly influences EI and cognitive career choice. (Vukovic, Kedmenec, & Korent, 2015). Fayolle & Gailly (2015) showed the relationship between EE and EI by demonstrating that students exposed to entrepreneurship courses have intrinsic values and entrepreneurship characteristics that will increase their interest and love for the entrepreneurship world. Such students will exhibit higher rate of EI, and self-efficacy in comparison with students who hold degree in other disciplines. In fact, EE contributes to a range of potential outcomes like venture creation, entrepreneurship, skills, and knowledge and attitude enhancement, start up and job creation and ultimately contribute to sustainable economic growth (Rauch & Holsink, 2015 and Nabi, et al, 2017).

In theory, education and training programs can improve entrepreneurial intentions and subsequently leads to entrepreneurship success. Students exposed to EE usually indicate the desire to undertake new business venture. Empirical findings on effects of EE have been mixed. Studies that demonstrated the significant influence of EE on EI include Wu & Wu, 2008, Fayolle et al. 2006, Block et al. 2013 and Walter & Dolise, 2012. However, Von-Graeventiz, Harhoff & Webber, 2010 found the effect of EE on EI to be statistically

insignificant or even negative. Meanwhile, Situational factors like gender, age and time are also important sources of contradictory findings. (Wilson et al. 2007). For example, studies conducted by Rauch & Hulsink (2015) revealed that EE is useful in EI but does not always result in entrepreneurial behavior.

2.4 Theoretical Framework

Fayolle et al. 2006) identified three dominant theoretical models relating to this study as human capital, entrepreneurial event (Sharpero and Sokol, 1982) and theory of planned behavior (TPB) (Ajzen, 2002). Human capital theory emphasizes on training outcomes like knowledge, skills and attitudes (Fayolle et al. 2006). Entrepreneurial event perceives entrepreneurial event as manifestation of interaction between conceptual factor and social value system. This model presumes that critical life events induce changes in EI and subsequent events. Thus, EI depends on an individual perception of the ventures desirability and feasibility.

The theory of planned behavior (TPB) is common in retail context but applicable in entrepreneurship theory. It is undoubtedly one of the most extensive models of intention because of its preferred applicability, which forms the basis for understanding intention in the context of social and personal elements (Bhat, 2018). TPB has three independent constructs of attitudes, subjected norm and perceived behavioral control (Ajzen, 2002). Attitudes refer to the belief that certain behavior will lead to favorable outcome. Subjective norms can be described as the disposition of important others (family, friends) about a certain belief and the degree to which they tend to encourage compliance with these beliefs. Behavior based on mature grounds in fact necessary for economic and wealth growth (Hameed & Khan (2021)). Perceived behavioral control behavior reflects individuals' perception of how easy or hard it would be to carry out certain behavior. (Mueller, 2011). This study therefore adapts the theoretical framework Maersch et al. 2015. The effect of EE on EI is depicted in the figure below.

2.5 Entrepreneurship Education in Nigerian Tertiary Institutions

Nigeria has a history of post-colonial agrarian economy and is now heavily dependent on the oil and gas economy (Ahiazu, 2010). Efforts are now being made to diversify the economy by investing in agriculture and encouraging the manufacturing sector. Moreover, entrepreneurship-led development strategies are now being designed and implemented as they have proved to be useful in developed and developing nations.

It was therefore no surprise that the Federal Government of Nigeria, through the National Universities Commission (NUC), introduced Entrepreneurship Education (EE) in tertiary institutions in order to equip students with entrepreneurial skills, attitudes and competencies and ultimately become job providers and not just job seekers. The main purpose of this development is to improve the economic, technological and industrial development of the nation, as well combat the challenges of poverty and youth unemployment.

Entrepreneurship contributes to socio-economic transformation of any nation; hence many Nigerian universities are now advancing entrepreneurial thinking and behaviour to develop students' awareness of the relevance of entrepreneurship training. Oviawe (2010) commented on the massive unemployment of Nigerian universities graduates and traced the problem to the disequilibrium between labour market requirements and lack of essential employable skills by the graduates. Similarly, findings from a three-week large scale, rapid national survey in 2004 jointly sponsored by NUC and the Tertiary Education Trust Fund (TETF) to assess the needs of the Nigerian labour market are shocking. Of the 100 individuals and 20 organizations visited, 44% rated Nigerian science graduates as average in competence, 56% rated them as average in innovation, 50% rated them average in rational judgment, 63% as average in leadership skills, while 44% as average in creativity. However, 60% of the respondents rated the graduate as very poor in the needed skills such as literacy, oral communication, information technology, entrepreneurial, analytical, problem-solving, and decision-making. Such findings revealed the obvious reason for increase in unemployment (Oviawe, 2010).

In response to this challenge, in 2006 the Federal Government directed Nigerian tertiary institutions to include Entrepreneurship Education (EE) as a compulsory course for all students with effect from the 2007/2008 academic session (Aliu, 2008) which led to the inclusion of EE in the curriculum of all universities and other higher education in Nigeria. Most Nigeria universities now have Centre for Entrepreneurship Education to coordinate entrepreneurship education.

In Lagos State University, an entrepreneurship development centre otherwise known as Centre for entrepreneurial Studies was established in order to promote entrepreneurship culture amongst undergraduates. Recently, the University signed a Memorandum of Understanding MOU with five leading firms: Victor Eriabie & Associates; Aries Systems Com Technical Engineering limited; Shelter Care Partners Limited; West Gate Resources Development Center; EL-ZADE Security and Technical Limited. The essence of this MOU is to give students the opportunity of acquiring practical training from leaders in different industries in order to have an edge over their contemporaries. (www.lasu.edu.ng).

3. METHODOLOGY

3.1 *Research Method.*

This study adopted a descriptive survey research design because it gives accurate account of the characteristic of the population, such as behaviour, opinion, abilities and knowledge of a particular individual situation.

3.2 *Population and Sampling.*

The population of the study comprises total number of final year students in the departments of business administration and biochemistry for 2018/2019 session (outgoing students). According to LASU admissions office, it has been proven that Business Administration and Biochemistry students have the largest students' population over the years. The justification for choosing the final year students is not unconnected with the fact that they had gone through Entrepreneurship education while in lower levels, hence the study intends to evaluate its effects on their entrepreneurial intentions. As at 2018/2019 session, the total population for business administration and biochemistry final year students is 198 and 197 respectively (Department of business administration & biochemistry Department, LASU, 2020). Hence, 395 students were used for the study. Thus, total number of students was 395 making up the census for the study.

3.3 *Data collection Instrument.*

The research instrument was structured into two sections. The first section of the questionnaire contains general questions relating to the respondents' bio-data information, while the second sections focused on information relating to exposure of students to EE and subsequently, its outcome EI. In view of the exploratory nature of the research, existing measurement scales was used by adapting Maresch et al, 2015. The items in this instrument measured EE on a 7 point Likert scale ranging from (1) Total Disagreement to (7) Total Agreement. EI was also measured with 5 item statements using a 7 point Likert scale ranging from (1) little extent to (7) large extent.

3.4 *Method of Data collection*

The study used primary data and the questionnaires administered were used to gather primary data. 395 copies of questionnaires were administered to the students in the Departments of Business Administration and Biochemistry and 307 copies were retrieved representing 77.7% and subsequently used for the analysis.

3.5 *Reliability and Validity of instrument*

The study employed Cronbach Alpha to ascertain the internal consistency of the data. The general rule as noted by Field (2009) is that reliability value of 0.70 is good for a study to be conducted. In addition, the study utilized a questionnaire adapted from Maresch (2015) as data collection instrument.

Table 1: Reliability Results of the Research Instrument

S/NI	Variable no /of items	Indicators	No of items	Cronbach Alpha		
				Management Science Students	Pure Sciences Students	Management & Science Students
1	Entrepreneurship Education	Exposure to programmes small business management	EE 6	0.909	0.882	0.896
2	Students' Attitude	Attitude towards entrepreneurship	2	0.832	0.737	0.788
3	Subjective Norms	Influence of important others towards entrepreneurship	2	0.905	0.722	0.826
4	Perceived Behavioural Control	Disposition towards establishing a new business	2	0.779	0.702	0.793
5	Entrepreneurial Intentions	Total of EI indicators	6	0.881	0.852	0.862

Table 1 showed the reliability of the instrument of the study. The reliability test was done using Cronbach Alpha to ascertain the internal consistency of the responses. According to Nunnally (1978), reliability test that is above 0.70 is acceptable and reliable. The findings in the table revealed that all the variables employed in the study have reliability values that are greater than 0.70. Thus, the data are valid to achieve the objectives of the study.

4. Method of Data Analysis

Analysis was done using descriptive and inferential statistic tools. Descriptive analysis includes frequencies, percentage, mean and standard deviation to represent the response rate and information on the other variables that the study considered. The inferential analysis employed analysis of Variance (ANOVA) and regression analyses to test the hypotheses. The statistical Package of Social Sciences (SPSS) was used to analyse the data. The study employed analysis of Variance and simple regression analysis as the statistical techniques in order to achieve the objectives of the study.

4.1 Descriptive Statistics of Variables

Descriptive statistics provide information relating to distribution of scores of EE and EI that would be subjected to parametric statistics taking into consideration the skewness and kurtosis (Pallant, 2010).

Table 2: Descriptive Statistics of EE and EI.

S/N	Variable	N stat	Min stat	Max stat	Mean stat	Std. Dev	Skewness Stat	Skewness SD	Kurtosis Stat	Kurtosis SD
1	EE	307	1	7	4.11	1.39	0.29	.139	-.66	.277

2	A	307	1	6	4.30	1.44	-.628	,139	-.573	,277
3	BN	307	1	6	4.04	1.40	-.349	.139	-.735	.277
4	PBC	307	1	6	4.2	1.36	-.436	.139	-.646	.277
5	EI	307	1	6	4.1	1.22	-.663	.139	-.204	.277

From Table 2 above, the positive skewness value of EE indicates that the EE scores cluster to the left at the low values implying that not all respondents are highly exposed to EE. Furthermore, the negative kurtosis for EE indicates a distribution that is relatively flat implying that many cases of EE are in the extreme. The negative skewness values of EI indicate a clustering of scores to the right all respondents are favourably disposed to EI. Similarly the kurtosis value of EI below zero indicates a distribution that is platykurtic in nature i.e. relatively flat (Pallant, 2010).

4.2 Hypotheses Testing

Hypothesis one: H₁: There is no significant difference between entrepreneurship education and students' attitude amongst Management Sciences and Pure Sciences Students in LASU

Table 3: Comparative Results on Entrepreneurship Education and Students' Attitude

	Management Science Students	Pure Sciences Students	Management & Science Students
R	0.688	0.457	0.571
R ²	0.473	0.209	0.326
B	0.677	0.465	0.593
P-value (ANOVA)	0.000	0.000	0.000
F-value (ANOVA)	142.805	37.901	147.819
t-value	11.850	0.6259	12.158
Returned Questionnaires	161	146	307

Source: Researcher's Computation (2020)

Table 3 showed the summary of the hypothesis that there is no significant difference between entrepreneurship education and students' attitude of business administration and biochemistry students in Lagos State University, Ojo. The findings showed that the variations in the students' attitude is caused by entrepreneurship education by 47.3; 20.9 and 32.6 percentages for business administration, biochemistry and the combination of the two courses respectively. The table revealed that there is positive and statistical effect of entrepreneurship education and students attitude. Using the values of analysis of variance (ANOVA)-p-value and F-value, this study affirmed that there is a statistical difference between entrepreneurship education and students' attitude of Business Administration and Biochemistry students in Lagos State University, Ojo (p-value<0.05%significant level). Thus, the null hypothesis that there is no significant difference between entrepreneurship education and students' attitude amongst Management Sciences and Pure Sciences Students in LASU, Ojo is rejected.

Hypothesis Two: H2: There is no significant disparity between entrepreneurship education and students' subjective norms amongst Management Sciences and Pure Sciences Students in LASU

Table 4: Comparative Results on Entrepreneurship Education and Students Subjective Norms

	Management Science Students	Pure Sciences Students	Management & Science Students
R	0.656	0.481	0.426
R ²	0.430	0.232	0.181
B	0.501	0.694	0.428
P-value (ANOVA)	0.000	0.000	0.000
F-value (ANOVA)	43.394	120.152	67.463
T-value	6.587	10.961	8.214
Returned Questionnaires	161	146	307

Source: Researcher's Computation (2020)

Table 4 showed the summary of the hypothesis that there is no significant disparity between entrepreneurship education and students' subjective norms amongst Management Sciences and Pure Sciences Students in LASU, Ojo. The findings showed that entrepreneurship education explained 43.0; 23.2 and 18.1 percentages changes in the students' subjective norms in business administration, biochemistry and summation of the two departments respectively. The table revealed that there is positive effect of entrepreneurship education on students' subjective norms in the selected in courses. Using the values of analysis of variance (ANOVA)-p-value and F-value, this study affirmed that there is a statistical difference between entrepreneurship education and students' subjective norms in the department of Business Administration and Biochemistry students of Lagos State University, Ojo as the P-value is less than the 0.05 significant level (p-value < 0.05%). Thus, the hypothesis that there is no significant disparity between entrepreneurship education and students' subjective norms amongst Management Sciences and Pure Sciences Students in LASU, Ojo is rejected.

Hypothesis Three: H3: There is no significant discrepancy between entrepreneurship education and students' perceive behavioural amongst Management Sciences and Pure Sciences Students in LASU

Table 5: Comparative Results on Entrepreneurship Education and Perceived Behavioural Control

	Management Science Students	Pure Sciences Students	Management & Science Students
R	0.441	0.558	0.627
R ²	0.194	0.311	0.393
B	0.411	0.549	0.615
P-value (Anova)	0.000	0.000	0.000

F-value (Anova)	38.347	64.986	197.338
T-value	6.192	8.661	14.048
Returned Questionnaires	161	146	307

Source: Researcher’s Computation (2020)

Table 5 showed the summary of the hypothesis that there is no significant discrepancy between entrepreneurship education and students’ perceive behavioural control amongst Management Sciences and Pure Sciences Students in LASU, Ojo. The findings showed that entrepreneurship education caused 19.4; 31.1 and 39.3 percentages changes in the students’ perceived behavioural control for business administration, biochemistry and summation of the two departments respectively. The table revealed that there is positive effects of entrepreneurship education on students’ perceived behavioural control in the selected in courses. Using the values of analysis of variance (ANOVA)-p-value and F-value, this study affirmed that there is a statistical and significant difference between entrepreneurship education and students’ perceived behavioural control in the department of Business Administration and Biochemistry students of Lagos State University, Ojo as the P-value is less than the 0.05 significant level (p-value<0.05%). Thus, the hypothesis that there is no significant discrepancy between entrepreneurship education and students’ perceived behavioural control amongst Management Sciences and Pure Sciences Students in LASU is rejected.

4.3 Discussion of Findings

Entrepreneurship has been introduced in Nigerian education system over a decade now due to the demanding state of Nigerian economy. The study attempted to see how entrepreneurship education has enhanced students’ intention towards being entrepreneurs in the nearest future. The study found the as entrepreneurship is being taught in Nigerian tertiary institutions, students attitude towards entrepreneurship; students subjective norms as well as students’ perceived behavioural control has favourably changed. This implies that entrepreneurship education is tool which can be used to solve unemployment issues of university graduates in Nigeria.

The findings of this study corroborate the result of the research conducted by Lawal and Williams, (2018) which found a significant positive relationship between EE and EI of Polytechnic students and subsequently established that EE was a strong predictor of EI.

Relatively, the findings of the study indicated that there is a significant difference between the students offering business administration course and biochemistry course on entrepreneurship education and students’ attitude towards entrepreneurship after graduation. Also, the findings revealed that entrepreneurship education enhanced Management students’ subjective norms more than their science counterparts. Management students are more exposed to entrepreneurship and its related courses going by their course contents coupled with their consciousness about being referred to as “great managers” could engender their belief that they could successfully handle business ventures after graduation.

Conversely, the findings hypothesis three indicated that entrepreneurship education influence biochemistry students more than the business administration student in Lagos State University and there is a significant different as well. This implies that Biochemistry students believe that entrepreneurship education has made the students to have control over behavior relating to jump starting a business when they graduate. This may also not

be unconnected to the fact that science students had higher exposure to experiments over the years formed the belief that they were in control of their actions.

5. Conclusions

In summary, the study aimed at assessing the relevance of EE programs in LASU through a comparative study. The results in the tables revealed that LASU management students are better exposed to EE than their science counterparts. The findings also revealed a higher significant difference between entrepreneurship education and Management students' attitudes and subjective norms, however, the perceived behavioural intentions of science students were higher than that of Management students. This may not be unconnected to the fact that science students who had higher exposure to experiments over the years formed the belief that they were in control of their actions. The study concluded that EE significantly affected EI.

Nigeria as a developing nation is faced with a number of challenges that can be managed through development of innovative, well-educated and entrepreneurial populace who have the will and intuitiveness to think out of the box. The present economic challenges require graduates who are willing and able to become entrepreneurs – innovators, young people who will initiate and successfully develop their own business ventures.

Education is an effective tool for social change. To transform the Nigerian economy, it is highly imperative that entrepreneurship education is addressed by Tertiary Institutions. EE is essential not only to stimulate the entrepreneurship will of prospective graduates but also to equip them with the requisite skills and knowledge that are essential to developing an entrepreneurial culture.

There is no gain saying that EE has never been more important than it is now. Reinforcing EE in schools, vocational institutions and universities will enhance the entrepreneurship dynamism of the Nigerian economy. Indeed, besides contributing to the creation of new ventures, EE will make young people more employable and more "entrepreneurial" in their work within existing organization, across the social, public and private sectors (EEC, 2014).

This study analyzed the efficacy of EE in enhancing EI. The findings revealed a number of results that deserve some remarks. Foremost, exposure of business and science students to EE demonstrates the level of importance attached to EE in contemporary Nigerian tertiary institutions. In today's global cut throat competitive environment, setting up a novel small business proficiently is not just a good idea; it is prerequisite for survival. Also, the high means of business and science students on entrepreneurial intentions are not surprising as the rate of uncertainty in the Nigerian business environment and the saturated labor market are hallmarks for Nigerian graduates to consider business startups rather than seeking for paid employment. In addition, the positive relationship between EE and EI confirms the previous results obtained by Maresch et al (2011) and Barba-Sanchez & Atienza-Sahuquillo (2017). In this regard, it is apparent that improvement in EE will encourage students to establish business ventures of their own.

The implication of this study is the need for Tertiary Institutions to pay more attention to promotion and development of entrepreneurship in young people. It requires revision of existing curricula to make higher education relevant in meeting the current challenges. Tertiary institutions need to identify potential entrepreneurs and provide appropriate tutoring for the future. In addition, emphasis should be on intense technical, vocational and entrepreneurial oriented training rather than theoretical knowledge.

Finally, teaching entrepreneurship courses is not enough for developing entrepreneurial mindset. It is critical to have a positive attitude and self-efficacy to believe in one's capabilities and to see possibilities rather than obstacles (Makinmuito & Belt, 2015).

This study therefore suggests that the university management should strengthen the Entrepreneurship Education process by providing more of practical supports for teaching entrepreneurship including competent human resource, provision of facilities and formulation of policies that will stimulate and sustain entrepreneurship culture in the uni-

versity environment. Therefore, business and science curricula should be modified to incorporate skills development in negotiation, leadership; creative thinking, innovation, business planning and small business management (Paltasingh, 2012). Students must be exposed to new approaches and paradigms of entrepreneurship education that can encourage practices and participation, reciprocity and adaptability and rational selection of business ventures. This can be accomplished by:

- Motivating students in entrepreneurship through start up exhibitions of successful entrepreneurs in the business world.
- Mentoring students on entrepreneurship and small business management.
- Encouraging idea generation through workshop and brainstorming.
- Organizing inter institutional business planning competition.
- Establishing a training environment that will simultaneously encourage learning and creation of small business ventures through teamwork that will facilitate creativity and self-confidence.

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