

# THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL INTENTION

**Kowo Solomon Akpoviroro**

Department of Business and Entrepreneurship,  
Kwara State University, Malete Nigeria

**Olusegun Adeleke ObaAdenuga**

National Open University of Nigeria,  
Department of Educational Foundation.

**Akinbola Olufemi Amos**

Department of Business Administration  
Federal University of Agriculture, Abeokuta

**Salau Abdulazeez Alhaji**

Department of Business and Entrepreneurship  
Kwara State University, Malete Nigeria

**Abstract:** *Nowadays, universities need to constantly adapt to environmental conditions and dynamics. This article offers ideas for the development of regional knowledge management networks based on universities. The purpose of this study is to propose ideas for the development of regional knowledge management networks based on leading universities in Bulgaria. Steps for carrying out the activities and applicable research methods are outlined.*

**Keywords:** *knowledge management, regional management.*

---

## Introduction

Entrepreneurship has been increasingly recognized for its role in creating jobs and economic growth, and it has been acknowledged as useful for increasing the competitiveness of a region, state, or country (Adjen, 2014; Azar, 2011; Brick, 2014). According to Akinbola, Sanni & Akinbola (2018), entrepreneurship is defined as a career opportunity, with new business startups simultaneously increasing job opportunities within society. Entrepreneurship works as a catalyst for national welfare (Dasgupta, 2016); and global interest in entrepreneurship education (EE) is increasing as a consequence (Bell & Bell, 2016). The education system focuses keenly on entrepreneurship and venture creation to promote social, economic, and organisational development (Choi et al, 2018). This has led to a considerable growth over the last two decades in the development of entrepreneurship as an academic subject (Bell & Bell, 2016;

Muller, 2011; Nabi et al, 2018). Ojeaga & Owolabi (2016) posit that the Nigeria government is taking serious measures to update its policies in relation to entrepreneurship education which they see as having a key role in employability.

There were more than 2,000 entrepreneurship courses in more than 1,600 universities around the world by the year 2006 (Nielson& Gartner, 2017). However, most of the universities that were providing these courses were based in the United States. Contin et al, (2015) found that in 2014 over 3,000 institutions in the United States were providing these courses in 23 various formats, such as entrepreneurship majors, minors, certificates and through experiential learning opportunities. It might be expected that entrepreneurship education is already well established with a clear framework and specific theories. However, this has not happened so far, and the area needs further research in order to help bring about effective results (Kuratko, 2005).

Entrepreneurship programs in colleges and universities are still a recent innovation and it has been suggested that more research is needed particularly in terms of types, objectives and outcome of these courses (Nielson & Storvang, 2014). Ajzen (2011a; 2011b) suggests more clarity is required on the ways we educate our entrepreneurs. Oviawe & Anarberokhai (2008) explained the distinction between the teachable and nonteachable skills of business conception. Brown & Hanlon (2016) suggested that if the right solution is identified to find a link between students, and to manage teachable skills, then entrepreneurship education programs can be more successful. However, before going too far, it is useful to consider the intention of participants towards enterprise or venture creation after attending these courses. It is not clear if participants are influenced in a similar way, or if there are national variations. If there are differences, then those factors should be considered while designing teaching for entrepreneurship (Munoz et al, 2014). Hence this research will be an attempt to clarify debates on whether experiential learning may play a role in forming entrepreneurial intentions and identify characteristics which may positively influence entrepreneurial intention. Experiential learning is a learner-centered, activity based approach, which has achieved recognition among relevant researchers (e.g. Krueger, 2007; Sacks, 2017).

## **Literature Review**

### **Meaning of Entrepreneurship**

There are various opinions about the nature of entrepreneurship within different disciplines. Awang (2012) advocates a comprehension of entrepreneurship from a wide range of perspectives, such as sociology, economics, finance, history, anthropology and psychology, and these disciplines offer various concepts and unique terms of reference to describe it. Thus, there are many studies of entrepreneurship, but no mutual agreement about its definition. Akinbola, Sanni and Akinbola (2018) define entrepreneurship as an activity which creates and manages new, innovative and unique organizations. Azar and Drogendjik

(2014) suggest that entrepreneurship overlaps several disciplines, for example, sociology, psychology, anthropology and economics; hence, the simple categorization based on trait, behavioral and opportunity identification may not complete the definition. According to Kowo & Adenuga (2019), an entrepreneur is an innovator who may bring any kind of innovation in products, new production and operations methods, new sources, new business models or new markets. Other researchers such as Ngoc, Khong and Hun (2015) interpret entrepreneurship through heterogeneity of tasks including fund raising, sourcing, and starting up a new venture. For Dabarliey (2015) entrepreneurship is to be a business owner by starting a new, or buying an existing company. Kuratko (2005) suggests that entrepreneurship is about creating new ventures but also includes ongoing innovation. Even though there is a variety of definitions, including entrepreneurial process, they generally include the recognition of business opportunities. Shane and Rudhumbu et al, (2016) suggest that entrepreneurship involves the identification and exploitation of business opportunities. Perhaps it could be said that there is a loose consensus around entrepreneurship, encompassing introducing innovation, identifying opportunities and starting ventures. Davey, Hannon and Penaluna (2016) suggest that the trait approach has been unsuccessful and cannot provide a comprehensive definition of entrepreneurship. Researchers have begun to reject this approach because it is a static model and does not help to produce entrepreneurial education. Second, there is the behavioral approach: where entrepreneurial behaviour is much more important than many other characteristics. Saga & Kunimoto (2016) characterize an entrepreneur as an individual who establishes an innovative business and then manages it using strategic management practices. Such individuals are often driven by profit and growth.

### **Entrepreneurship Education**

Since the 1950s entrepreneurship education has been growing impressively (Adenuga, 2015; Adzen, 2004). In the more recent past, entrepreneurship has

been considered a significant area within business management education (Antwi & Hamza, 2015) although there is still no mutual agreement about the clear and concise definition of entrepreneurship education. Bello and Mattana (2018) define entrepreneurship education as a phenomenon to educate participants about starting a business to earn profit and contribute to economic development. According to Saga and Kunimoto (2016), entrepreneurship education programme participants enhance their basic knowledge about new startups and obtain training to manage them successfully. However, Rosique et al, (2018) suggest that entrepreneurship education is simply an education for enhancing the skills of innovation and creativity. Entrepreneurship education has also been seen as an education which teaches about business opportunity identification, appropriate resource allocation (i.e. finances, marketing, human resource etc.) and, most importantly, new business creation (Remeikene et al, 2013). Pache & Chowdhury (2015) propose that entrepreneurship education is about teaching participants the ways various opportunities can be explored and about how to make good judgments to choose the right ones to pursue. Over recent decades, much importance has been given to the education of economics and entrepreneurial patterns of businesses for individual and institutional purposes (Akinbola, Ogunaike & Amaihian, 2015), and the focus has been on new start-ups and orientations to entrepreneurial aspirations. Much of the literature that has devoted attention to recognizing that entrepreneurship contributes to economic societal development has been carried out in recent years and the role of universities has been recognized (Azar & Drogendjik, 2014). Chowdhury (2010) emphasizes that entrepreneurship can be taught and developed in the same way as the sciences. Kuratko (2005) suggests new methods and paradigms which teach entrepreneurship, thereby discarding the idea that entrepreneurship is an intrinsic quality.

### **Entrepreneurship Education Objectives and Teaching Methodologies**

Bell and Bell (2016) opine that various entrepreneurship education programmes are relevant to diverse target groups. They

state that basic entrepreneurship educational programmes suit inexperienced students who are new to the world of enterprise. These programmes can focus on developing entrepreneurial skills and assisting students to choose business creation as a career (Adjen, 2011b). The major focus of such educational programmes is to build entrepreneurial awareness among aspiring entrepreneurs and help them choose this career path for professional employment (Ajzen, 2011a; Muller, 2011). Jackson (2011) examines the effect of enterprise education on venture creation. His survey included 511 graduates of which 105 were enterprise graduates and 406 nonbusiness enterprise graduates and found that business graduates saw higher startup rates (27%) than the rest (9%). Others have also noted constructive outcomes from businesses education (Dasgupta, 2016; Choi et al, 2015 & Nabi et al, 2018). Each of these findings adds further confirmation to the idea that enterprise education positively affects the motivation of graduates to set up their own organizations (Kolb & Kolb, 2009). Entrepreneurship education has been widely recognized globally, and many governments acknowledge the roles of entrepreneurship education programmes and their targeted results in maintaining the desired outcomes. Ajzen (2011) classifies entrepreneurship education types that are widely used to devise policy:

**I.** Entrepreneurial awareness education needs to provide awareness for all students and should not be limited to the creation of new ventures but should give students choices for their development of the skills required to help them in choosing a career in entrepreneurship if they wish. This type of opportunity is useful for many students and broadens their education to improve their career prospects.

**II.** Entrepreneurship education to start a new business should be given to students who have the inclination to start up a new venture immediately after completion of their courses. This type of programme is designed to give practical assistance for business startups and is focused on maintaining a strong and informed development of students' entrepreneurship skills.

**III.** Education for entrepreneurial dynamism for developing entrepreneurial behaviour among students should be planned and is necessary after setting up a business. This aspect makes students stronger and provides them with objectives to focus their businesses.

**IV.** Continuing education for entrepreneurs is also necessary to continue monitoring and providing students with entrepreneurship education in between their business practices in order to improve their skills and enhance their ability to handle tough situations.

Noticeable responses that might be ascribed to these discoveries include increased enthusiasm for business and an increase in the number of establishments offering enterprise education (Pache & Chowdhury, 2015). The number of organizations offering courses identified as having a business enterprise focus has increased (Sacks, 2017). More young people are considering enterprise as a vocational choice than ever before. Muller (2011) credits this enthusiasm to the affirmation by outside partners of the significance of the formation of new start-ups and the development of wealth creation and worldwide economic development. The traditional instructors' primary aim is to communicate hypothetical knowledge on enterprise and business planning, to train the students, to discover and test business ideas, and to survey business openings and counsel students (Dasgupta, 2016). The students must understand the significance of setting up a strategy for success. They must be familiar with the Business Plan structure and practice composing a marketable strategy on the premise of their own business idea. Knowledge of the most proficient methods to execute a business idea comes from business planning (Ahmed, Chadran & Klobas, 2017).

Traditional methods comprise formal lectures as well as innovative methods associated with a supplementary action (Antwi & Hamza, 2015). Bogatyreva et al, (2019) opine that lectures and case studies, as well as group discussions methods are less effective at influencing entrepreneurial characteristics. Saga and Kunimoto (2016) suggest that a formal lecture-based teaching method is the most

common because it is more economical and can be accomplished easily. Other methods can be used but are not common, such as simulations, guest lectures, projects and business plan conceptions. Other formats are games and competitions, venturing in real business undertakings, workshops, presentations and field visits. All these methods fall into the category of "active" methods which are considered to be more effective methods of learning (Adenuga, 2009). Doing research on teaching methods will also be helpful to understand how the teaching methods can influence the intentions of participants to develop (Rosique et al, 2018). Academics need to be aware that there is a vast difference between courses designed for practicing entrepreneurs and courses that teach about entrepreneurship from an academic viewpoint (Jackson, 2011) with practitioner courses requiring a more interactive approach to teaching methods. According to Oviawe & Anarberokhai (2008), a highly appropriate tutoring method for an entrepreneurial education program is lectures along the formulation of business strategies and case studies. Sacks (2017) argues that the teaching methodology should depend on the objective of the course. For example, if the objective is to create awareness about entrepreneurship, then the most suitable methods can be public and unrestricted channels such as mass media, discussions or talks. However, work related entrepreneurial skills can be developed by specific industry training only. Lastly, a trial run of entrepreneurship role-playing in a controlled environment prepares individuals in the best possible manner to act as entrepreneurs (Ahmed et al., 2004).

## **Entrepreneurship Education and its Impact**

### **I. Supply Model Pedagogy**

The supply model is focused on a teacher centered approach. In simple terms, it applies where a teacher is taking the active role in teaching, 'the primary drivers of education remain external to the learner- hence the primary role played by the learner' (Nielson & Gartner, 2017). Contin et al, (2015) suggest the primary teaching goals are to remember - i.e. to retrieve pertinent facts from long term memory - and to apply - i.e. to use

procedures to solve (simple) problems or complete (simple) tasks. Key methods based on the supply model are lecturing, reading, listening or watching videos; hence, there is an emphasis on knowledge and the application of procedures. More importantly, the final outcome is generally assessed by testing the students' retention of the knowledge imparted to them by their teacher (Dasgupta, 2016).

## **II. Demand Model Pedagogy**

The demand side model can be understood as a student-centered model; thus, in this case, the active participants are the students (Adenuga, 2015). Therefore, the knowledge and content are defined by the students' needs and expectations. The key pedagogical methods included here are exploration, discussion and experimentation, which may include various adaptive elements/forms (Ojeaga & Owolabi, 2011). In terms of entrepreneurship education, writing a business plan can be considered an adaptive element, and can fit into the demand side model (Saga & Kunimoto, 2016).

## **III. Hybrid Model Pedagogy**

The very fact that the three archetypes of teaching are represented as having well-defined characteristics does not imply that every model forms a rigid set of principles. There is a possibility to combine these models and produce hybrids. (Bell & Bell, 2016; Ahmed, Chadran & Klobas, 2017). A hybrid model that mixes components from the supply and demand models is possible as is a hybrid that mixes components from the demand and competence models. In turn, this hybrid conception may enhance the pedagogic approaches of the teacher, by providing wider opportunities to students and teachers. If hybrid models are adopted, then this provides the opportunity to use a variety of styles, content and pedagogies (Akinbola, Ogunaike & Amahian, 2015). If the teacher or student is unsatisfied by any particular model, then they can try another hybrid model (Saga & Kunimoto, 2016). This might be a combination of a supply and demand model or a demand and competence model. This realization is followed by some degree of search and experimentation that leads the professional to adopt a replacement teaching model, corresponding better to freshly

developed conceptions and sensible approaches. However, these transitions between models do not seem to be common – and they are not essentially straightforward (Nielson & Storvang, 2014). The implementation of these models in the right situation is also extremely important.

## **Entrepreneurship and Experiential Learning Theories**

### **I. Social Cognitive Theory (SCT) and Entrepreneurship Education Research**

Social cognitive theory defines a set of methods, and it looks for various behavioral patterns. There are several factors such as the environment, people, and behaviors which can help to evaluate changes in behavior (Kolb & Kolb, 2009). The environment can affect behaviour based on a range of social and physical factors. Family, relatives and friends come under the category of the social environment and physical environment variables include temperature, weather and hygiene. Choi et al, (2015) note that behavior can be understood through an assessment of the environment and situations. The situation is the individual's personal perception of their surroundings including location, time, physical topographies and characteristics (Munoz et al, 2014). The environment, people, and behaviour are constantly and mutually influential factors. Notably, behaviour is not the simple reflection one gets by manipulating the environment of a person. Similarly, the environment does not simply reflect the person and his behavior (Rosique et al., 2018). It is a more complex proposition which illuminates the fact that the environment is a source of models of behaviour. The concept of behaviour has various interpretations. Observational wisdom comes from an observation of the activities of individuals and it is the basis of the formation of views of a person (Sacks, 2017). Behavioral competency refers to the knowledge and skills that a person requires to exhibit a particular behaviour. The social cognitive theory explains the growth of capabilities and guidelines for actions (Bandura, 1977). Notably, a successful entrepreneur requires capabilities for any planned form of entrepreneurship, so social cognitive theory is relevant and potentially helpful.

Thus, this study examines social cognitive theory and entrepreneurship education relationships in the first section, and social cognitive theories and models in relation to entrepreneurship education research in the later sections (Awang, 2012). Entrepreneurship involves cognitive and behavioral ability to innovate, establish and propagate a novel business (Brick, 2014). Hence, for the evaluation of entrepreneurial behaviour, psychological theories can be useful tools provided one finds fitting theories or models in psychology that are applicable to entrepreneurship studies.

## **II. Shapero's Entrepreneurial Event (SEE) Model**

According to SEE, the intention to start a business is derived from insights of appeal and possibility which then form tendencies in individuals to act upon opportunities (Kruger, 2007). Shapero's model assumes that human behaviors are influenced by the environment and situations which can be positive or negative. Shapero and Sokol used the entrepreneurial event as a unit of investigation. Considering the entrepreneurial event as a dependent variable, they used groups or individuals, and also social, financial, governmental and ethnic research contexts (Shapero & Sokol, 1982). There were two important questions which Shapero and Sokol wanted to explore a) what are the triggering factors to change one's life? And b) what are the factors influencing the choice of a certain path from the pool of countless other options? To find the answer to the first question, they identified some negative forces (divorce, stress at the workplace, not feeling valued, etc.) and some positive forces (recognition by a partner or as an employee). These are factors that bring about change in individuals' lives (Shapero & Sokol, 1982). To answer the second question, two important drivers must be addressed: perceived desirability and perceived feasibility. The perception of desirability indicates an apparent attractiveness of specific behaviors, in this case becoming an entrepreneur. The perception of feasibility is an apparent capability to convey respective behaviour. Both driving factors are made up of ethnic and social factors. Interestingly, the perception of desirability is influenced by

family, relatives, friends, peers and, most importantly, culture which is the basis for individual values. For example, people residing in a society, where social system values encourage business formation, will be likely to have a high rate of enterprise formation (Shapero & Sokol, 1982).

Family also plays an important role which influences the perception of desirability. Ngoc, Khong & Hum (2015) argues that individuals are more encouraged to become entrepreneurs if they have successful entrepreneurs in their family or know people that they respect who are entrepreneurs (Shapero & Sokol, 1982). If people have a chance to work in small companies then on some occasions, they can become motivated by simply observing entrepreneurs. They learn directly from entrepreneurs and want to start their own businesses in the future. In addition, if they can gain some practical support such as mentoring, partnership or family financial support, they are more likely to start a new venture. (Shapero & Sokol, 1982).

## **III. Bandura's Concept of Self-efficacy**

If someone believes that he/she can start a business, then the probability is that the person will start the business. This possible behaviour pattern was captured by Ajzen and Shapero under the psychological concept of perceived behavioral governor and perceived possibility. Belief is a key ingredient of entrepreneurship as well because, for a new startup it is very difficult to predict the behaviour of customers, employees and stakeholders or to predict future profits, sales and obstacles. Hence, a strong belief can certainly help to overcome such difficult situations and entrepreneurship education programmes can motivate entrepreneurs. Therefore, strong beliefs increase intentions, which are an important aspect of starting a business. A strong belief boosts the likelihood of conceiving a successful and profitable business. The concept of self-efficacy focuses mainly on individual perceptions of efficacy, and this is an important factor which influences what individuals can achieve (Bandura, 1977). The performance of dissimilar people with a similar set of skills, as well as the performance of the exact same person

under different situations depend on changes in their outlook about their self. However, at the same time, it is also necessary to realise that to achieve the desired goals, a person should continuously improve and entrepreneurship education programmes are useful for updating his/her skills since a strong self-efficacy is only a part of success, and strong beliefs can bring about success with the right set of skills and knowledge (Bandura, 1997). Bandura explains a number of ways in which efficacy beliefs affect rational thinking as well as inspiration. He argues that if people have doubts about their capabilities and are not willing to do difficult tasks, then it will be difficult for them to motivate themselves. The person can feel stressed and exhausted and will give up quickly if challenging situations arise. In situations where a person is feeling stressed, they might highlight their weaknesses and also indicate task complications. Hence, the result is a vicious cycle because the stressful situation gradually affects the person's efforts and analytical thinking. Overall, the person will blame herself/himself for having deficiencies in their personal/professional skills or might blame the complexity of the task. They will slowly lose faith in their capabilities, which will directly lead to poor performance on the task (Bandura, 1997). Contrastingly, a stable sense of efficacy in many ways leads to enhanced socio-cognitive operations in applicable fields (Bandura, 1997). If people can view difficulties as opportunities rather than threats, the chances of success are higher. If self-belief is stronger and people have the capacity to convert threats and challenges into opportunities, then they will take more interest, and get involved with higher commitment levels. They will enjoy the complete process which leads to the accomplishment of goals. If people are able to handle difficult situations, then they will gain self-efficacy.

### **Gaps in Literature**

The most significant aspect is to analyze the impact of on participant's intention towards starting a business by exploring the relevance of specific education characteristics which may be helpful to design effective entrepreneurship education programmes. However, without

considering some specific education characteristics it would be very difficult to understand their relevance. Hence, this research is a very important steppingstone in the right direction since it examines a selection of specific characteristics based on experiential learning for duration to understand their role in influencing entrepreneurial intention. The studies of Bell and Bell (2016), Sacks (2017) propose that entrepreneurship education should be studied in more depth in terms of the content, objectives, outcome and other characteristics hence the current research also contributes to the area. To design an entrepreneurship programme which can provide a clear objective, teaching contents and overall impact on outcome is not easy, though Nabi et al. (2018) have suggested Integrated Teaching Model Framework Encompassing Entrepreneurship Education Impact and Underpinning Pedagogies. It is an overall model based on supply, demand and a hybrid model for impact indicators they have suggested at various levels such as intention, knowledge, and actual start up. However, there is a lack of follow-up research; hence the outcome of these programmes is still not clear. Also, the research contributes to teaching models/theories of entrepreneurship as specific characteristics are included and by analyzing their role on impact towards entrepreneurial intention. As the research is focused on a few characteristics only, it reveals the significance of those to the overall outcome. As the significance of each characteristic has been analyzed by using various statements of questions, their impact has been analyzed on each of the intention antecedents. This study has explored a vigorous approach to entrepreneurship education based on various theories and methods and verifies their applications to analyze their impact on entrepreneurial intention by using reliable relevant research methods. Hence the research provides valuable contributions.

### **III. Research method**

For this study, the survey method was adopted. The ex-post facto method which involved the use of secondary data from the internet, journals and articles was employed. A cross-sectional design was

adopted. The study population refers to the entire number of employees of Centers for Entrepreneurship Studies of three Universities in Nigeria; they are (i) Center for Entrepreneurship, Kwara State University Malete Nigeria (ii) Center for Entrepreneurship, Lagos State University Nigeria (iii) Center for Entrepreneurship, Ogun State University Nigeria. For this study the sample size is determined using the Yamane formula. This formula is concerned with applying a normal approximation with a confidence level of 95% and a limit of tolerance level (error level) of 5%. (Easterby- Smith, Thorpe & Jackson, 2011

Therefore, the sample size is determined by

$$n = \left[ \frac{N}{1 + Ne^2} \right]$$

where  $n$  = the sample size  
 $N$  = population  
 $e$  = the limit of tolerance  
 Therefore,

$$\begin{aligned} n &= \frac{152}{1 + 152(0.05)^2} = \frac{152}{1 + 152(0.0025)} = \\ &= \frac{152}{1 + 0.38} = \frac{152}{1.38} = 110.14 = \\ &= 110 \text{ respondents (approximately)} \end{aligned}$$

A sample of one hundred and ten (110) employees out of the one hundred and fifty two (152) employee population was selected; the simple random sampling technique was adopted. Towards this end, the test re-test reliability approach was adopted for the convenience of the researcher. Reliability was ensued by Cronbach's Alpha of 0.932. The detail of the reliability statistics table is shown below.

**Table 1: Reliability Statistics**

Cronbach's Alpha	N of Items
.932	42

Source: Field Survey 2020

Cronbach's Alpha coefficient is .932 for the 42 items that were analyzed together. This indicates that the research instrument used for this research is highly reliable as it is more than the generally accepted reliability score of 0.7. (Creswell, 2009).

**Table 2: Distribution of respondents and response rate**

Respondents Occupation	Questionnaire administered (sampled)	Percentage of total response (%)
Top Level	10	52.7
Middle Level	48	36.3
Level Lower	33	11.0
Total	91	100.0
Gender/Category	Questionnaire administered (sampled)	Percentage of total response (%)
Male	40	44.0
Female	51	56.0
No. of Returned	91	82.73
No. of Not Returned	19	17.27
Total no. of Questionnaires	110	100

Source: Field Survey 2020



## Data analysis and Hypothesis Testing

**IV. Table 3: Entrepreneurship Education and Entrepreneurial Intention**

Responses	Total (N)	Mean
<b>Introduction of a Role Model and Entrepreneurial Intention</b>		
I find it interesting when learning by examples and introduction of role models in the course were helping to create more interest.	91	3.99
If I became an entrepreneur, it would be very likely that my company would be successful after 2 years.	91	3.89
I have already taken some steps to start my own business (e.g. gathered information, worked out a business idea with friends, wrote a business plan).	91	3.97
The other participants in the class liked the idea of introduction of role models in the course.	91	3.89
The moderating role of entrepreneurship education enhances the antecedents of entrepreneurial intention.	91	3.86
<b>Business Planning Activities and Entrepreneurial Intention</b>		
Can the entrepreneurship course improve the entrepreneurial intentions of students?	91	
Entrepreneurial Network helped me to learn the necessary professional skills for successfully starting a business.	91	3.98
Despite the considerable political and academic interest in concepts such as the triple helix of government, business and higher education as well as entrepreneurship and entrepreneurial universities, relatively little has been written about the role of the university in developing entrepreneurship.	91	3.47
There is a need to assess entrepreneurship education programmes but due to non-availability of funds, we are having difficulties.	91	3.58
What effect does individual collective understanding of the entrepreneur in enterprising education have on the student's learning? And given this shift in understanding, is there a need for a new paradigm in entrepreneurship learning?	91	3.73
Entrepreneurship education is an evolving field that confronts obstacles due to fragmentation issues and eclectic approaches that have to be resolved utilizing robust educational theories and tools able to intrude effectively into the entrepreneurial research discourse	91	3.55

Source: Field Survey 2020

### Hypothesis One

H<sub>01</sub> There is no significant influence of introduction of a role model on entrepreneurial intention and its antecedents.

**Table 4: Correlations**

		INTRODUCTION OF A ROLE MODEL	ENTREPRENEURIAL INTENTION AND ITS ANTECEDENTS
INTRODUCTION OF A ROLE MODEL	Pearson Correlation	1	1.000(**)
	Sig. (2-tailed)		.000
	N	214	214
ENTREPRENEURIAL INTENTION AND ITS ANTECEDENTS.	Pearson Correlation	1.000(**)	1
	Sig. (2-tailed)	.000	

	N	214	214
--	---	-----	-----

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

Source: Authors computation, 2020

**Coefficient of Determination (C.O.D)**

The coefficient of determination is obtained using the formula  $C.O.D = r^2 \times 100\%$

Where  $r$  = Pearson Correlation

Thus;

$$C.O.D = (1.000)^2 \times 100\%$$

$$C.O.D = 1 \times 100\%$$

$$C.O.D = 100\%$$

**Interpretation of results**

The results from the table above show that there is a significant correlation of (1.000) between both variables at a 0.0001 level of significance.

The Pearson correlation is  $r = 1.000$  which implies a 100% shared variance between introduction of a role model and entrepreneurial intention and its antecedents.

Thus, as obtained from the table  $\{r=1.000, p<0.0001, n=214\}$  we arrive at the following decision: Having found out that there is a significant relationship between introduction of a role model and entrepreneurial intention and its antecedents, we reject the null hypothesis ( $H_0$ ), and accept the alternative hypothesis ( $H_1$ ).

**Hypothesis Two**

$H_{02}$  Business Planning activities do not influence Entrepreneurial Intention and its Antecedents.

**Table 5: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.817(a)	.667	.666	.42301

(a) Predictors: (Constant),

Source: Authors computation, 2020

Table 5 above is the model summary. It shows how much of the variance in the dependent variable (Entrepreneurial Intention and its Antecedents) is explained by the model. In this case the R square value is .667. Expressed by a percentage, this means that our model explains 66.7% of the variance in the dependent variable of Entrepreneurial Intention and its Antecedents.

The adjusted R square is .666, while the error of estimate indicates .42301 which signifies the error term that was not captured in the model.

**Table 6: ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	76.152	1	76.152	425.580	.000(a)
	Residual	37.935	212	.179		
	Total	114.086	213			

Source: Authors computation, 2020

Table 6 shows the assessment of the statistical significance of the result. The ANOVA table tests the null hypothesis to determine if it is statistically significant.

From the results, the model in this table is statistically significant (Sig =.0001) and hence, the null hypothesis should be rejected.

**Table 7: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T		Sig.
		B	Std. Error	Beta	B	Std. Error	
1	(Constant)	.559	.164		3.416		.001
	BUSINESS PLANNING ACTIVITIES	.845	.041	.817	20.630		.000

Source: Authors computation, 2020

Table 7 also shows which of the variables included in the model contributed to the prediction of the dependent variable. As this study is interested in comparing the contribution of the independent variable: therefore beta values are used. In this table, the beta coefficient of the independent variable is .845.

## V. Discussion

This study empirically investigates how the elements of entrepreneurship education programmes like business plan and role model affect entrepreneurial intention and its antecedents. Furthermore, Entrepreneurial education has been recognized as one of the important instruments for enhancing attitudes of entrepreneurs. The literature of entrepreneurial education implies the importance of entrepreneur behavior in improving students' intention to start a new business. Furthermore, the importance of entrepreneurial education in increasing the behavior consequently and undeniably influences the individual intention and this has been discussed extensively. The literature analysis demonstrates the relationships between the variables: business plan, role model and entrepreneurial intentions. The findings reveal that an entrepreneur equipped with education and individual characteristics increases his/her intention to start a new venture. The results of this research are consistent with the findings of Nelson and Gatner, (2017) regarding the importance of education and personal characteristics in influencing the intention to begin a new venture. The findings answered the proposed research questions for this study. This research found out that there is a significant relationship between the introduction of a role model and entrepreneurial intention and its antecedents and between business planning activities and entrepreneurial intention

and its antecedents. The findings are in accordance with the findings of (Dasgupta, 2016 and Choi et al, 2018). This result proves that the role model has a positive relationship with entrepreneurial intention, especially for older and more experienced people. Besides that, the role model affects the entrepreneurial intention due to lower social culture fit and for the people less influenced by role models by bringing them less fear of failure. A positive attitude will influence people to impress their role model in opening or operating a new venture. However, the use of business plan activities is positively related to enhancing the intention of participants to start their own venture. The findings reveal that an entrepreneur equipped with education and individual characteristics increases his/her intention to start a new venture. The results of this research are consistent with Nelson and Gatner, (2017) regarding the importance of education and personal characteristics in influencing the intention to begin a new venture. A positive attitude will influence people to impress their role model in opening or operating a new venture. In this case, the direct effect of role models on intention is not significant when putting it into the model but the indirect effect is significant through the mediator. However, the use of business plan activities is positively related to enhancing the intention of participants to start their own venture.

## VI. Conclusion

This study investigates the relationship between entrepreneur education which is related to business plan and role model influencing entrepreneur's intention to begin new business ventures. This research has found out that there is a significant relationship between the intro-

duction of a role model and entrepreneurial intention and its antecedents and also that there is a significant relationship between business planning activities and entrepreneurial intention and its antecedents. This result proves that the role model has a positive relationship with entrepreneurial intention, especially for older and more experienced people. Moreover, research implications for business practices and theoretical contributions have been explained. Ultimately, the limitation of this research should give rise to a useful field of research for the future and assist future researchers in conducting their research.

### VII. Research Limitations

There are several limitations of this research that warrant future research. The limitations for this study include sample size, time, place, respondents and methodology which may open new perspectives in entrepreneurship research. Firstly, this study looks at a small sample size. A larger sample size would

create more potential for generalizing the study. The difficulty in obtaining data from the center for entrepreneurship studies can be seen from the low rate response. Employees did not bother to complete the questionnaires as they assumed it was not important for them. This could also lead to respondents not answering the questions carefully. To overcome this limitation, researchers can choose to see respondents face-to-face rather than sending questionnaires via email, web or post. Their perceptions differ when they meet researchers personally.

### VIII. Future Research

This research suggests that entrepreneurs generally, and specifically education institutions, both government or public and private, should consider both entrepreneurship programmes and embedded positive values or characteristics. With these combinations course designers should be able to improve the entrepreneur intention to start new business ventures.

### Reference

- Adenuga O A (2015).** Developing Entrepreneurial Skills among the Youth: An antidote for National Insecurity, *The Lagos Counsellor* VOL. 8 (1), pp. 117-126
- Adenuga O A (2009).** Bullying at workplace: The Coping Strategies, *African Journal of Research in Personnel and Counselling Psychology* 1 Vol. 1, No. 3, pp. 125
- Akinbola OA, Sanni SA, Akinbola S O (2018).** Appraisal of Entrepreneurship Capacity Programs and Internationalization of Small and Medium Enterprises in Nigeria, *Acta Universitatis Danubius* 14 (6), 72-89
- Akinbola OA, Ogunnaike OO, Amahian AB (2015).** Influence of Contextual Factors on Entrepreneurial Intention of University Students: The Nigerian Experience. *Journal of South African Business Research* 2015.
- Ahmed, T., Chandran, V.G.R. and Klobas, J. (2017).** Specialized entrepreneurship education: does it really matter? Fresh evidence from Pakistan. *International Journal of Entrepreneurial Behavior & Research*, 23(1), pp.4-19.
- Ajzen, I. (2004).** Theory of planned behavior. In N. B. Anderson (Ed.), *Encyclopedia of health and behaviour*, Vol. 2, pp. 793–796. Thousand Oaks, CA: Sage.
- Ajzen, I. (2011a).** Behavioral interventions: Design and evaluation guided by the theory of planned behavior. In M. M. Mark, S. I. Donaldson, & B. Campbell (Eds.), *Social psychology for program and policy evaluation* (pp. 74–100). New York, NY: Guilford.
- Ajzen, I. (2011b).** Reflections on Morgan and Bachrach's critique. *Vienna Yearbook of Population Research*, 9, 63–69. doi: 10.1553/populationyearbook2011s63
- Ajzen, I. (2012).** The theory of planned behaviour. In: Lange, P.A.M., Kruglanski, A.W., Higgins, E.T., editors. *Handbook of Theories of Social Psychology*. Vol. 1. London, UK: Sage, pp. 438-459. 209
- Ajzen, I. (2014).** The theory of planned behaviour is alive and well, and not ready to retire: a commentary on Sniehotta, Pesseau, and Araújo-Soares, *Health Psychology Review*, 1e7. <http://dx.doi.org/10.1080/17437199.2014.883474>
- Ali, H., Chowdhury, M.F. (2015).** Positivism in Understanding the Contemporary Social World: A Critical Discussion. *J. Stud. Soc. Sci.*, 11, pp. 215–232.
- Antwi, S.K. and Hamza, K. (2015).** Qualitative and Quantitative Research Paradigms in Business Research: A Philosophical Reflection, *Eur. J. Bus. Manag*, 7, pp.217–225.

- Awang, Z. (2012).** *Structural Equation Modelling Using AMOS Graphic*. Shah Alam, Selangor: UiTM Press.
- Azar, G. (2011).** Food culture distance: an antecedent to export marketing strategy adaptation: an empirical examination of Swedish and Finnish food processing companies, *International Food and Agribusiness Management Review*, 14(3), pp. 17–44.
- Azar, G. and Drogendijk, R. (2014).** Psychic distance, innovation, and firm performance, *Management International Review*, 54(5), pp. 581–613. 210
- Bandura, A. (1977).** Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), p.191.
- Bandura, A., Adams, N.E., Hardy, A. B. and Howells, G.N. (1980).** Tests of the Generality of Self Efficacy Theory. *Cognitive Therapy and Research*, 4, pp.39-66
- Bell, R. and Bell, H. (2016).** Replicating the networking, mentoring and venture creation benefits of entrepreneurship centres on a shoestring: A student-centred approach to entrepreneurship education and venture creation. *Industry and Higher Education*, 30(5), pp.334-343. 211
- Bello, B., Mattana, V. and Loi, M. (2018).** The power of peers: a new look at the impact of creativity, social context and self-efficacy on entrepreneurial intentions. *International Journal of Entrepreneurial Behavior & Research*, 24(1), pp.214-233.
- Bogatyreva, K. Edelman, L. F., Manolova, T. S., Osiyevskyy, O. (2019).** When do entrepreneurial intentions lead to actions? The role of national culture, *Journal of Business Research*, Elsevier, 96(C), pp. 309-321.
- Brick, J.M. (2014).** Explorations in Non-Probability Sampling Using the Web, *Proc. Stat. Canada Symp. 2014*.
- Brown C.T. and Hanlon, D. (2016).** Behavioral Criteria for Grounding Entrepreneurship Education and Training Programs: A Validation Study, *Journal of Small Business Management*, Vol 54, No. 2, pp. 399–419.
- Choi, D.Y., Gutierrez, A.S., Kang, J.H., Park, J.Y. and Sung, C.S. (2018).** Entrepreneurs as rulers? Insights from the relationship between social dominance orientation and entrepreneurial intention. *J. Appl. Soc. Psychol.*, 48, pp. 692–707.
- Contín-Pilart, I. and Larraza-Kintana, M. (2015).** Do Entrepreneurial Role Models Influence the Nascent Entrepreneurial Activity of Immigrants? *J. Small Bus. Manag.* 53, pp. 1146–1163.
- Creswell, J. W. (2009)** 'Educational research Planning, conducting and evaluating quantitative and qualitative research'. (2nd Ed) Upper Saddle River, N.J: Pearson Education.
- Dasgupta, A. (2016).** *Displacement and exile: The state-refugee relations in India*. Oxford, UK: Oxford University Press
- Davey, T, Hannon, P., and Penaluna, A. (2016).** Entrepreneurship education and the role of universities in entrepreneurship: Introduction to the special issue. *Industry and Higher Education*, Vol 30, No. 3, pp. 171 – 182.
- Debarliev, S., Janeska-Iliev, A., Bozhinovska, T. and Viktorija, I. (2015).** Antecedents of entrepreneurial intention: Evidence from Republic of Macedonia, *Business and Economic Horizons (BEH)*, 11(1232-2016-101168), p.143. 214
- Easterby-Smith, M., Thorpe, R. & Jackson, P.R. (2011)** 'Management Research'. 3rd Eds, London, SAGE Publications
- Kolb, A.Y. & Kolb, D.A. (2009).** Experiential learning theory: A dynamic, holistic approach to management learning, education and development. *The SAGE handbook of management learning, education and development*, pp.42-68.
- Kowo, S.A, Sabitu, O.L & Adegbite (2018).** Influence of Competitive Strategies on Corporate Performance of Small and Medium Enterprises, A case from Nigeria Agricultural and Resource Economics International Scientific Journal. 4 (3)
- Kowo, S.A, Adenuga O (2019).** Correlates of Entrepreneurship Education And Employment Generation Economic and Social Development: Book of Proceedings, pp.329-342
- Krueger, N. F. (2007).** What lies beneath? The experiential essence of entrepreneurial thinking. *Entrepreneurship Theory and Practice*, 31(1), 123-138.

- Kuratko, D.F. (2005).** The emergence of entrepreneurship education: Development, trends, and challenges. *Entrepreneurship theory and practice*, 29(5), pp.577-597.
- Müller, Susan (2011).** Increasing Entrepreneurial Intention: Effective Entrepreneurship Course Characteristics, *International Journal of Entrepreneurship and Small Business*, Vol. 13, No. 1, pp. 55-74.
- Munoz, J.M., Welsh, D.H.B., Chan, S.H. and Raven, P.V. (2014).** Microenterprises in Malaysia: a preliminary study of the factors for management success, *Int. Entrep. Manag. J.*, 11, pp. 673–694.
- Nabi, G., Liñán, F., Fayolle, A., Krueger, N. and Walmsley, A. (2017).** The impact of entrepreneurship education in higher education: A systematic review and research agenda. *Academy of Management Learning & Education*, 16(2), pp.277-299. 225
- Nabi, G., Walmsley, A., Liñán, F., Akhtar and I., Neame, C. (2018).** Does entrepreneurship education in the first year of higher education develop entrepreneurial intentions? The role of learning and inspiration. *Stud. High. Educ.* 43, pp.452–467.
- Ngoc Khuong, M. and Huu An, N. (2015).** The Factors Affecting Entrepreneurial Intention of the Students of Vietnam National University — A Mediation Analysis of Perception toward Entrepreneurship. *J. Econ. Bus. Manag.* 4, pp.104–111.
- Nielsen, S.L. and Gartner, W.B. (2017).** Am I a student and/or entrepreneur? Multiple identities in student entrepreneurship. *Education+ Training*, 59(2), pp.135-154.
- Nielsen, S.L. and Storvang, P. (2014).** Gathering Evidence of Creativity: An Experiment with Entrepreneurship Education. In: *Konference om prøveformer, feedback og læring* (pp. 34-39). Projektgruppen, Prøveformer, feedback og læring.
- Ojeaga, I.J. and Owolabi, J.I. (2011).** Entrepreneurship Education as a Panacea for Reducing Unemployment and Poverty Among Business Education Graduates. Book of Readings, Association of Business Educators of Nigeria (ABEN) 1(11).
- Oviawe, J.I. and Anarberokhai, M.O. (2008).** The Role of Entrepreneurship Education in the Realization of the National Economic Empowerment and Development Strategy (NEEDS). *Technical and Vocational Education Journal* 1(1) pp. 57-65.
- Pache, A.C. & Chowdhury, I. (2012).** Social entrepreneurs as institutionally embedded entrepreneurs: Toward a new model of social entrepreneurship education. *Academy of Management Learning & Education*, 11(3), pp.494-510. 226
- Rauch, A. and Hulsink, W. (2015).** Putting entrepreneurship education where the intention to act lies: An investigation into the impact of entrepreneurship education on entrepreneurial behavior. *Academy of management learning & education*, 14(2), pp.187-204.
- Remeikiene, R., Startiene, G. and Dumciuviene, D. (2013).** Explaining Entrepreneurial Intention of University Students: The Role of Entrepreneurial Education. *Croatia International Conference 2013*, pp.299-307.
- Rosique-Blasco, M., Madrid-Guijarro, A. and García-Pérez-de-Lema, D. (2018).** The effects of personal abilities and self-efficacy on entrepreneurial intentions. *Int. Entrep. Manag. J.* 14, pp.1025–1052.
- Rudhumbu, N., Sivotwa, D., Munyanyiwa, T and Mutsau, M. (2016).** Attitudes of Students towards Entrepreneurship Education at Two Selected Higher Education Institutions in Botswana: A Critical Analysis and Reflection. *Academic Journal of Interdisciplinary Studies*, 5(2), pp.83- 94.
- Sacks, K. (2017).** Auguste Comte and Consensus Formation in American Religious Thought. Part 1: The Creation of Consensus. *Religions*, 8, p.147.
- Saga, R. and Kunimoto, R. (2016).** LDA-based path model construction process for structure equation modeling, *Artificial Life and Robotics*, 21(2), pp. 155–159. doi: 10.1007/s10015-016-0270-0
- Shapero, A. and Sokol, L. (1982).** The social dimensions of entrepreneurship. *Encyclopedia of entrepreneurship*, pp.72-90.