

**ENTREPRENEURSHIP EDUCATION AS A CORRELATE OF
UNDERGRADUATE FUTURE ENTREPRENEURIAL INTENTION IN
FEDERAL UNIVERSITY OYE EKITI**

**NWANAGU HUMPHREY TOCHUKWU
SOC/13/1296**

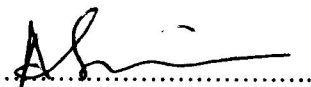
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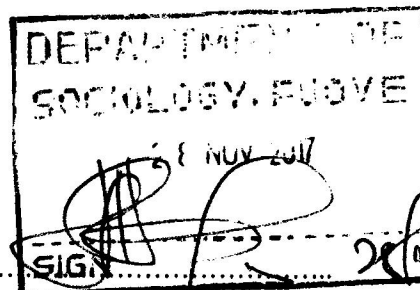
CERTIFICATION

This is to certify that this research was carried out by NWANAGU HUMPHREY TOCHUKWU with the matriculation NO SOC/13/1296 in the department of SOCIOLOGY, Faculty of social science, Federal University Oye-Ekiti, Ekiti State. This work has been fully supervised and found worthy of acceptance in partial fulfilment of the award of Bachelor of Science {B.Sc.} degree in Sociology.



PROJECT SUPERVISOR

DR. ABIMBOLA OLUREMI .H



HEAD OF DEPARTMENT

DR. OMOTOSHO BABATUNDE .J

.....
EXTERNAL SUPERVISOR

DEDICATION

The writing of this project is dedicated to ALMIGHTY GOD, who alone has made all things possible. Also to my Father Mr. Larus Nwanagu for his Financial and Spiritual Support in this project.

ACKNOWLEDGEMENTS

The writing of this project has been a fascinating process and personal experience throughout the past months. Many people contributed to this process; without their support it would have been impossible to complete this project. Therefore, I want to take the opportunity to express my gratitude in this section.

I am particularly grateful to God Almighty, the creator of heaven and earth for the Success of this work

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With great enthusiasm and profound gratitude, I express my unreserved appreciation and joy to my parents Mr And Mrs Nwanagu for their words of advice and prayers to see that I become a success in life. Without them the journey would have been rough. I also appreciate other relatives of the family, particularly my siblings for their support, also a big Thank you to members of RCCG, Jesus Consulate Parish for the Prayers and moral Support, God bless you all.

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Thank you!

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ABSTRACT

The main purpose of this study is to view the relationship between entrepreneurship education and undergraduate future intention and also to focus on the impact of entrepreneurship education as a major key play of the entrepreneurial activities.

A cross-sectional design was adopted in the process of this research. The population of study cuts across the 7 faculties of the university through random sampling and geographic proximity. A sample size of two hundred (200) students from 100-400level were selected from the following faculties. The instrument of data collection was through standard questionnaire. This was drawn by the researcher with the help of the Supervisor. The questionnaire was divided into four sections with each addressing issues on demographic characteristics, factors that influence students' entrepreneurial intention, entrepreneurship education in relation to entrepreneurial intention, entrepreneurial intention activities in relation to personal trait. With the permission and aim of the research, consent of undergraduate student was gotten.

This result provide a strong evidence that student personality trait influence their becoming entrepreneur, situational factors also have a great deal in influencing entrepreneurship intention. The result further reveals that the level of entrepreneurship education will lead to increase in students' attitude towards entrepreneurship.

This study concludes that personality trait, situational factor and entrepreneurship education have significantly influence on entrepreneurial intention of undergraduates.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education and experience play a key role in identifying entrepreneurial opportunities and in successfully exploiting them as evidenced by the rapid growth in the number of entrepreneurship classes and programs at universities, many policy makers seem to share the belief that universities transfer essential entrepreneurial know-how and thus investments in educational offers may ultimately result in more (successful) entrepreneurship. But can universities effectively motivate and qualify individuals to enter self-employment, leading to higher start-up rates within a region? Scholars have intensively debated whether entrepreneurship can be formally taught and learned (Gorman et al., 1997; Aronsson, 2004; Gendron, 2004). Many commentators assume that university education can transfer at least some entrepreneurial know-how (Henry et al., 2005). Prior research has tracked the progress in entrepreneurship education (Robinson and Haynes, 1991; Vesper and Gartner, 1997; Katz, 2003), proposed and analyzed adequate teaching strategies (Fiet, 2000b; Fiet, 2000a) and course offers (Hills, 1988; Gartner and Vesper, 1994) and investigated the impact of entrepreneurship programs at a single universities (Chrisman, 1997). More recently, insightful quasi-experimental studies (Souitaris et al., 2007; Peterman and Kennedy, 2003) examined the impact of entrepreneurship education: Students in their sample were more interested in pursuing careers as self-employed after participating in such courses, but only in the latter study they also felt more competent to do so. However, to date, relatively little is known on how the effect of entrepreneurship education on entrepreneurial intentions is built on extra-university influences.

Entrepreneurial intentions and the relation between entrepreneurship education and entrepreneurial intentions. The popularity of entrepreneurship courses has increased dramatically among both graduate and undergraduate students (Finkle and Deeds, 2001). The benefits of entrepreneurial education have been praised by both researchers and educators; nevertheless, the impact these programs have on entrepreneurial competencies and the intention to become an entrepreneur has remained largely unexplored (Sánchez, 2010). Entrepreneurship emerged as an important concept in global economic transformation. Studies have shown that entrepreneurship process is a vital source of developing human capital as well as plays a vital role in providing learning opportunities for individuals to improve their skills, attitudes and abilities (Shane 2003, Brana 2008, Ekpo and Edet 2011). Various scholars have given different definitions to entrepreneur. For instance, Niemen and Nieuwehuizen (2009:9) defined an entrepreneur as one who sees an opportunity in the market, creates, gather resources and grows a business venture to meet needs. Similarly, entrepreneurship has been viewed as "the willingness and ability of an individual to seek for investment opportunities, to establish and to run an enterprise successfully" (Suleiman, 2006 in Unachukwu et al.2009: 214). A more generally acceptable definition as postulated by Hisrich and Peters (2002: 10), view entrepreneurship as "the process of creating something new with value by devoting the necessary time and effort assuming the accompanying finance psychic and social risk, and reserving the resulting rewards of monetary and personal satisfaction and independence".

Entrepreneurship is related to people and their preferences and activities for establishing, taking over or running an enterprise or participating in strategic decision mechanisms of a company. Entrepreneurs benefit from creativity or innovations in order to get into the market and compete, to change this market or to create a new market, and they are a heterogeneous group coming from

all social segments. It is necessary to steer students with entrepreneurial intentions towards entrepreneurship. And for this purpose, it is necessary to make research on entrepreneurial intentions for revealing potential entrepreneurs and thus to see their deficiencies in terms of entrepreneurship and determine the qualities requiring improvement. Especially young entrepreneurs receiving university education should be provided with entrepreneurship education focusing on mentality, consciousness and skills.

A survey of the literature on entrepreneurial intentions research has identified limited studies conducted at tertiary institutes in Nigeria. Only few studies have been conducted to analyze the effect of entrepreneurship education on entrepreneurship intentions of individual in Nigeria. The purpose of this study is to analyze the impact of entrepreneurship education on intentions of the students studying in higher education institutes in Nigeria. Entrepreneurship education contributes to the economy, and at the same time, it provides social benefits (EC, 2011: 2). However, despite the recognition of entrepreneurship as having the potential to curb unemployment among Nigerian youth and the introduction of entrepreneurship education in Nigerian universities, about 80% of the Nigerian youth are unemployed and about 10% are under employed with 7 out of 10 graduates remaining unemployed or underemployed (Dike, 2009).. Thus, the question remains “how many students would really want to be entrepreneurs or self-employed as a graduate”? This paper therefore seeks to reduce the gap in existing knowledge by conducting an empirical testing and making theoretical contribution drawn from the functionalist theory to provide understanding on the impact of entrepreneurship education particularly as it affects the opinion and intention of undergraduates in becoming self-employed.

1.2 Statement of the Problem

The menace of unemployment is one social vice that has been of flagrant concern over the years, as such the government has made a serious call on the necessity for entrepreneurial studies to be integrated into the academics programs in tertiary institutions. As a strategy for compensating for the looming jobs droughts in Nigeria. With this latest development, the entrepreneurship education has gone a long way in nurturing undergraduate future entrepreneurship intention to empower the youths in making ends meet without being dependent on the labour market after their academic degrees. The impact of entrepreneurship education cuts across all broad it was however discovered that most students were not very confident about their intentions due to fear of capital, failure, and lack of experience in business management. The study concludes that despite knowledge of entrepreneurship education as a contributing factor in the reduction of unemployment, Nigerian youth requires additional supports to overcome the foreseen challenges.

It is therefore necessary to look into entrepreneurship among undergraduates as very little is known about this in Nigeria, although there have been previous researches on the impact of entrepreneurship education on undergraduate future intention, this study seeks to examine entrepreneurship education as a correlate of undergraduate future intention and on one hand the impact of this on the general economy and also the measures through which this can be attainable. Also focuses on the benefits and limitations of this course as well as how it's been perceived by undergraduates.

1.3 Research Questions

The objective of this dissertation is to fill the gap in the existing literature with regard to the impact of entrepreneurship education. The research questions have been selected in order to advance the theoretical development of the subject and generate practical implications. In the following, an overview of the research questions is provided.

- i. To what extent is the entrepreneurial intention of FUYOYE students?
- ii. What are the antecedents of entrepreneurial intention among FUYOYE students?
- iii. Do family background and peer group influence affect entrepreneurial intention of FUYOYE students?
- iv. Does the education system affect the entrepreneurial intention of FUYOYE students?
- v. Does personality traits influence entrepreneurship intention of FUYOYE students?

1.4 Objectives of the study

The main purpose of this study is to view the relationship between entrepreneurship education and undergraduate future intention and also to focus on the impact of entrepreneurship education as a major key play of the entrepreneurial activities.

Specifically the research is set to:

- Identity the role of entrepreneurship education on the Nigerian economy
- Assess the relationship between personality traits with entrepreneurial intention.
- Examine the relationship between situational factors and entrepreneurial intention.
- Investigate the relationship between entrepreneurship education and entrepreneurial intention.

1.5 Research hypothesis

The research hypotheses which was tested at 0.5 level of significance, guided the study:

H01: Entrepreneurship education will not have a significant influence on graduate's attitude toward entrepreneurship as a career

H02: Situational factors like family network and peer group influence will not significantly influence students' attitude and intention towards becoming entrepreneurs

H03: Students' personality trait will not significantly influence their entrepreneurial intention

1.6 Significance of the study

The study on entrepreneurship education has impact on the self-employment intention of undergraduate student. It also focuses on entrepreneurship education as an important means of empowering or developing the capacities of youth in tertiary institution and a medium through which to generate employment opportunities for other graduate and themselves. Entrepreneurship education plays a vital role in equipping Nigerian youth with necessary intellectual capacity skills and right type of work habit or attitude that could enable them create jobs for the growth of Nigerian economy.

1.7 Operational definitions of terms

Below are operational definitions of key concepts and variables of this study

- **Entrepreneurship:** is the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make profit

- **Entrepreneurship Education:** this is the independent variable which seeks to provide undergraduates with the knowledge, skills and motivation to encourage entrepreneurial success
- **Correlates:** This is the independent variable which measure the degree and type of relationship between any two or more quantities (variables) in which vary together over a period.
- **Intention:** Intentions represent "a person's motivation to make an effort to act upon a conscious plan or decisions"
- **Undergraduate:** a student in a university or college who has not yet received a bachelor's degree or similar degree
- **Entrepreneurial Intention:** this is the dependent variable which refers to a person's motivation to make a conscious plan to perform the behavior of setting up a business

1.8 Scope of the study

The scope is confined to undergraduate who are students in Federal university Oye-Ekiti, Ekiti State, Nigeria. The student of the university are exposed to various theoretical and practical base activities of entrepreneur that are available in the school. Federal university Oye-Ekiti is known for its focus on "INNOVATION AND CHARACTER FOR NATIONAL TRANSFORMATION" for this purpose, Federal University Oye-Ekiti was considered an important case study, and however, the fact that entrepreneurship education is emphasized in FUYOYE and made a compulsory course for students does not totally guarantee an entrepreneurial intention in student, this therefore formed the rationale of interest for the researcher on the target population.

CHAPTER TWO

LITERATURE REVIEW

This chapter is concerned with the review of related literature and theoretical frameworks on “Entrepreneurship education as a correlate of undergraduate’s future entrepreneurial intention”. The aim of this chapter is to review the literature necessary to building a strong theoretical foundation for answering the research questions. The focus will be placed on reviewing journal articles in the topical area of impact of entrepreneurship education and reviewing theories that provide a theoretical framework for measuring entrepreneurial intention. The following sub-chapter begins with an introduction to two important concepts: entrepreneurship and entrepreneurship education. A review of the literature defines the state of research in entrepreneurship education impact studies and identifies research gaps. Subsequently, the link between entrepreneurship education and entrepreneurial intention is established and intention theories are reviewed.

In this study, the concept of entrepreneurial intention is used as it is a highly validated concept and capable of showing the impact of an entrepreneurship education programme. The aim of the following sections therefore is to identify and review relevant theories and then to select the most suitable theory to provide a theoretical framework to underlie the research questions. This framework needs to be empirically validated and robust, offering insights into the variety of research questions posed in this dissertation. In social psychology literature, intentions have proved to be a strong predictor of planned individual behaviors, especially when the behavior is rare, difficult to observe, or involves unpredictable time lags (Krueger, Reilly and Carsrud, 2000); entrepreneurship is a typical example of such planned and intentional behavior (Bird, 1988;

Krueger and Brazeal, 1994). Von Graevenitz et al. (2010) therefore argue that an entrepreneurship education programme is foremost a way for students to test their aptitude for an entrepreneurial career choice. According to the authors, the decline in entrepreneurial intention is not necessarily negative or a failure of the programme but potentially a socially desirable effect as students may discover that they have no aptitude for an entrepreneurial career and change course.

2.1 Review of Literature

These key studies related to the present study will be reviewed under the following headings:

- I. Entrepreneurship and Entrepreneurship education
- II. The Effects of Entrepreneurship Education on Entrepreneurial Intentions
- III. The Role of Entrepreneurship Education on Undergraduates
- IV. Entrepreneur
- V. Entrepreneurship in Nigeria

2.1.1 Entrepreneurship and Entrepreneurship education

Entrepreneurship emerged as an important concept in global economic transformation. Studies have shown that entrepreneurship process is a vital source of developing human capital as well as plays a vital role in providing learning opportunities for individuals to improve their skills, attitudes and abilities (Shane 2003, Brana 2008, Ekpo and Edet 2011). Various scholars have given different definitions to entrepreneur. For instance, Nieman and Nieuwehuizen (2009:9)

Defined an entrepreneur as one who sees an opportunity in the market, creates, gather resources and grows a business venture to meet needs. Similarly, entrepreneurship has been viewed as “the willingness and ability of an individual to seek for investment opportunities, to establish and to

run an enterprise successfully” (Suleiman, 2006 in Unachukwu et al., 2009: 214). A more generally acceptable definition as postulated by Hisrich and Peters (2002: 10), view entrepreneurship as “the process of creating something new with value by devoting the necessary time and effort assuming the accompanying finance psychic and social risk, and reserving the resulting rewards of monetary and personal satisfaction and independence”.

Importantly, a number of studies relating to entrepreneurship education and self-employment intention have reported that there is a significant relationship between entrepreneurship education and self-employment intention (Unachukwu et al., 2009; Emmanuel, 2012, Ekpo and Edet, 2013). It has further been argued that students who graduated in entrepreneurship reached higher scores in entrepreneurship intention and entrepreneurial self-efficiency than students who graduate in other discipline (Noel, 2001). Similarly in a study conducted by Wilson et al., (2007), it was revealed that entrepreneurship education serves a medium of increasing students’ interest in entrepreneurship career. In addition, some previous studies have reported findings on the impact of entrepreneurship education on career intentions and aspiration of tertiary students in Ghana, it was found that most people were motivated to a large or very large extent to start-up a business by virtue of their exposure to entrepreneurship trainings (Owusu-Ansah, 2004).

Another study from Sri Lanka, (kumara, 2012) has further revealed that students who have received entrepreneurial education often develop positive attitudes and beliefs towards self-employment and entrepreneurship intention to a large extent. Additionally, Hannon, (2009) have found that an estimated 78% of students surveyed in Ireland who have passed through entrepreneurship education expressed interest in starting their own business in the future. However, about 30% of non-business post graduates surveyed reported being interested in starting

their own business at some points later in their career and 39% are interested in starting their own business through their college infrastructure.

From the above, it could be observed that most existing research conceptualize entrepreneurship education as instrumental or what facilitates self-employment intention and the reduction of unemployment. The present study aims to confirm or refute these findings within the Nigerian setting.

2.1.2 The Effects of Entrepreneurship Education on Entrepreneurial Intentions

Entrepreneurial education is frequently considered an effective strategy towards more innovation and its supposed benefits have been much praised by researchers and educators. Nonetheless, the impact of such education on intention to set up a business and be an entrepreneur is poorly understood at present and it has remained relatively untested (Donckels, 1991; Kruegel Jr and Brazeal, 1994; Gorman et al., 1997; Souitaris et al. 2007; Honig, 2004; Peterman & Kennedy, 2003; Lepoutre, et al. 2010; Athayde, 2009; von Graevenitz et al. 2010). Overall, however, results about entrepreneurship education initiatives are somewhat inconclusive, and that more detailed research is needed to get a full understanding of the link between entrepreneurship education and attitudes-intentions (Lepoutre et al., 2010).

2.1.3 The Role of Entrepreneurship Education on Undergraduates

There is a wide range of studies examining the why and how people become entrepreneurs. Some experts emphasize the personal characteristics of the individual including McClelland' (1961) idea about the need for achievement and Rotter' (1990) locus of control or Schumpeter's (1934) innovativeness. The personal entrepreneurial traits like risk taking, creativity, quick decision

making are well-known entrepreneurial traits and integral part of entrepreneurship and small business. The longer and shorter list of entrepreneurial traits can be found in many publications. From the beginning of the 1990s the focus of analysis from entrepreneurial traits has moved to investigate entrepreneurial attitudes. While attitudes are less stable than traits, it is assumed that a learnt attitude is the basis of adoption to over time changing conditions (Schwarz et al 2006). Learning and education play a key role in the adoption process. Of course, positive entrepreneurial attitudes do not necessary mean that the individual is really starting his/her own business. However, several studies have reported a positive correlation between positive entrepreneurial attitudes and actual entrepreneurship (Autio et al 2001, Krueger and Reilly 2000). By examining the influential factors of entrepreneurial attitudes, it is agreed that besides personal traits environmental factors are also important. However, empirical studies have presented contradictory results (Schwartz 2006). Cultural embedding's, believes, values, institutions, family as well as education influences the entrepreneurial attitudes (Morrison 2000). The recently developed configurationally theory examines the entrepreneurial traits as a result of several dimensions such as resources, environment and start-ups (Korunka et al 2003). One of the most important obstacle of own business startup is the limited Amount of resources, mostly the lack of capital. (Blanchflower és Oswald 1998). Social factors, family background, previous entrepreneurial experiences can influence the timing of start-up in the carrier of an individual (Carrol és Mosakowski 1987).

In this study, we are focusing to examine the role of entrepreneurship education in forming students' entrepreneurial attitudes. The entrepreneurship courses themselves, acquiring entrepreneurial skills and fostering new business start-ups are important not merely for students in Economics and Business related fields, but in recent decades we have experienced a boom in the

growth of entrepreneurial-related courses in the USA (Kuratko, 2003). According to Shane (2003) entrepreneurship process consist of capability to identify opportunity, collect resources, organize them and adapt strategy so that opportunity can be exploited. The knowledge, skills and information he obtained through education will likely improve the expected returns for exploiting the opportunity. Entrepreneurship education not only improves knowledge skill and information which needed to pursue an opportunity but also equip individual with analytical ability and knowledge of entrepreneurial process which improve the entrepreneurial judgment (McMullen & Shepherd 2006). The study of European Commission (2006) reported that entrepreneurship specific education encourage students in accumulating entrepreneurial intentions which results in creation and supply of new firms by the students. Researchers agreed that the influence of “push” and “pull” while studying entrepreneurship may determine their entrepreneurial career path (Matlay & Storey, 2003). Galloway and Brown (2002) in their studies also showed that linkages between entrepreneurial education and entrepreneurial activity of students. While the study of the Potter (2008) highlighted the function of entrepreneurship education is vital in enhancing the entrepreneurship attitudes of individuals at tertiary level of education. Therefore, entrepreneurship education initiatives at university level are considered vital for increasing potential entrepreneurs supply by making more students conscious and interested choosing entrepreneurship as a career option. Accordingly entrepreneurship education in the form of courses is correlated to entrepreneurial intentions for three reasons. First, entrepreneurship education helps the students to learn and identify new business opportunities. Such knowledge leads to enhance the number and innovativeness of opportunities which are linked with the technology (Shepherd & DeTienne, 2005). Learning important entrepreneurial skills and competencies will lead to perceive new feasible venture by students, thus affect PBC (Krueger et al., 2000; Zhao et al., 2005). Second,

research found positive association between social desirability and entrepreneurship career intention (Tkachev & Kolvereid, 1999). While the important role of education is counted in socializing individuals into entrepreneurial careers (Krueger & Brazeal, 1994) which can form attitude toward behaviour and social norms. Third, through entrepreneurship courses one get knowledge about starting new business venture in a better and faster way that result in more value from the identical opportunity (Zhao et al., 2005; Davidsson & Honig, 2003).

2.1.4 Entrepreneur

Entrepreneurship is the process by which individual pursue opportunities regardless to the resources they currently control (Stevenson & Jarrilo as cited in Barringer & Ireland, 2010). Fred Wilson stated that entrepreneurship is the art of turning ideas into a business (Barringer & Ireland, 2010).

Entrepreneurship originated from French word "Entrepreneur". Entrepreneurs are also known as self-employed people. There is no fix definition for entrepreneurs since people from different field of study perceived and defined it differently. An economist defines an entrepreneur as the one who makes the combination of resources to make them valuable. While to a psychologist, entrepreneur is typically driven by certain forces such as needs to obtain or attain something, to experiment and to accomplish targeted goal. To businessmen, an entrepreneur may be a threat, an aggressive competitor but may also be an ally, a source of supply, a customer, or someone who creates wealth for others as well as finds better ways to utilize resources, reduce waste, and provide jobs to others (Hisrich, Peters & Shepherd, 2005).

Some people believed entrepreneurs are born, not made. However, this myth is busted since many studies done in the past have reached a consensus where entrepreneurs can be made and are not

genetically inherited (Barringer & Ireland, 2010). Everyone has the potential to become entrepreneur especially for those who have undergone educational process in universities (Gelard & Saleh, 2011; Ooi et al., 2011).

Becoming entrepreneurs, they are their own bosses and they make decision by themselves which offers the prestige of being the person in-charge, provides a greater possibility of achieving a significant financial rewards and achieving personal professional goal (Principles of Entrepreneurship, N.d). Being a successful entrepreneur is not easy. Long term, systematic planning and business expertise is needed such as developing business model, putting together a new venture team, raising money, establishing partnerships, managing finances, leading and motivating employees. Individuals should be very careful in determining own self as it helps them to make the right decision in choosing the right path for getting involved to be self-employed (Kr. Baruah, n.d.). Hence, identify entrepreneurial intention for a person before becoming entrepreneur is important, this may give a person a clear goal about what he want to be and what to do in accomplishing his goals and lead to succeed.

2.1.5 Entrepreneurship in Nigeria

Adeduro Joseph Adegeye (2015) posits that Entrepreneurship was formally noticed in Nigeria in 1946 when ordinance no.24 of 1945 on a ten year rolling plan was put in place for the development and welfare of Nigerians. At this time, a Nigerian local development Board was established to:

- Set up and operate an experimental processing and development of any produce in Nigeria
- Promote and develop village crafts and industrial products. Small scale businesses were **planned to achieve higher level of efficiency by becoming more productive.**

These plans could not be sustained due to some colonial economic arrangements and structures. This made the Federal Government of Nigeria to lay emphasis on the industries of light and assembly plants but not on small scale firms. However, between 1962 and 1963 the Ford Foundation of United States of America collaborated with the then Eastern and Northern Regional Governments to establish Industrial Development Centers (IDC) in Owerri and Zaria for the promotion and development of small scale industries in Nigeria. These centers were assisted in the provision of financial and technical managerial services to small scale industries. These centers were interrupted between 1967 and 1970 Nigeria civil war, which terminated the centers and their activities. Considering the importance placed on entrepreneurship development, the federal Government creditably strived to promote and develop entrepreneurship in Nigeria. This, it has done by instituting or supporting some financial and non-financial bodies, programmes and measures to aid the promotion and development of entrepreneurship in Nigeria. Some of the bodies of programme are

- Rural Banking Programme (RBP)
- Agricultural Credit Guaranteed Scheme (ACGS)
- Nigeria Agricultural and Cooperative Bank (NACB)
- National Directorate of Employment (NDE)
- Nigeria Agricultural Insurance Cooperation (NAIC).

And many others.

Some of the measures used by the government include the guaranteeing of loans taken by entrepreneurs from financial institutions like banks for the establishment and running of small and medium scale businesses, the provision of infrastructures that would aid the fostering of businesses and different pronouncements that favor small and medium scale enterprises in Nigeria. To support

the government in achieving their aims of entrepreneurship development, many other bodies have contributed, while others are still contributing. For instance, the Banker's Committee in Nigeria (comprising Nigerian Banks) brought up an initiative with investment scheme (SMIES), which helps to provide small and medium businesses with equity finance (contribution of fund to take up ownership shares e.g. ordinary shares in the companies) thereby making funds available to the benefitting business concerns.

At the state level, a lot of effort have been made by different state government to boost entrepreneurship. In Oyo state, small scale industries for the promotion of entrepreneurship have been established apart from the Ministry of Commerce and Industries for the promotion of entrepreneurship in the state.

Non-governmental Organization have contributed and are still contributing to the development of entrepreneurship in Nigeria. The Federal Government of Nigeria, like many other national governments, have tried and are still trying to put the suggestions needed, to be made here, that infrastructures will need to be more developed by these nations to help the entrepreneurs and that, courses on entrepreneurship be introduced in the academic curricula of every tertiary and post graduate institutions, at least at one level of the students course programs. This is to ensure that they can take the course at least once, before their graduation, for the instilling of entrepreneurship interest and innovation development skills.

2.2 Theoretical Framework

In the process of explaining the relationship between entrepreneurship education and undergraduate future intention many theories have been developed. However, in process of this

study, the functionalist theory, social learning theory and theory of planned behaviour was reviewed as it closely relates to the objectives of the study.

Three key theories formed the foundation for this study. They were:

2.2.1 The functionalist theory

In this context, provides understanding of the functional importance of education as a means of solving social problem (unemployment) in order to regulate and create new social order (job creation). Considering Herbert Spencer's concept of function as originated from the functionalist school of thought (Perrin 1976), society function the way it does based on interdependent relationships that exist among the various social institutions that make up society. Thus, the society is likened to human body whereby each part functions for the continuous regulation of the whole body. Spencer tends to draw comparison between the society and the human body, arguing that any attempt to understand any part of the body organ must be done relating to the other part of the body because they all function to contribute towards the maintenance of the whole system. In the same vein, the various social institutions exist and persist based on the essential functions they perform in the society. In other words, to understand a component of society, one must ask 'what is the function the various institutions such as educational institution in society perform?' A complete answer could be quite complex and require a detailed analysis of the history of education, but one obvious answer is that education prepares individuals to enter the work force and therefore maintains a functioning economy. In relation to the above, entrepreneurship education is seen as a **distinct** social institution that seeks the establishment and maintenance of a functioning economy **through** job creation with a wide range of interest put into consideration especially as regards

unemployment reduction. For instance, Adiele (2010) defined entrepreneurship education as that **form of education** which inculcate into the individual learner concept, skills and knowledge on **how to start a new business or create jobs**. Entrepreneurship education is therefore regarded as a **vital tool** for the reduction of unemployment.

2.2.2 Social learning theory

Holds that parental role models are a powerful source of entrepreneurial knowledge and motivation (Krumbholtz, 1976). Playing the key role in the primary socialization of their children, they can consciously or unconsciously transfer entrepreneurial attitudes, norms and know-how, thereby increasing the likelihood of their children turning to an entrepreneurial career themselves (Scherer et al., 1989). While there is rich empirical evidence for a positive relationship between the existence of role models and entrepreneurial activity (e.g. Matthews and Moser, 1996; Davidsson and Honig, 2003; Tervo, 2006), little is known about the nature of this effect.

2.2.3 Theory of Planned Behavior (TPB)

Theory of Planned Behavior (TPB) is derived from TRA by Fishbein and Ajzen (1975); to forecast and illuminate human behavior in a specific context, it would allow prediction of behaviors that were not under complete voluntary control. TRA could predict behaviors but the mere information of intention was inadequate to predict behavior. Hence, perceived behavioral control is included (Ajzen & Fishbein, 2000) and it is formed by control beliefs that gives rise to the perceived ease or difficulty in performing the behavior. It indicates that people are expected to transform their intention into action, provided there is an adequate degree of actual control over the behavior. Thus, intention is assumed to be the direct antecedent of behavior, guiding the behavior in a **controlled manner** (Ajzen, 1991).

Armitage and Conner (2001) used TPB because of its detailed and consistent theoretical specification. Krueger et al. (2000) recommended that TPB presents a significant opportunity towards better understanding and prediction of entrepreneurial actions; the empirical data have shown that TPB is a useful model since the whole model was significant. It enables researchers to get a better understanding and prediction on entrepreneurial intention by considering not only personal but also social factors. Lin and Lee (2004) pointed that TPB has been used widely to predict and explain behavior intention and actual behavior in many areas, such as social psychology, marketing and information system adoption.

CHAPTER THREE

METHODOLOGY

This section describes the method and sources of data that will be used in the research work. It includes the population, sample size, technique, data collection and data analyses technique. Methodology is defined as the process and procedure used in carrying out a research study.

3.1 Historical Background of Federal University Oye Ekiti

Federal University Oye Ekiti is a government-owned and -operated Nigerian university. The university is in the ancient city of Oye-Ekiti, Ekiti State, Nigeria. The university was founded in 2011 as the Federal University Oye Ekiti by the federal government of Nigeria, led by former President Good luck Jonathan.

The Federal University Oye-Ekiti is a Federal University of Nigeria poised to take education to the next level not only in sub-Saharan Africa but indeed to the rest of the world. Established in 2011, offers students from all backgrounds degrees in Agriculture, Engineering Social Sciences and Sciences as well as Arts/Humanities. The school had their first graduating set in 2016

Federal University Oye-Ekiti (FUOYE) was one of the nine Federal Universities established by the Federal Government of Nigeria, pursuant to an executive order made by the former President of the Federal Republic of Nigeria, His Excellency, Dr. Good luck Ebele Jonathan, GCFR. Federal University Oye-Ekiti, whose pioneer Vice Chancellor, was Professor Chinedu Ostadinma Nebo, OON, and the present Vice Chancellor Professor Kayode Soremekun who was recently appointed by the current President Gen Muhammadu Buhari, has two campuses at Oye-Ekiti and Ikole-Ekiti and 7 Faculties and over 40 Departments, namely:

- **The Faculty of Agriculture** (Agricultural Economics and Extension, Fisheries and Aquaculture, Soil Science, Animal Science, Crop Production and Horticulture, Food Science Technology, Water Resources and Agrometerology)
- **The Faculty of Engineering** (Agricultural and Bio-Resources Engineering, Civil Engineering, Computer Engineering, Electrical and Electronics Engineering, Mechanical and Mechatronics Engineering, Material and Metallurgical Engineering)
- **The Faculty of Social Sciences** (Demography and Social Statistics, Economics and Development Studies, Psychology, Sociology, Criminology, Mass Communication, Political Science)
- **The Faculty of Arts/Humanities** (English and Literary Studies, Theatre and Media Arts)
- **The Faculty of Science** (Animal and Environmental Biology, Biochemistry, Geology, Computer Science, Geophysics, Industrial Chemistry, Mathematics, Microbiology, Physics, Plant Science and Biotechnology)
- **The Faculty of Education** (Mathematics Education, English Education, Biology Education, Library and Information Science, Chemistry Education, Business Education, Agricultural Education and Educational Management)
- **The faculty of Management** (Business Administration, Accounting, Public Management)

3.2 Research Design

Research design is a generic term used to describe a number of decisions which a researcher needs to take in relation to collection of data in the process of investigation (Nwana, 1981). It makes provision for the necessary steps which direct the researcher in solving the research problem and this varies depending on the nature and scope of the research.

A cross-sectional design was adopted in the process of this research. This method is less time consuming and relatively cheap.

3.3 Population of the Study

Population means, all the people that fit a certain specification of the research. The population of study included selected students drawn from seven (7) Faculties in the university through random sampling and geographic proximity.

The Faculties of study population include: Faculty of Social-Sciences, Faculty of Management Science, Faculty of Education, Faculty of Science, and Faculty of Arts and Humanities and the Ikole Campus (faculty of Agriculture and Engineering)

3.4 Sample Size/Sampling Technique

Sample is a segment of a population chosen for the study and sample size is the method used in selecting the samples from the population. A sample size of two hundred (200) students from 100-400 level were selected from the following faculties: Faculty of Social-Sciences, Faculty of Management Science, Faculty of Education, Faculty of Science, Faculty of Arts and Humanities and Ikole Campus (faculty of Agriculture and Engineering)

Purposive sampling technique was used in the process of this study. This technique is essential in the study due to its benefit as it allowed the research to use prior knowledge in selecting the respondents. However, it is not rigorous and time consuming in its approach.

The sample was selected using the following inclusion and exclusion criteria:

3.5 Data Collection Instrument

The instrument of data collection was through standard questionnaire. This was drawn by the researcher with the help of the Supervisor. The questionnaire was divided into four sections with each addressing issues on demographic characteristics, factors that influence students' entrepreneurial intention, entrepreneurship education in relation to entrepreneurial intention, entrepreneurial intention activities in relation to personal trait, and the questionnaire was then administered on the respondents.

3.6 Data collection Procedure

With the permission and aim of the research, consent of undergraduate student was gotten. Respondent freely and humbly gave out information on the study at hand. Questionnaire was administered to the consenting undergraduate by the researcher. However, confidentiality was maintained by not assigning names to participants but with the use of random numbers

3.7 Data Analysis

Data collected was coded for easy quantitative analysis. Descriptive statistical techniques like simple tables, frequency tables were used to analyze the frequencies of how many students would really want to be entrepreneurs or self-employed as a

Graduate. Testing of the three stated hypotheses was done using independent T-test and this study generally involved the use of descriptive analysis. All levels of analyses was done using Statistical Package for Social Sciences (SPSS).

3.8 Ethical Considerations

Informed consent was sought from the respondent. The researcher was aware of the social and emotional needs of the respondents and also their varying levels of study. The identities of the

respondents were not divulged and the information provided was used strictly for the purpose of this research. However, the purpose of this research was explicitly explained to the students beforehand.

3.9 Limitations to the Study

The study has notable limitations just like other previous studies which are worth considering when making interpretations and designing policy.

- Respondents might have been prompted to respond in desirable manner rather than honest and consistent manner which might reduce the validity in the findings.
- This small sample size is difficult to detect the reliability of the research and unable to represent the opinion of all undergraduates from other faculties. Undergraduates from all faculties should be taken into consideration to get better insight into entrepreneurial intention
- The researcher cannot locate most respondent, considering the fact that ikole campus is set apart from Oye, making it difficult to locate the faculties
- The researcher cannot generalize the result of this study beyond Federal University Oye ekiti.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

In this chapter, the researcher presented the results of the analysis of primary data gathered through questionnaire administration to various respondents in tables showing frequencies and percentages. The result and interpretation of the research hypothesis earlier stated in chapter one of the research work were also presented.

Out of a total of 200 copies of questionnaire distributed, 197 were returned while the remaining 3 were not returned. This give a return rate of 98.5% for the study. Therefore, the study used the available numbers of primary data collected to for the purpose of the analysis and test of stated hypothesis.

4.1 Data Presentation and Analysis

This section contains the presentation and analysis of responses to the questionnaire administered.

SECTION A: DEMOGRAPHIC DATA PRESENTATION

Table 4.1 The Demographic distribution of the respondents

Gender		Frequency	Percent
	Male	92	46.7
	Female	105	53.3
	Total	197	100.0
Age		Frequency	Percent
	Below 20 years old	64	32.5
	21 – 23 years old	114	57.9
	24 – 26 years old	16	8.1
	27 – 29 years old	1	.5
	30 years old and above	2	1.0
	Total	197	100.0
Marital status		Frequency	Percent

	Single	195	99.0
	Married	2	1.0
	Total	197	100.0
Religion		Frequency	Percent
	Christianity	152	77.2
	Islam	44	22.3
	Others	1	.5
	Total	197	100.0
Ethnicity		Frequency	Percent
	Yoruba	157	79.7
	Igbo	34	17.3
	Hausa	6	3.0
	Total	197	100.0
Education level		Frequency	Percent
	100L	53	26.9
	200L	52	26.4
	300L	31	15.7
	400L	61	31.0
	Total	197	100.0
Faculty		Frequency	Percent
	Faculty of Science	20	10.2
	Faculty of Art	33	16.8
	Faculty of Eng.	11	5.6
	Faculty of Mgt. Sci.	41	20.8
	Faculty of Education	12	6.1
	Faculty of Agric.	27	13.7
	Faculty of social sci.	53	26.9
	Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output).

Table 4.1 presents the demographic distribution of the respondents. The table shows that 92 representing 46.7% of the respondents are males while the remaining 105 (53.3%) of the respondents are females.

The table also shows the age distribution of the respondent. It is depicted that 64 (23.5%) of the respondents are within the age range of below 20 years, 114(57.9%) are between 21-23 years old, 16(8.1%) are 24-26 years old, 1(0.5%) is between the age range of 27-29years while 2(1.0%) of the respondents are 30 years and above. This indicates that highest respondents were in their active age group 21-23(57.9%).

Marital status of the respondent is depicted in the table above. The result shows that 195 (99.0%) of the respondents are still single while the remaining 2(1.0%) are married. None of the respondents is neither divorced nor separated.

It is also reveal above that 152 which account for 77.2% of the respondents are Christians, 44 (23.3%) are Muslims while 1 respondent (0.5%) belong to other religious belief. This depicts that most of the respondents practice Christianity.

The result also shows the ethnicity group of the respondents. Respondents who are Yoruba account for 157(79.9%) of the total respondents, Igbo stands at 34(17.3%) while the remaining 6(3.0%) are Hausas.

The above table shows that 53(26.9%) of the respondents are in their first year in the university, 52(26.4%) are in level two, 31(15.7%) in their level three while the remaining 61(31.0%) are in their level four. This result depicts that the highest number of the respondents are in their level four.

Finally on the table 4.1, the faculty distribution of the respondents is presented, it is depicted that 20(10.2%) of the respondents are in faculty of science, 33(16.8%) are in faculty of art, 11(5.6%) in faculty of engineering, 41(20.8%) belong to management sciences, 12(6.1%) in education faculty, 27(13.7%) belong to faculty of agric., while the remaining 53(26.9%) are in social sciences.

**SECTION B: FACTORS THAT INFLUENCE STUDENTS' ENTREPRENEURIAL
INTENTION**

Table 4.2: I will rather be my own boss than have a secure job

	Frequency	Percent
Strongly Disagree	14	7.1
Disagree	16	8.1
Neutral	22	11.2
Agree	80	40.6
Strongly Agree	65	33.0
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.2 shows that 14 respondents which account for 7.1% of the total respondents strongly disagree to be their own boss than to have a secure job, 16(8.1%) disagree on this, 22(11.2%) are neutral, 80 (40.6%) agreed to be their own boss rather than having a secure job while 65(33.0%) of the respondents strongly agree on the view.

Table 4.3: A career as entrepreneur is attractive for me

	Frequency	Percent
Strongly Disagree	5	2.5
Disagree	14	7.1
Neutral	19	9.6
Agree	109	55.3
Strongly Agree	50	25.4
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.3 shows that 5(2.5%) of the respondents strongly disagree to have a career as entrepreneur 14(7.1%) disagree on this, 19(9.6%) are neutral, 109 representing 55.3% of the total respondents

agree that a career as entrepreneur is attractive to them while the remaining 50(25.4%) strongly affirmed that career as entrepreneur is attractive.

Table 4.4: If I had the opportunity and resources, I will like to start a firm

	Frequency	Percent
Strongly Disagree	4	2.0
Disagree	11	5.6
Neutral	10	5.1
Agree	87	44.2
Strongly Agree	85	43.1
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.4 depicts that 4(2.0%) of the respondents strongly disagree to start a firm if they have opportunity and resources, 11(5.6%) disagree, 10(5.1%) neither agree nor disagree, 87(44.2%) of respondents agree to start a firm if they have the opportunity and resources while the remaining 85(43.1%) strongly agree with this opinion.

Table 4.5: Being an entrepreneur would entail great satisfactions for me

	Frequency	Percent
Strongly Disagree	7	3.6
Disagree	12	6.1
Neutral	21	10.7
Agree	99	50.3
Strongly Agree	58	29.4
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.5 shows that 7(3.6%) of the total respondents strongly disagree that being an entrepreneur would entail great satisfaction for them, 12(6.1%) disagree, 21(10.7%) neither agree nor disagree,

99(50.3%) agree that they will greatly be satisfied if they can be entrepreneur while 58(29.4%) strongly agree.

Table 4.6: I believe that if I were to start my business, I will certainly be successful

	Frequency	Percent
Strongly Disagree	7	3.6
Disagree	9	4.6
Neutral	22	11.2
Agree	70	35.5
Strongly Agree	89	45.2
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.6 presents that 7(3.6%) of the respondents strongly disagree to be successful if they start business, 9(4.6%) disagree, 22(11.2%) are neutral, 70(35.5%) of respondents agree to be successful when they start a business while the remaining 89(45.2%) strongly agree to be successful.

Table 4.7: My parents are positively oriented towards my future career as an entrepreneur

	Frequency	Percent
Strongly Disagree	8	4.1
Disagree	22	11.2
Neutral	61	31.0
Agree	67	34.0
Strongly Agree	39	19.8
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.7 shows that 8(4.1%) of the total respondents strongly disagree that their parents are positively oriented towards their future career as entrepreneurs, 22(11.2%) disagree, 61(31.0%)

are neutral, 67(34.0%) agree that their parents are positively oriented towards their future career as entrepreneur, while the remaining 39(19.8%) strongly agree with this view.

Table 4.8: My friends see entrepreneurship as a logical choice for me

	Frequency	Percent
Strongly Disagree	1	.5
Disagree	32	16.2
Neutral	58	29.4
Agree	84	42.6
Strongly Disagree	22	11.2
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.8 shows that 1(0.5%) of the respondents strongly disagree that their friends are see entrepreneurship as a logical choice for them, 32(16.2%) disagree, 58(29.4%) are neutral, 84(42.6%) agree that their friends see entrepreneurship as logical choice while the remaining 22(11.2%) strongly agree.

Table 4.9: I believe that people, who are important to me, think that I should pursue a career as an entrepreneur

	Frequency	Percent
Strongly Disagree	5	2.5
Disagree	30	15.2
Neutral	49	24.9
Agree	82	41.6
Strongly Agree	31	15.7
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.9 reveals that 5(2.5%) of the total respondents strongly disagree that important people to them advise them to pursue a career as entrepreneurs, 30(15.2%) disagree, 49(24.9%) are neutral,

82(41.6%) agree that their important people advised them to pursue an entrepreneurship career, while on a similar note the remaining 31(15.7%) strongly agree.

Table 4.10: In my University, students are actively encouraged to pursue their own ideas

	Frequency	Percent
Strongly Disagree	8	4.1
Disagree	19	9.6
Neutral	32	16.2
Agree	88	44.7
Strongly Agree	50	25.4
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.10 depicts that 8(4.1%) of the total respondents strongly disagree that in their university, the students are actively encouraged to pursue their own idea, 19(9.6%) disagree, 32(16.2%) are neutral, 88(44.7%) agree that their university encouraged students to pursue their own ideas while the remaining 50(25.4%) strongly agree with this view.

Table 4.11: There is a well-functioning support infrastructure in my University to support the start-up of new firms

	Frequency	Percent
Strongly Disagree	20	10.2
Disagree	38	19.3
Neutral	33	16.8
Agree	67	34.0
Strongly Agree	39	19.8
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.11 shows that 20(10.2%) of the total respondents strongly disagree that there is a well-functioning infrastructure in their university to support the start-up of new firms, 38(19.3%) disagree, 33(16.8%) are neutral, 67(34.0%) agree that their university have a well-functioning

infrastructure to support student starting up a firm and also the remaining 39(19.8%) strongly agree with this view.

**SECTION C: ENTREPRENEURSHIP EDUCATION IN RELATION TO
ENTREPRENEURIAL INTENTION**

Table 4.12: Entrepreneurial subject is very important

	Frequency	Percent
Strongly Disagree	4	2.0
Disagree	8	4.1
Neutral	13	6.6
Agree	94	47.7
Strongly Agree	78	39.6
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

The above Table 4.12 shows that 4(2.0%) of the respondents strongly disagree that entrepreneurial subject is very important, 8(4.1%) disagree, 13(6.6%) are neutral, 94(47.7%) of the respondents agree that entrepreneurial subject is very important, while 78 which accounts for the remaining (39.6%) of the respondents strongly agree with this.

Table 4.13 Entrepreneurship should be taught in University

	Frequency	Percent
Strongly Disagree	1	.5
Disagree	9	4.6
Neutral	13	6.6
Agree	91	46.2
Strongly Agree	83	42.1
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.13 above depicts that 1(0.5%) of the total respondents strongly disagree with the opinion that entrepreneurship should be taught in university, 9(4.6%) disagree, 13(6.6%) are neutral,

91(46.2%) of the respondents agree that entrepreneurial should be taught, and the remaining 83(42.1%) strongly affirm to this.

Table 4.14: Entrepreneurship course should be made compulsory in order to stimulate entrepreneurial spirit in campus

	Frequency	Percent
Strongly Disagree	4	2.0
Disagree	12	6.1
Neutral	23	11.7
Agree	89	45.2
Strongly Agree	69	35.0
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.14 above depicts that 4(2.0%) of the total respondents strongly disagree that making entrepreneurship course compulsory will stimulate entrepreneurial spirit in campus, 12(6.1%) also disagree, 23(11.7%) are neutral, 89(45.2%) of the respondents agree that entrepreneurship be made compulsory to stimulate entrepreneurship spirit, and the remaining 69(35.0%) strongly agree with this.

Table 4.15: More entrepreneurial and business educational programmes on campus would help students to start businesses

	Frequency	Percent
Strongly Disagree	3	1.5
Disagree	7	3.6
Neutral	22	11.2
Agree	94	47.7
Strongly Agree	71	36.0
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.15 shows that 3(1.5%) of the total respondents strongly disagree that more entrepreneurial and business educational programmes on campus would help students start business, 7(3.6%) disagree, 22(11.2%) are neutral, 94(47.7%) of the respondents asserts that entrepreneurial and

business educational programmes would help students start their own whole the remaining 71(36.0%) strongly agree with this opinion.

Table 4.16 My University course prepares people well for entrepreneurial careers

	Frequency	Percent
Strongly Disagree	6	3.0
Disagree	21	10.7
Neutral	31	15.7
Agree	95	48.2
Strongly Agree	44	22.3
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Result on the Table 4.16 above reveals that 6(3.0%) of the total respondents strongly disagree that their university course prepares people well for entrepreneurial career, 21(10.7%) disagree, 31(15.7%) are neutral, 95(48.2%) of the respondents agree that their university course prepare entrepreneurs, and the remaining 44(22.3%) strongly agree.

Table 4.17: I know how to develop an entrepreneurial project

	Frequency	Percent
Strongly Disagree	9	4.6
Disagree	24	12.2
Neutral	34	17.3
Agree	101	51.3
Strongly Agree	29	14.7
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.17 result shows that 9(4.6%) of the total respondents strongly disagree to have known how to develop an entrepreneurial projects, 24(12.2%) disagree, 34(17.3%) are indecisive, 101(51.3%) of the respondents agree that they know how to entrepreneurial project and the remaining 29(14.7%) respondents strongly agree.

Table 4.18: I prefer to be an entrepreneur rather than to be an employee in a company

	Frequency	Percent
Strongly Disagree	8	4.1
Disagree	14	7.1
Neutral	45	22.8
Agree	62	31.5
Strongly Agree	68	34.5
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.18 above shows that 68(34.5%) of the respondents strongly agree to be an entrepreneur rather than to be employed by a company. 62(31.5%) respondents also affirm this, 8(4.1%) respondents strongly disagree, 14(7.1%) also disagree while 45(22.8%) are neutral.

Table 4.19: My professional goal is to become an entrepreneur

	Frequency	Percent
Strongly Disagree	7	3.6
Disagree	21	10.7
Neutral	45	22.8
Agree	71	36.0
Strongly Agree	53	26.9
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.19 shows that 53(26.9%) of the respondents strongly agree that their professional goal is to become entrepreneur, 71(36.0%) respondents also agree, 45(22.8%) are neutral. Moreover, 7(3.6%) respondents strongly disagree to be entrepreneur while the remaining 21(10.7%) respondents disagree.

Table 4.20: I am determined to create a firm in the future

	Frequency	Percent
Strongly Disagree	6	3.0
Disagree	12	6.1
Neutral	30	15.2
Agree	71	36.0
Strongly Agree	78	39.6
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.20 presents that 6(3.0%) of the respondents strongly disagree on their determination to create a firm in the future, 12(6.1%) also disagree, 30(15.2%) are neutral, 71(36.0%) agreed to create firm in the future while the remaining 78(39.6%) strong agree on this opinion.

Table 4.21 I will make every effort to manage my own firm

	Frequency	Percent
Strongly Disagree	4	2.0
Disagree	15	7.6
Neutral	19	9.6
Agree	83	42.1
Strongly Agree	76	38.6
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.21 reveals that 4(2.0%) of the total respondents strongly disagree to make every effort to manage their own firm, 15(7.6%) also disagree, 19(9.6%) are neutral, 83(42.1%) of the respondents agree to put in every effort in managing their own firm while 76(38.6%) strongly agree.

Table 4.22: I have a very serious thought in starting my own firm

	Frequency	Percent
Strongly Disagree	5	2.5
Disagree	12	6.1
Neutral	37	18.8
Agree	81	41.1
Strongly Agree	62	31.5
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.22 presents that 5(2.5%) of the total respondents strongly disagree that they have a very serious thought on starting owned firm, 12(6.1%) also disagree, 37(18.8%) are neutral. Also 81(41.1%) of the respondents agree that they have thought of starting a owned business while on a similar note 62(31.5%) respondents strongly agree.

Table 4.23: If I want, I could become self-employed after my studies

	Frequency	Percent
Strongly Disagree	6	3.0
Disagree	11	5.6
Neutral	26	13.2
Agree	85	43.1
Strongly Agree	69	35.0
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.23 presents that 65(3.0%) of the total respondents strongly disagree they could become self-employed after their study, similarly 11(5.6%) disagree, 26(13.2%) are neutral, 85(43.1%) respondents agree to be self-employed after study and similarly, 69(35.0%) strongly agree to that.

Table 4.24: If I tried to start a firm, I would have a high probability of succeeding

	Frequency	Percent
Strongly Disagree	4	2.0
Disagree	10	5.1
Neutral	26	13.2
Agree	83	42.1
Strongly Agree	74	37.6
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.24 above presents that 4(2.0%) of the total respondents strongly disagree that if they start a firm, they would have a high probability of success, 10(5.1%) also disagree, 26(13.2%) are neutral, 74(37.6%) of the respondents strongly agree to be successful if they start a firm and also 83(42.1%) respondents agree on this.

SECTION D: ENTREPRENEURIAL INTENTION ACTIVITIES IN RELATION TO PERSONAL TRAIT

Table 4.25: I like to try new things. (e.g. exotic food or going to new places)

	Frequency	Percent
Strongly Disagree	6	3.0
Disagree	13	6.6
Neutral	27	13.7
Agree	90	45.7
Strongly Agree	61	31.0
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.25 shows that 6(3.0%) of the total respondents strongly disagree that they like trying new things, 13(6.6%) also disagree, 27(13.7%) are neutral, 61(31.0%) of the respondents strongly agree that they like to try new things while the remaining 90(45.7%) also agree.

Table 4.26: I prefer to be an entrepreneur rather than to be an employee in a company

	Frequency	Percent
Strongly Disagree	6	3.0
Disagree	27	13.7
Neutral	61	31.0
Agree	71	36.0
Strongly Agree	32	16.2
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

The above Table 4.26 shows that 6(3.0%) of the respondents strongly disagree on their preference for entrepreneurship than being employed, 27(13.7%) also disagree, 61(31.0%) respondents are neutral. Moreso, 71(36.0%) of the respondents agree to have preferred being entrepreneur than to be employed and the remaining 32(16.27%) also agree.

Table 4.27: I will start my own business if I detect an opportunity

	Frequency	Percent
Strongly Disagree	2	1.0
Disagree	16	8.1
Neutral	15	7.6
Agree	105	53.3
Strongly Agree	59	29.9
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

The above 4.27 shows that 2(1.0%) of the respondents strongly disagree with the opinion that they will start their own business if they detect an opportunity, 16(8.1%) respondents also disagree, 15(7.6%) are neutral, 105 which represents 53.3% of the respondents agree to start business if opportunity come their way while the remaining 59(29.9%) strongly agree with this opinion.

Table 4.28: I am confident of my skills and abilities to start a business

	Frequency	Percent
Strongly Disagree	2	1.0
Disagree	12	6.1
Neutral	29	14.7
Agree	94	47.7
Strongly Agree	60	30.5
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.28 depicts that 2(1.0%) respondents strongly disagree of being confident of their skills and abilities to start business, 12(6.1%) also disagree, respondents who are neutral about this stand at 29(14.7%). Furthermore, 94(47.7%) respondents agree to be confident of their skills and ability and 60(30.5%) strongly affirm to that.

Table 4.29: I have leadership skills that are needed to be an entrepreneur

	Frequency	Percent
Strongly Disagree	4	2.0
Disagree	16	8.1
Neutral	32	16.2
Agree	101	51.3
Strongly Agree	44	22.3
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Above table 4.29 shows that 2.0% of the respondents strongly disagree of having a leadership skills required to be entrepreneur, similarly, 16(8.1%) respondents disagree, 32 are neutral, 101(51.3%) of the respondents agree that they have the required leadership skills to be entrepreneurs while the remaining 44 respondents strongly agree.

Table 4.30: I have mental maturity to be an entrepreneur

	Frequency	Percent
Strongly Disagree	2	1.0
Disagree	15	7.6
Neutral	28	14.2
Agree	105	53.3
Strongly Agree	47	23.9
Total	197	100.0

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.30 above depicts that 105(53.3%) of the total respondents agree that they have mental maturity to be entrepreneurs and similarly 47(23.9%) respondents strongly agree to have the required mental maturity. 2 respondents strongly disagree and 15(7.6%) respondents disagree of having the mental maturity while the remaining 28(14.2%) are neutral.

4.2 Test of hypothesis

In this section, the hypotheses earlier formulated by the researcher in chapter one are tested to enable an opinion and inference to be drawn. The inferential statistics, simple linear regression and chi-square were used to test the Hypotheses at 0.05 level of significance. The analysis considered relevant questions as they relate to each hypothesis.

Decision rule:

The decision rule is presented as follows:

Reject H₀ if the p-value is <5% level of significance.

Accept the H₀ if the p-value is > 5% level of significance

Hypothesis 1: Entrepreneurship education will not have a significant influence on graduate's attitude toward entrepreneurship as a career

Table 4.31: Regression result on entrepreneurship education and attitude towards entrepreneurship

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.908 ^a	.615	.602	1.03007

a. Predictors: (Constant), Entrepreneurship education

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.212	1	12.212	11.510	.001 ^b
	Residual	1252.029	1180	1.061		
	Total	1264.241	1181			

a. Dependent Variable: attitude toward entrepreneurship

b. Predictors: (Constant), Entrepreneurship education

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.511	.129		27.228	.000
	Entrepreneurship education	.106	.031	.908	3.393	.001

a. Dependent Variable: attitude toward entrepreneurship

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.31 presents the regression result on Entrepreneurship Education and attitude towards entrepreneurship. The model summary table shows that the coefficient of determination (R^2) of is 0.615. This implies that 61.5% of the total variation in graduate's attitude towards entrepreneurship is accounted for, by the level of Entrepreneurship Education. The correlation coefficient R is 0.908. This means there is a strong relationship between Entrepreneurship Education and attitude towards entrepreneurship.

In addition, the coefficient table shows a correlation coefficient of 0.908, t-statistics of 3.393, with a p-value 0.001 which is significant at 5% level of significance. The implication of the

aforementioned is that entrepreneurship education have a significant effect on the attitude towards entrepreneurship as career; a unit increase in the level of entrepreneurship education will lead to an increase in attitude. Since the Prob. of t-statistics (0.001) is less than 5% level of significance, (0.000 < 0.05) the study reject the null hypothesis (H0), which state that entrepreneurship education will not have a significant influence on graduate's attitude toward entrepreneurship as a career, as a result, the alternate hypothesis (H1) is accepted.

Hypothesis 2: Situational factors like family network and peer group influence will not significantly influence students' attitude and intention towards becoming entrepreneurs.

Table 4.32: Regression result on situational factors and students' attitude and intention towards becoming entrepreneurs

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.827 ^a	.873	.760	.96263

a. Predictors: (Constant), Situational factors; family network and peer group influence

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	102.470	1	102.470	110.580	.000 ^b
Residual	920.167	993	.927		
Total	1022.637	994			

a. Dependent Variable: entrepreneurship intention

b. Predictors: (Constant), Situational factors; family network and peer group influence

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.964	.105		28.272	.000
Situational factors; family network and peer group influence	.298	.028	.827	10.516	.000

a. Dependent Variable: entrepreneurship intention

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.32 presents the regression result on situational factors and students' attitude and intention towards becoming entrepreneurs. The model summary table shows the coefficient of determination (R^2). This R^2 is 0.873 which implies that 87.3% of the total variation in students' attitude and intention towards becoming entrepreneurs is explained by the level of change in situational factors. The correlation coefficient R is 0.827. This means that there is a strong relationship between situational factors and entrepreneurship intention.

More so, the coefficient table shows a correlation coefficient of 0.827, t-statistics of 10.516 and associated p-value of 0.000 which is significant at 5% level of significance. The implication is that situational factors; family network and peer group influence has a significant effect on the entrepreneurship intention; a unit increase in the level of situational factors will lead to an increase in entrepreneurship intention. Since the Prob. of t-statistics (0.000) is less than 5% level of significance, ($0.000 < 0.05$) the study reject the null hypothesis (H_0) which state that situational factors like family network and peer group influence will not significantly influence students' attitude and intention towards becoming entrepreneurs, therefore, the alternate hypothesis (H_1) is accepted.

Hypothesis 3: Students' personality trait will not significantly influence their entrepreneurial intention

Table 4.33: Test statistics of the relationship between students personality trait and entrepreneurial intention

Test Statistics

	Personality trait and entrepreneurial intention
Chi-Square	760.953 ^a
Df	4
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 236.4.

Source: Researcher's Survey, 2017 (SPSS V.20 output)

Table 4.33 above represents the summary of chi-square result. From the table, the result indicates a chi-square value of 760.953, degree of freedom of 4 and p-value of 0.000, that is $X^2(1) = 760/953$, $p = 0.000$. This implies that there is a strong and significant relationship between personality trait and the intention for entrepreneurship at 5% level of significance. In view of the above result therefore, it is evident to reject the null hypothesis H_0 which state that Students' personality trait will significantly influence their entrepreneurial intention, therefore, the alternate hypothesis is accepted.

4.3 Discussion of the findings

This section of this chapter provides the discussion of research findings as they relate to the objectives of the study and answers to the research questions. These results of the above are discussed below;

4.3.1 Personality traits and entrepreneurial intention

The result of the analysis above revealed that personality trait significantly influence entrepreneurship intention. Majority of the respondents of this study affirmed that have preference for entrepreneurship than corporate job and possess the required skills and abilities to become entrepreneurs. This result provide a strong evidence that student personality trait influence their becoming entrepreneur. Also the result of the chi-square analysis in the table 4.38 above; $X^2(1) = 52.459$, $p = 0.000$ support this findings.

4.3.2 Situational factors and entrepreneurial intention

As regards to situational factors and entrepreneurial intention, it is confirmed that situational factors like attractiveness, satisfactions, orientation, availability of opportunities and resources, empowerment etc. significantly influence students intention of becoming entrepreneurs. Moreover, analysis result in the table 4.37 above confirmed it that situational factors have a great deal in influencing entrepreneurship intention.

4.3.3 Entrepreneurship education and entrepreneurial intention

Analysis revealed that entrepreneurship education has significant impact on student entrepreneurship intention. More than 70% of this study respondent affirmed that educational training in terms of entrepreneurship play a pivot role in developing entrepreneurship minds. Some suggest that entrepreneurship courses should be made compulsory for university as it contribute immensely to students becoming self-reliant. Also the test of the relationship between entrepreneurship education and entrepreneurship intention in the table 4.36 above revealed that in the level of entrepreneurship education will lead to increase in students' attitude towards entrepreneurship.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The general objective of this study was to examine the relationship between entrepreneurship education and undergraduate future intention and also to focus on the impact of entrepreneurship education as a major key play of the entrepreneurial activities.

The specific objectives are to; identify the role of entrepreneurship education on the Nigerian economy, assess the relationship between personality traits with entrepreneurship intention, examine the relationship between situational factors and entrepreneurial intention, investigate the relationship between entrepreneurship education and entrepreneurial intention.

In order to achieve these objectives, a survey was carried out among: Faculty of Social-Sciences, Faculty of Management Science, Faculty of Education, Faculty of Science, Faculty of Arts and Humanities and Ikole Campus (faculty of Agriculture and Engineering) of The Federal University of Oye-Ekiti consisting of 200 respondents.

Chapter two covered the research topic at large including the review of related literature **and** theoretical framework (functionalist theory, social learning theory and theory of planned **behavior**) were used in the study.

Chapter three contains methodology, which includes research design, population of **study**, **sample size**/sampling technique, data collection instrument, data collection procedure, **data analysis**, ethical considerations and limitation of study. The analysis is done using simple **linear regression** and chi-square levels of analyses.

In chapter four, results were presented and the stated objectives were tested using simple linear regression and chi-square were used to test the Hypotheses at 0.05 level of significance. The analysis considered relevant questions as they relate to each hypothesis. The analysis shows the significant relationship between situational factors like family background and peer group influence, personality trait on entrepreneurial intention.

5.2 Conclusion

This study concludes that personality trait significantly influence entrepreneurship entrepreneurial intention. As regards to situational factors and entrepreneurial intention, it is confirmed that situational factors like attractiveness, satisfactions, orientation, availability of opportunities and resources, empowerment etc. significantly influence students intention of becoming entrepreneurs. Analysis revealed that entrepreneurship education has significant impact on student entrepreneurship intention. More than 70% of this study respondent affirmed that educational training in terms of entrepreneurship play a pivot role in developing entrepreneurship minds. It is important to conduct future research with in-depth knowledge on this topic because entrepreneurship has a very important position in the hastily changing socio-economic scenario in the world, and entrepreneurs play an important role in assisting the development of nation as they will help to reduce the unemployment rate.

As a conclusion, researchers hope that this study will provide university students a useful knowledge to understand how one's personal behavior will have an effect on intention to become entrepreneur.

For the research, functionalist, social learning theory and theory of planned behavior were found most suited to explain behaviors towards entrepreneurship. The functionalist theory

In this context, provides understanding of the functional importance of education as a means of solving social problem (unemployment) in order to regulate and create new social order (job creation). (Krumbholtz, 1976). Holds that parental role models are a powerful source of entrepreneurial knowledge and motivation. Playing the key role in the primary socialization of their children, they can consciously or unconsciously transfer entrepreneurial attitudes, norms and know-how, thereby increasing the likelihood of their children turning to an entrepreneurial career themselves. Theory of planned behavior (Ajzen & Fishbein, 2000) indicates that people are expected to transform their intention into action, provided there is an adequate degree of actual control over the behavior.

5.3 Recommendations

The implications of this study on policy makers and on future researches are identified as follows:

- ▶ The positive relationship of entrepreneurship education is insightful for policy makers at the Ministry of Education to establish the formal entrepreneurial courses in all secondary and tertiary learning institutions, providing a better entrepreneurial environment and facilitating new venture creation in Nigeria about entrepreneurship, this will encourage them to be self-employed (Gelard & Saleh, 2010). In order to facilitate new venture creation for younger generation, government shall provide the funds and supporting infrastructures, as well as removing the impediments in the entrepreneurial career path
- ▶ The researchers suggest that universities should involve in an early stage to provide entrepreneurship education on to increase awareness of students about entrepreneurship (Scholten et al., 2004), shaping their attitude toward the behavior and enhancing their perceived

behavioral control and personality traits. The findings are insightful for universities program instructor in designing and enhancing the entrepreneurship course structure, subjects offering as to be proactive enough and practical-oriented with the aim of sustaining students' interest in entrepreneurship. Universities shall organize more entrepreneurial-related activities or programmes and workshops that can enhance students' perceived behavioral control, for instance, projects like business proposal, managing small business in campus or during flea markets, providing opportunities for students to involve in managing their own business and get prior business experience (Ismail et al., 2009). The developed questionnaires can be distributed to students who are going to enroll in tertiary study to figure out their internal factors such as personality traits and attitudes that lead to entrepreneurial intention, hence, minimizing their confusion in selecting interested course.

► Finally on scholars, this study provides the scholar with detailed information about the entrepreneurial intention among undergraduates in higher learning institution. By investigating entrepreneurial intention, researchers can identify the entrepreneurial activity easily.

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FEDERAL UNIVERSITY OYE EKITI

EKITI STATE

DEPARTMENT OF SOCIOLOGY

Dear Respondent,

The questionnaire is to help furnish an ongoing project research work with information on **Entrepreneurship Education as a correlate of Undergraduate entrepreneurial future intention in Federal University Oye-Ekiti**. Please note that all information given here will be treated confidentially and used mainly for academic purpose.

Your cooperation and support will be greatly appreciated by providing vital information specified in the questionnaire.

SECTION A: DEMOGRAPHICAL DETAILS

Please specify your answer by **placing a tick (√)** on the relevant answers provided.

1. SEX OF RESPONDENT: MALE() FEMALE ()
2. Age Group: Below 20 years old () 21 – 23 years old () 24 – 26 years old () ()
27 – 29 years old () 30 years old and above
3. MARITAL STATUS: SINGLE() MARRIED() DIVORCE() SEPERATED()
4. RELIGIOUS AFFILIATION: CHRISTIANITY() ISLAM() TRADITIONAL RELIGION() OTHERS()
5. ETHNIC BACKGROUND :YORUBA() IGBO() HAUSA() OTHERS please specify_____
6. PRESENT LEVEL IN YOUR UNDERGRADUATE COURSE: 100() 200() 300() 400()
7. DEPARTMENT: _____
8. FACULTY: _____

SECTION B: FACTORS THAT INFLUENCE STUDENTS' ENTREPRENEURIAL INTENTION

Based on your opinion, please indicate the most appropriate response with the scale given below. (1) SD = Strongly Disagree (2) D = Disagree (3) N = Neutral (4) A = Agree (5) SA = Strongly Agree
 Factors such as family network, Education peer group influence

SN	ATTITUDE TOWARDS ENTREPRENEURSHIP	SD	D	N	A	SA
1	I will rather be my own boss than have a secure job.					
2	A career as entrepreneur is attractive for me.					
3	If I had the opportunity and resources, I will like to start a firm.					
4	Being an entrepreneur would entail great satisfactions for me.					
5	I believe that if I were to start my business, I will certainly be successful					
SUBJECTIVE NORMS : FAMILY NETWORK, PEER GROUP INFLUENCE						
6	My parents are positively oriented towards my future career as an entrepreneur					
7	My friends see entrepreneurship as a logical choice for me.					
8	I believe that people, who are important to me, think that I should pursue a career as an entrepreneur.					
9	In my University, students are actively encouraged to pursue their own ideas.					
10	There is a well-functioning support infrastructure in my University to support the start-up of new firms.					

SECTION C: ENTREPRENEURSHIP EDUCATION IN RELATION TO ENTREPRENEURIAL INTENTION

Based on your opinion, please indicate the most appropriate response with the scale given below. (1) SD = Strongly Disagree (2) D = Disagree (3) N = Neutral (4) A = Agree (5) SA = Strongly Agree

SN	FACTOR	SD	D	N	A	SA
11	Entrepreneurial subject is very important.					
12	Entrepreneurship should be taught in University.					
13	Entrepreneurship course should be made compulsory in order to stimulate entrepreneurial spirit in campus.					

14	More entrepreneurial and business educational programmes on campus would help students to start businesses.					
15	My University course prepares people well for entrepreneurial careers.					
16	I know how to develop an entrepreneurial project.					
	STUDENT ENTREPRENEURIAL INTENTION					
17	I prefer to be an entrepreneur rather than to be an employee in a company.					
18	My professional goal is to become an entrepreneur.					
19	I am determined to create a firm in the future.					
20	I will make every effort to manage my own firm.					
21	I have a very serious thought in starting my own firm					
22	If I want, I could become self-employed after my studies.					
23	If I tried to start a firm, I would have a high probability of succeeding.					

SECTION D: ENTREPRENEURIAL INTENTION ACTIVITIES IN RELATION TO PERSONAL TRAIT

Based on your opinion, please indicate the most appropriate response with the scale given below. (1) SD = Strongly Disagree (2) D = Disagree (3) N = Neutral (4) A = Agree (5) SA = Strongly Agree

SN	FACTORS	SD	D	N	A	SA
24	I like to try new things. (e.g. exotic food or going to new places)					
25	I tend to use new routes when I travel.					
26	I will start my own business if I detect an opportunity					
27	I am confident of my skills and abilities to start a business.					

Thank you very much for your participation.