**THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION**

**ON ENTREPRENEURIAL INTENTION**

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*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.

**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.

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.

**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:

**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

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

where *n* = the sample size

 *N* = population

 *℮* = the limit of tolerance

Therefore,

$$n=\frac{152}{1+152\left(0.05\right)} 2= \frac{152}{1+152\left(0.0025\right)}=$$

$$=\frac{152}{1+0.38}= \frac{152}{1.38}= 110.14= =110 respondents (approximately)$$

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

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 3: 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.

Figure 1. Average scores for the three banks depending on consumers’
estimation on different characteristics

**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 intro­duction 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.

**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.

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