

ENTREPRENEURSHIP EDUCATION AND STUDENT ENTREPRENEURIAL MINDSET: A STUDY OF STUDENTS IN FEDERAL GOVERNMENT TERTIARY INSTITUTIONS IN LAGOS, NIGERIA

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Abstract

Entrepreneurship education is designed as an intervention programme for Nigerian Tertiary Institutions to nurture students towards developing a job-creating mind-set as opposed to a job-seeking mind-set. The actualisation of this broad objective for entrepreneurship education has been a subject of great interest, debate and conjecture in the last one decade due to several conflicting outcomes in the literature. Consequently, it becomes imperative to investigate the influence of entrepreneurship education on the mind-sets of students using different research locations and contexts within the Nigerian Tertiary Educational System. This research was thus designed to examine the extent to which entrepreneurship education influences the development of entrepreneurial mind-sets among students in two tertiary institutions in Lagos. Descriptive and inferential statistics were used to present the basic demographics and test the study's hypotheses respectively. The findings suggest that entrepreneurship education has significant influence on students' entrepreneurial mind-set. Furthermore, positive and significant associations were also found between entrepreneurship education and entrepreneurial intention, capacities and competencies of these students. The paper makes a significant contribution to further increase the understanding of the potentials inherent in the entrepreneurship education programme being offered in Nigerian tertiary institutions thus underscoring its importance in empowering students towards future self-reliance. Furthermore, producing graduates with an entrenched entrepreneurial mind-set which would drive innovation first in firms that would employ them and also lead to increase in start-ups amongst

graduates from Nigerian Universities. The study thus recommends a redesign of the entrepreneurship programme to foster the growth and nurturing of the intensity of students entrepreneurial mind-set towards job creation and innovativeness.

Keywords: *Entrepreneurship Education, Entrepreneurial Mindset, Tertiary Institutions, Entrepreneurship Capacities, Entrepreneurial Competencies, Innovativeness*

Introduction

Entrepreneurship education is an intervention programme introduced by the Federal Government into the Nigerian tertiary institutions for the purpose of creating a positive entrepreneurial mindset in students; thereby nurturing in them a job-creating mentality as opposed to a job-seeking mentality. On the contrary, recent reports by some analysts argued that, the type of education offered in the Nigerian tertiary institutions encouraged unemployment because of the mismatch between the need of employers and the stock of job-specific human capital produced by the country's educational institutions (Sofoluwe, Shokunbi, Raimi & Ajewole, 2013). Graduates are produced by tertiary institutions in the country for wage employment in the formal sector. Unfortunately, the number of vacancies is far less than the number of graduates produced. Consequently, the period between graduation and final absorption for employment continues to increase. It is currently estimated to be five years after graduation (NISER, 2013). It has also been reported that at least around 1.8 million graduates are entering the labour market every year in Nigeria (Falusi, 2014). Therefore, in order to address the growing unemployment rate in the country, education policymakers proposed entrepreneurship education as a tool needed to reduce the risk of unemployment; improve productivity; increase wages; increase technological innovation; and economic growth (Ekpoh & Edet, 2011; Sofoluwe et al, 2013; Oyelola, 2010).

The introduction of entrepreneurship education into tertiary institutions' curricula cuts across different disciplines and academic departments. Furthermore, after weighing the pros and cons, policymakers made it a compulsory course for all undergraduates at the three levels of tertiary education in Nigeria (Colleges of Education, Polytechnic and Universities). The main objective was to continuously foster an entrepreneurial culture amongst students and also teach them to develop skills that would support them in establishing and maintaining sustainable business ventures before and after graduation (Lawal, Raimi and Bello, 2014; Yahya, 2011).

In retrospect, Ekpoh & Edet (2011) re-states that, in order to ensure that the curricula of tertiary institutions are fortified in order to stifle the endemic problem of unemployment in Nigeria, the National Universities Commission organised a stakeholder workshop on entrepreneurship in July 2004 for all Nigerian universities. At the end of the workshop, a draft curriculum on entrepreneurship education was developed. The National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) were also given presidential directives by the Ministry of Education to introduce entrepreneurship education into the curricula of Nigerian institutions of higher learning as a fall out of the workshop (Yahya, 2011).

In summary, the supervisory roles assigned to these three companies with regards to entrepreneurship education in the higher institutions in Nigeria include:

- a) establishing entrepreneurship study in all higher institutions,
- b) developing and implementing the curriculum for entrepreneurship course,
- c) the development of teachers' guide, instructional manual and students' handbook for sale as well as capacity building for at least ten lecturers in each university, polytechnic and college of education
- d) establishment of entrepreneurship resource and knowledge centres in the NUC, and
- e) capacity-building for at least ten teachers in all universities and development of Masters and PhD programmes in some selected universities (Lawal et al, 2014; Yahya, 2011).

The policy thrust of entrepreneurship education at the three levels of higher education in Nigeria is the acquisition of entrepreneurial skills by the students to empower them for self-employment after graduation. Yahya (2011) explains further that within the Education policy circles, it is anticipated that between the periods 2006 to 2010, at least 50,000 graduates from the Nigerian higher institutions should pass through entrepreneurship education with the aim of instilling in them sufficient entrepreneurial mind-sets and business development skills. From the projected 50,000 trainees, it is expected at the policy circle, that at least 10,000 graduates would establish their own business ventures upon completion of this programme.

In pursuance of the objectives of entrepreneurship education as discussed above, the Federal Ministry of Education (FME) introduced this intervention programme into the curricula of the universities, polytechnics and colleges of education

through the National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) officially in 2007/2008 academic session (Okojie, 2006; Lawal et al, 2014). Since its introduction, can it be affirmed that entrepreneurship education has impacted positively on the entrepreneurship mind-set of undergraduate students? This is one of the questions that this study seeks to answer. The National Universities Commission anticipates that effective from 2015, university graduates across different disciplines in the country would be fortified with essential entrepreneurial skills required for setting up viable business ventures along their lines of profession (Aginam, 2014).

For an objective assessment of the entrepreneurship mind-set of undergraduate students after passing through entrepreneurship education, this paper investigates the entrepreneurial mindset of final year students in two renowned tertiary institutions in Lagos State. In specific terms, this study seeks to investigate the impact of entrepreneurship education on students' entrepreneurial mind-set with regards to their entrepreneurial intentions, capabilities and competences.

This paper has five sections: Section I represents the introductory part which provides background information on entrepreneurship education in Nigeria; Section II reviews scholarly literature on entrepreneurship education, the theoretical framework and empirical evidence on students' entrepreneurial mind-set and intentions from different contexts; Section III presents the methods, the results of the study and the discussion of findings. Section IV is the conclusion and recommendations.

Statement of the Problem

The increasing level of poverty in most developing countries, especially among youths due to high unemployment rates has further widened the gap between the rich and poor in these economies. For instance, Nigeria, the most populous black nation in Africa is just recovering from a steep economic recession which has a multiplier effect on key economic indices in which unemployment rate has recorded 12.1% as at the first quarter of 2016 (National Bureau of Statistics, 2016), increased poverty level, high business failure rate; mass retrenchment in the private sector among others. This becomes a major concern due to the recurring trend of dominant reliance on the private and public sectors to provide white collar jobs since the country's independence in 1960.

Nigeria produces an average of 500,000 graduates yearly according to Quartz Africa (2016). However, the recent economic situation has prevented both private and public sectors from employing more than 20 percent of this number. Thus, there is a need for the redirection of tertiary institutions from focusing on employment-seeking to employment-providing curricula. Achieving this height would depend strongly on the ability of the current entrepreneurship education offered at higher institutions of learning to affect the mind-set of students from first year to final year.

Furthermore, the increasing dynamism of the global business environment requires graduates who are highly innovative and could approach work tasks and situations with an entrepreneurial mind-set (Mitchell, 2007). What we do not know is the extent to which entrepreneurship education as currently offered in Nigerian higher institutions of learning is able to affect the mind-set of students towards entrepreneurial process. The importance of this investigation is also predicated upon the huge disparity between the number of public and private higher institutions of learning in Nigeria and the level of entrepreneurial activities in the country.

Objectives of the Study

The broad objective of this study is to examine the extent to which entrepreneurship education influences the entrepreneurial mind-set of students in tertiary institutions.

Review of Literature, Theoretical Perspectives and Hypotheses Development

In putting the discourse in proper perspective, it is imperative to discuss the concept of entrepreneurship education and present a review of empirical studies on students' entrepreneurship mindset from different contexts.

Definition of Entrepreneurship Education

Entrepreneurship education has been defined variously by scholars from diverse backgrounds (Lawal et al., 2014; Towoloba and Raimi). In their submission, Lawal, Raimi and Bello, (2014) define entrepreneurship education as a specialised business education designed to inculcate in students the rudiments of business plan development, opportunity identification, risk-taking, innovation management, capability for coordinating human and material resources and skills for creating new products/services for existing and new markets. It offers a pragmatic and meaningful interaction between learners and their instructors, for

the purpose of developing the abilities of learners to identify, evaluate and generate ideas for solving business-related problems in a unique way (Towobola and Raimi, 2011). From the teacher-student viewpoint, entrepreneurship education is learning experiences that equip student with the needed ability to identify, screen and seize available opportunities in the environment (Akhueomonkhan, Raimi and Sofoluwe, 2013). Peterman & Kennedy (2003) views entrepreneurship education as a programme introduced into universities with a view of promoting and encouraging entrepreneurial behaviour among undergraduate students. It expects that after graduation, participating students would be fortified with the necessary skills to start and sustain their private businesses. Entrepreneurship education could stimulate the right mind-set in students when they are exposed to variety of materials and guided by experienced professionals (Wale-Oshinowo & Kuye, 2016). In essence, the zeal to promote entrepreneurship at institutional level has been heightened in contemporary times, because entrepreneurial activity through creation of new businesses has emerged as an effective means of revitalising stagnated economies, as well as solving unemployment problems through the creation of new job opportunities (Gürol and Atsan, 2006).

In Malaysia, the policy thrust of entrepreneurship education is driven by three interrelated factors namely: (a) the need to justify government's enormous funding allocation for the promotion of entrepreneurship, and small and medium enterprises (SMEs); (b) the need to salvage rising graduate unemployment problems, which have risen overtime; and (c) the need to change the mindsets of graduates from job-seeking mentality from government and private-sector employment (Mansor & Othman, 2011; Yusof, Sandhu & Jain, 2008).

Therefore, in order to ensure that the objectives of entrepreneurship education are achieved, the Malaysian government made entrepreneurial subjects compulsory from primary school level to tertiary level with a view to changing the mindsets of students from the foundational level so that they can develop to be college graduates that would rather become self-employed rather than salary earners. The Malaysian model could be imitated for positive results in Nigeria. Summing up the viewpoints above, Gabadeen and Raimi (2012) posited that entrepreneurship education is aimed at stimulating small business ownership by college graduates; and it also has the capacity to develop opportunity-seeking managers within already established companies. The social, educational and economic impacts of entrepreneurship education explain the upsurge in the number of colleges and

universities offering the programme across the globe (Karimi, Chizari, Biemans & Mulder, 2010).

Theory of Planned Behaviour

The theory which served as the bedrock upon which this study is built is the theory of planned behaviour (TPB), propounded by Ajzen (1991). The premise of the theory is that since human beings are rational in their choices, their behaviour is likely to be influenced by their intention and perceived control over such behaviour (Ajzen, 1991; Küttim, Kallaste, Venesaar & Kiis, 2014; Lortie & Castogiovanni, 2015). The argument is that behaviour is a function of intention and mind-set. The TPB has been applied to observe intention and behaviour in fields such as economics, health, sociology and psychology. For instance, in a meta-analytical review of the efficacy of the theory, Armitage and Conner (2001) observed that TPB had been employed by scholars to observe behaviours such as blood donation, fitness and physical exercise, school attendance, choice of transportation, voting, and smoke quitting. Quite importantly though, TPB has been employed by scholars in analysing entrepreneurship and education (Heuer & Kolvereid, 2014; Küttim *et al.*, 2014) and it has been established that entrepreneurship education actually helps influence the mindset to become an entrepreneur (Heuer & Kolvereid, 2014; Lortie & Castogiovanni, 2015; Van Gelderen, Brand, van Praag, Bodewes, Poutsma & Van Gils, 2008).

According to Ajzen (1991), the TPB is a psychological model, which states that behaviour is preceded by intentions, which is itself determined by three antecedents known as attitude, subjective norm, and perceived behavioural control. As it concerns entrepreneurship education and entrepreneurial mindset therefore, all three antecedents have been found to be significant. In their study, Van Gelderen *et al.* (2008) employed the theory of planned behaviour to assess the entrepreneurial intentions of business students in Western Europe (Netherlands) based on the three antecedents of attitudes, perceived behavioural control, and subjective norms as postulated by Ajzen (1991). It was found that entrepreneurial alertness (a component of perceived behavioural control) and the importance attached to financial security (a component of attitude) are greatly responsible for explaining entrepreneurial intentions among business-oriented students. Similarly, in a study which investigated the relationship between entrepreneurship education and entrepreneurial behaviour also in Western Europe (Belgium and Norway), Heuer and Kolvereid (2014) found that participation in extensive education programmes in entrepreneurship had a strong direct relationship with entrepreneurial intention. Additionally, in their submission on

the effect of entrepreneurship education on students' entrepreneurial intentions at the university level in Eastern Europe (Estonia), it was established by Küttim *et al.*, (2014) that students' participation in entrepreneurship education exerted positive impact on entrepreneurial intentions.

TPB as a theory therefore has been employed in extant literature to establish the nexus between entrepreneurship education and entrepreneurial intention and mindset. The theory is particularly useful for such a study as this because it represents a more detailed perspective on the process leading to the entrepreneurial behaviour and serves as a proxy that permits practical, indirect measurement of behaviour (Heuer & Kolvereid, 2014). Since the focus of this study is on entrepreneurship education and entrepreneurial mindset in Nigeria; the authors find it expedient to employ TPB as the theoretical framework. This is in line with previous studies on the subject matter of interest (Heuer & Kolvereid, 2014; Küttim *et al.*, 2014; Van Gelderen *et al.*, 2008). The theory shall help explain the extent to which entrepreneurship thus aiding the development of entrepreneurial competencies and capacities (Unger, Rauch, Freese, & Rosenbusch, 2011). Consequently, this study suggests the following hypotheses:

- H₁: There is a positive relationship between entrepreneurship education and the entrepreneurial mind-set of students*
- H₂: There is a positive relationship between entrepreneurship education and the entrepreneurial intention of students*
- H₃: There is a positive relationship between entrepreneurship education and the entrepreneurial capacities and competencies of students*

Empirical Evidence on Entrepreneurship Mindset

Conceptually, entrepreneurial mind-set refers to a specific state of mind which directs an individual to conduct himself/herself to take up entrepreneurial activities that would lead to the pursuit of significant outcomes, such as opportunities, survival, innovation and new value creation (Puffer & McCarthy, 2001). Overtime, a number of studies which investigated the entrepreneurship mindsets of undergraduates across the world provided overlapping empirical evidence (Garavan and Cinneide, 1994; Gürol and Atsan, 2006; Henry, Hill and Leitch, 2005). In the study of Kolvereid and Moen (1997), it was found that students given structured training in entrepreneurship programme in the school exhibited a higher entrepreneurial intention and were mostly inclined to initiate personal businesses.

Another study by Gürol & Atsan (2006), which explored the entrepreneurial orientation of Turkish university students found that all the entrepreneurially-inclined students surveyed manifested entrepreneurial traits such as need for achievement, locus of control, risk taking propensity, innovativeness and self-confidence (except tolerance for ambiguity). Also, the study found that, students who passionately learnt entrepreneurship education have high risk taking propensity, internal locus of control, higher need for achievement and higher innovativeness. Furthermore, Yusof, Sandhu & Jain (2008) investigated the entrepreneurial inclination of UNITAR students in Malaysia using a sample of 234 students from three faculties. The study found a strong entrepreneurial inclination among the students across all the faculties in UNITAR, an indication that entrepreneurship education has positive effect on learners' mindset. Similarly, Wu & Wu (2008) investigated Chinese university students' entrepreneurial intentions using structural equation modelling. The study found varied outcomes in the entrepreneurship intentions of students which was hinged on the diverse educational background of the surveyed Chinese university students. The study therefore underscores the need for flexible approaches in the teaching of entrepreneurship education in higher institutions by taking into cognisance the educational backgrounds of different students.

Besides, a qualitative study conducted by Lawal, Raimi and Moshood (2014) which investigated the role of entrepreneurship education in supporting economic and social development in Nigeria found that, entrepreneurship education has inculcated in students business skills and psychological traits required for coping with the challenges of unemployment in Nigeria. This implies that entrepreneurship development programme has the capacity to inculcate in students the reality of self-employment and also embolden them to venture into creating small businesses. The study noted that entrepreneurship education has helped to re-orientate and fortify undergraduate students across different fields with the market skills required to meet the needs of the industry by teaching them the following: writing of business plans; conducting market research; branding and packaging; basic book-keeping skills; and other necessary skills required to function as independent owners of business or experts working for others in the industry.

Similarly, the work of Ekpoh & Edet (2011) that explored the impact of entrepreneurship education on the career intentions of 500 students from two universities in the South-Eastern part of Nigeria found that the exposure to entrepreneurship education influenced the career intentions of tertiary school

students. The study of Efi (2016) which examined the role of higher institutions in promoting entrepreneurship and small business in Nigeria found that the embedment of entrepreneurship education in the curriculum of Nigerian tertiary institutions has instilled and revived entrepreneurial spirits of students thereby providing them with realistic career options, and also teaching them self-sustenance, and self-reliance. Furthermore, the study carried out by Sofoluwe et al. (2011), which investigated the Human Capital Development and Employability prospects of entrepreneurship education found that, entrepreneurship education is a leeway to job creation, wealth creation, youth empowerment, peaceful society and economic development.

Methods and Materials

This exploratory study adopts a positivist posture combined with quantitative research method relying on a survey strategy. This is a common research method in management and social sciences (Howitt and Cramer, 2010; Saunders, Lewis and Thornhill, 2012). From a combined population of students estimated to be approximately 74,000 (University of Lagos = 58000; and Yaba College of technology = 16,000), a sample size of 250 final year students were arrived at using the Yamane formula. Quota sampling based on the population size was employed to determine questionnaire distribution. 150 copies of a questionnaire were distributed in University of Lagos and 100 copies at Yaba College of Technology. A structured questionnaire served as the research instrument. The questionnaire contained sixty-eight (68) questions and four (4) scales measuring Entrepreneurship Course; Entrepreneurial Intention; Entrepreneurial Mind-set; and Entrepreneurial Capacities and Competencies. Considering the nature of the study, a purposive sampling technique was found to be appropriate and therefore adopted. A total of 205 copies of a questionnaire were found useable. They were subsequently collated, cleaned and analysed by using descriptive and the Friedman Ranking test statistics

Results

From the 250 questionnaires administered on undergraduate students in University of Lagos and Yaba College of Technology, a total of 205 were found useable and included for analysis. This figure represents 82% response rate, and is considered adequate. The respondents cut across different age groups, family backgrounds, academic faculties, courses and different work experiences. The respondents were drawn from 5 faculties and 11 departments/courses. The demographic profile of respondents is presented in Table 1.

Table 1: Demographic Profile of Respondents

Age of Respondents		
Value Label	Frequency	Percent
16-18 years	55	26.83
19-21 years	43	20.98
22-24 years	55	26.83
25 years & Above	52	25.37
Total	205	100
Faculty		
Faculty/College of Business Administration	92	44.88
Faculty/College of Education	65	31.71
Faculty/College of Engineering	19	9.27
Faculty/College of Sciences	9	4.39
Faculty/College of Social Sciences	20	9.76
Course of Study		
Accounting	31	15.12
Business Administration	38	18.54
Vocational Education	29	14.15
Insurance & Actuarial Science	6	2.93
Education	15	7.32
Industrial Relations	11	5.37
Business Education	25	12.20
Chemistry	9	4.39
Chemical Engineering	12	5.85
Electrical Engineering	7	3.41
Economics	22	10.73
Total	205	100

Source: Data from Survey

Table 2 indicates that majority of the respondents noted that entrepreneurship education is important in today's society; according to them, it leads to more start-up ventures and economic growth. The respondents also indicated that entrepreneurship education is valuable for people starting their own businesses; makes it easier for learners to start a firm and keeps it working. In addition to this, the respondents indicated that entrepreneurship education gives learners the motivation that there is a high probability that starting a firm would be successful; and finally entrepreneurship imbibes in the mind of learners the power to

overcome all obstacles that may cross their path into becoming an entrepreneur later in life. It is proven that entrepreneurship education has a significant influence on students' entrepreneurial mind-set (Overall, the statistical findings showed the following results - Chi-Square=164.46, df=5, Asymp. Sig. =0.000).

Table 2: Entrepreneurship Education and Students' Entrepreneurial Mind-set

Entrepreneurial Mind-Set Scale	Mean	Chi-Square Estimates
Entrepreneurship education is important in today's society	3.62	180.57 (df=2, p=0.00)
Entrepreneurship education in higher education leads to more start-up ventures and more economic growth	3.20	279.66 (df=3, p=0.00)
Entrepreneurial education is only valuable for people starting their own businesses	2.80	113.51 (df=4, p=0.00)
It would be easy for me to start a firm and keep it working	4.02	136.34 (df=4, p=0.00)
There is a high probability that if I start a firm, it would be successful	4.50	40.40 (df=1, p=0.00)
I now find it easy to see possibilities even in the face of difficulties	2.86	3.08 (df=2, p=0.214)
My mind is set on overcoming all obstacles to become an entrepreneur later in life	4.35	23.10 (df=2, p=0.00)
Overall: N=205, Chi-Square=164.46, df=5, Asymp. Sig.=0.000		

Source: Data from Survey

Table 3 below indicates that entrepreneurship education enhances students' entrepreneurial intention in five ways. It makes a career in entrepreneurship attractive to learners; it gives students more advantages than disadvantages; it makes student decide to become an entrepreneur in future; it encourages students to become an entrepreneur even if offered paid employment; and it fulfils students' future career goals and objectives by becoming an entrepreneur. It could be concluded that that entrepreneurship education has significant influence on students' entrepreneurial intention (Overall Chi-Square=207.54, df=4, Asymp. Sig.=0.000).

Table 3: Entrepreneurship Education and Students' Entrepreneurial Intention

Entrepreneurial Intention Scale	Mean	Chi-Square Estimates
The entrepreneurship course offered in this institution has made a career in entrepreneurship attractive to me	2.09	107.49 (df=3, p=0.00)
Becoming an entrepreneur would give me more advantages than disadvantages	3.80	58.86 (df=3, p=0.00)
The entrepreneurship course offered in this institution has made me decide to become an entrepreneur in future	2.65	161.07 (df=3, p=0.00)
If offered paid employment on graduation, I would still rather become an entrepreneur	2.78	78.51 (df=2, p=0.00)
I know that I would fulfil my future career goals and objectives by becoming an entrepreneur	3.68	99.11 (df=2, p=0.00)
Overall: N=205, Chi-Square=207.54, df=4, Asymp. Sig.=0.000		

Source: Data from Survey

Table 4 shows eleven (11) entrepreneurial capacities and competencies that students could have acquired based on their exposure to entrepreneurship education. Majority of the students as evidenced by the mean estimates indicates that they are now persuasive, assertive, persistent, initiates actions easily, recognise opportunities and act on them, good at planning, possess good business skills, good organisational skills, good leadership skills, good communication skills, good problem-solving skills, more innovative and creative. It is therefore established that entrepreneurship education has significant influence on students' entrepreneurial capacities and competencies (Overall Chi-Square=434.16, df=12, Asymp. Sig. =0.000).

Table 4: Entrepreneurship Education and Students' Entrepreneurial Capacities and Competencies

Entrepreneurial Capacities and Competencies Scale	Mean	Chi-Square Estimates
I am persuasive	4.85	820.00(df=4, p=0.00)
I am assertive	4.92	399.80(df=4, p=0.00)
I am persistent	4.94	408.49(df=4, p=0.00)
I initiates actions easily	4.44	408.49(df=4, p=0.00)

I easily recognise opportunities and act on them	4.44	395.61(df=4, p=0.00)
I am good at planning	4.94	394.24(df=4, p=0.00)
I have good business skills	4.44	401.32(df=4, p=0.00)
I have good organisational skills	4.43	698.24(df=4, p=0.00)
I have good leadership skills	4.71	401.32(df=4, p=0.00)
I have good communication skills	4.44	401.32(df=4, p=0.00)
I am good at problem solving	4.72	715.02(df=4, p=0.00)
I am very innovative	4.71	680.29(df=4, p=0.00)
I am creative	5.00	595.61(df=4, p=0.00)
Overall: N=205, Chi-Square=434.16, df=12, Asymp. Sig.=0.000		

Table 5: Correlation Analysis

Entrepreneurial Scales		S1	S2	S3	S4
S1	Pearson Correlation	1.00	.15	.21	-.50
	Sig. (1-tailed)		.015	.002	.000
	N	205	205	205	205
S2	Pearson Correlation	.15	1.00	.71	.39
	Sig. (1-tailed)	.015		.000	.000
	N	205	205	205	205
S3	Pearson Correlation	.21	.71	1.00	.05
	Sig. (1-tailed)	.002	.000		.227
	N	205	205	205	205
S4	Pearson Correlation	-.50	.39	.05	1.00
	Sig. (1-tailed)	.000	.000	.227	
	N	205	205	205	205

Source: Data from Survey

Table 5 above shows the result of the correlation analysis of Entrepreneurship Course (S1), Entrepreneurial Intention (S2), Entrepreneurial Mind-set (S3) and Entrepreneurial Capacities and Competencies (S4). The first row of the correlation table indicates that Entrepreneurship Course (S1) correlates positively with Entrepreneurial Intention (S2), Entrepreneurial Mind-set (S3) and Entrepreneurial Capacities and Competencies (S4). The second row indicates that Entrepreneurial Intention (S2) correlates positively with Entrepreneurship Course (S1), Entrepreneurial Mind-set (S3) and Entrepreneurial Capacities and Competencies (S4). The third row indicates that Entrepreneurial Mind-set (S3) correlates positively with Entrepreneurship Course (S1) and Entrepreneurial Intention (S2), but correlates negatively with Entrepreneurial Capacities and

Competencies (S4). The fourth row indicates that Entrepreneurial Capacities and Competencies (S4) correlate positively with Entrepreneurship Course (S1), Entrepreneurial Intention (S2), but correlates negatively with Entrepreneurial Mind-set (S3).

Discussion

The outcomes of the descriptive analysis with regards to the four entrepreneurial scales designed as parameters for data gathering in this study were all positive and significant. Preliminary findings of the Chi Square analysis of the four entrepreneurial scales indicate that entrepreneurship education has a significant influence on students' entrepreneurial mind-sets, intentions, and entrepreneurial capacities and competencies. However, the inferential statistics using the correlation analysis provided contrary results.

The first result indicates that Entrepreneurship Course (S1) and Entrepreneurial Intention (S2) are both positively related to Entrepreneurial Mind-set (S3), but inversely related to Entrepreneurial Capacities and Competencies (S4). The implication of the result is that the quality of delivery of entrepreneurship course increases students' entrepreneurial intention and Entrepreneurial Mind-set substantially. However, the quality of delivery of entrepreneurship course does not necessary lead to increase in students' entrepreneurial capacities and competencies.

Furthermore, it was found that Entrepreneurial Mindset is not related to Entrepreneurial Capacities and Competencies (S4). In other words, the fact that students' Entrepreneurial Mindset has been enhanced is not an assurance that they possess Entrepreneurial Capacities and Competencies. From professional experience, Entrepreneurial Capacities and Competencies are acquired through specialised knowledge, quality of mentorship, years of experience, parents' entrepreneurial experience and other capacity-building trainings.

To bridge the gap between entrepreneurial mind-set and entrepreneurial capacities and competencies, there is the need for periodic review and assessment of the contents of the entrepreneurship education curricula. This is premised on the fact that a good curriculum should inculcate in students and/or learners practical skills on idea generation in the environment, turning identified ideas to viable business opportunities, promoting and managing established businesses and acceptable global business ethics for SMEs, as well as the rudiments for preparing business plans, business management skills (Gabadeen and Raimi, 2012).

Over a decade ago, Fayolle (2005) also suggested the need for new approaches for assessing Entrepreneurship Teaching Programme (ETP) or entrepreneurship course being taught in schools. It was emphasised that entrepreneurship course assessment should be based on the theory of planned behaviour, which allows instructors measure the important variables that influence entrepreneurial course as well as entrepreneurial intention throughout the education process. Singapore's universities teaching entrepreneurial course have taken the lead in merging entrepreneurial intentions with entrepreneurial capacities and competencies through conducting researches that are relevant to the industry, technology commercialisation, high-tech spin-offs, attracting foreign talents, and inculcating entrepreneurial mindsets in their students from the primary level (Wong, Ho & Singh, 2007).

The finding that entrepreneurship course increases students' entrepreneurial intentions and Entrepreneurial Mind-set sustainably is supported by a number of previous studies in Nigeria and outside the shores of the country. Ekpoh & Edet (2011) ascertained that entrepreneurship education influences the career intentions of tertiary school students. In Malaysia, Yusof, Sandhu & Jain (2008) found that entrepreneurship education taken by students across all the faculties in UNITAR has positive effects on learners' mindset.

Another study by Gürol & Atsan (2006) in Turkish university found that undergraduate students that took entrepreneurship education manifested entrepreneurial traits that are needed for achievement, locus of control, risk taking propensity, innovativeness and self-confidence. It has been argued on the basis of theoretical and empirical evidences that the most suitable metric or parameter for evaluating the results of entrepreneurship education otherwise called entrepreneurship activity is the rate of new business creation. Therefore, an economy will experience positive impact of entrepreneurship education when teaching is complemented with increased funding and instructional support for entrepreneurship education (Raposo & Do Paço, 2011).

Finally, another fact that has emerged from this study are that findings from descriptive analysis often provide a general trend on relationships among the variables being investigated, but such trend is insufficient to make conclusive statement on research inquiry. However, inferential analysis provides specific and conclusive statement on the subject of inquiry. Researchers in the fields of management and social sciences should therefore view a descriptive analysis as a necessary condition for making preliminary statements on their investigative

findings, they should also note that inferential analysis provides a sufficient condition and ground for making assertive statements on academic research.

Conclusion, Research Implications and Recommendations

This paper attempts to explore the entrepreneurial mindset of students after following an entrepreneurship education course in two tertiary institutions using quantitative research approach. The outcome of the study indicated that entrepreneurship education has significant influence on students' entrepreneurial mind-set, entrepreneurial intention, and entrepreneurial capacities and competencies of these students. The implications of this research are diverse.

One, the study has shown that the policy objectives of entrepreneurship education, to teach entrepreneurship modules to students with a view to inculcating in them entrepreneurial intention, entrepreneurial mind-set and entrepreneurial capacities and competencies have been achieved with varying degrees of success in the two tertiary institutions surveyed by this research. However, similar investigations should endeavour to cover more tertiary institutions in Nigeria.

The second practical implication is that, for entrepreneurship education to create enduring entrepreneurial mindset in students of tertiary institutions there is need for policy-makers to focus on critical complementary areas such as funding, capacity-building for entrepreneurship lecturers, improved curriculum development, industry collaboration and quality assurance that integrate entrepreneurship education with the needs of the country. The present exploratory research however has limited applications considering the sample size, depth of issues investigated, location covered, number of departments covered and more importantly the generalisation of the findings.

In the light of the issues and challenges discussed above, there are a number of policy recommendations to policy-makers and supervisory agencies in charge of the three levels of tertiary education in Nigeria.

- a) A national culture of entrepreneurship and pragmatic approach should be fostered among students offering entrepreneurship education in tertiary institutions in order to fast track Nigeria's economic development.
- b) Tertiary institutions offering entrepreneurship education, as part of their pragmatic and practical-oriented methods, should organise field trips, industrial tours, mentorship programme, exhibitions, coaching/grooming, seminars, conferences and workshops for their undergraduate students in order to inspire them towards imbibing entrepreneurial traits.

- c) However, the government should provide substantial funding for public universities, polytechnics and colleges of education offering entrepreneurship education courses. The funding should cover training for both academic and administrative members of staff who are involved in delivering the entrepreneurship development programmes.
- d) The authorities of the universities/polytechnics/colleges of education should also ensure that lecturers assigned to teach entrepreneurship education courses are specialists in the field.
- e) There is need for periodic review and assessment of the contents of entrepreneurship education curricula used in these institutions. A good curriculum should inculcate in the students/learners practical skills on idea generation in both friendly and hostile environments, turning identified ideas to viable business opportunities, promoting and managing established businesses.
- f) The country has an abundance of human resources, who could be sent for specialised training in entrepreneurship education and small business management. This recommendation would help bridge the current gap of inadequacy of expert lecturers, mentors and coaches and more importantly provide appropriate guidance and the right instructional environment for students offering compulsory courses in entrepreneurship education.
- g) An entrepreneurial culture should be integrated into all courses of study in Nigerian tertiary institutions in order to re-orientate Nigerian graduates and change their mindsets from a job-seeking one to that of job creation. This can be done by impacting the principles and practice of entrepreneurship into students using a robust and stimulating pedagogical approach to teaching.
- h) It is suggested that private sector organisations should provide support in the area of capacity building for lecturers by exposing them to practical industry knowledge of entrepreneurship. This would improve the delivery methods and approach of entrepreneurship education in Nigeria.

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