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EFFECT OF ENTREPRENEURIAL EDUCATION ON ENTREPRENEUR'S
INTENTIONS AMONG NIGERIAN GRADUATES

BY

MZUGHULGA JEREMIAH IWASEN

UR201501105

BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
BUSINESS ADMINISTRATION, FACULTY OF HUMANITIES, MANAGEMENT
AND SOCIAL SCIENCES, FEDERAL UNIVERSITY WUKARI IN PARTIAL
FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF
SCIENCE (B.Sc.) DEGREE IN BUSINESS ADMINISTRATION

SEPTEMBER, 2019

DECLARATION

I hereby declare that this research project is an original work carried out by me, (Mzughulga Jeremiah Iwasen) with matriculation number (UR201501105) in the department of business administration under the supervision of (Mr. Anza Calvin Nyianshima) of the department of Business Administration, Federal University Wukari.

MZUGHULGA JEREMIAH IWASEN

DATE

CERTIFICATION

I hereby certify that this research project on Effect of “Entrepreneurial Education on Entrepreneur’s Intentions among Nigerian Graduates” was undertaken by (Mzughulga Jeremiah Iwasen) with matriculation number (UR201501105) under the supervision of:

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(Supervisor)	Signature	Date

Dr. Andy Fred Wali	_____	_____
(Head of Department)	Signature	Date

Prof. N.G Nwokah	_____	_____
(External supervisor)	Signature	Date

DEDICATION

This work is dedicated to Almighty God for giving me the ability to successfully complete this programme for the award of B.Sc. degree in Business Administration. I also dedicate this work to my wife, Felicia Mzughulga, my parents, Mr. /Mrs. Peter Mzughulga Zuawua for their support and care in my journey of life so far.

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ABSTRACT

This study examined the effect of Entrepreneurial Education on Entrepreneur's Intention among Nigerian graduates, and focused on NYSC batch B posted to Wukari Local Government Area of Taraba State as at 2018. Using a population of 104, out of which a sample size of 83 was determined using Taro Yamene's formula. The sample size was distributed using Bowley's formula. Primary data was employed and the instrument used in gathering data was questionnaire. The validity of the researched instrument was ascertained by seeking guidance from his supervisor for vetting before the questionnaires were administered, and also the researcher adopted a pilot survey to check the validity of the measuring instrument. Reliability of the measuring instrument was conducted using split-half method, in which questionnaires were randomly administered to two groups of 10 respondents. The reliability result of 0.512 representing 51.2% was obtained, and the instrument was accepted for use. The variables were statistically analyzed using Simple Linear Regression technique to test the hypotheses using SPSS V.21.0. Undergraduate entrepreneurial courses, seminars and conferences were the predictor's variables to starting of new business, discovering of new business and self-employment intentions. The study found that; Undergraduates Entrepreneurial courses has a positive significant relationship with starting of new business ($\beta=0.716$, $p=0.000$), Entrepreneurial seminars has a positive significant relationship with discovering of new business ($\beta=0.323$, $p=0.000$) and Entrepreneurial conferences has a positive significant relationship with self-employment intentions ($\beta=0.523$, $p=0.000$). The study however, recommended that academic institutions, government agencies and corporate bodies should encourage and support training and development of graduates and students respectively through organizing undergraduates entrepreneurial courses, conferences, seminars, workshops, excursions and siwes to enhance entrepreneurial education which may increase attitude towards starting of new business, discovering of new ideas and opportunities and also for them to develop high sense of self-reliance in order to reduce the problem of unemployment among Nigerian graduates.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In recent time, there have been increasing global concern over the continuously expanded rates of unemployment around the world, particularly in most developing countries, where the youths have been

identified as the most affected groups (Olayinka, 2010). As a result of this, various governmental and non-governmental organizations have initiated policies through support agencies such as National Directorate for Employment (NDE), the National Poverty Eradication Programme (NAPEP), Bank of Industry (BOI), Federal Institute of Industrial Research Oshodi (FIRO), Industrial Development Centre (IDC), Small and Medium Enterprises Development Agency of Nigeria (SMEDAN), National Office for Technology Acquisition and Promotion (NOTAP), Raw Materials & Development Council (RMRDC) among others to facilitate the establishment and successful existence of small scale industries, they are also saddled with the responsibility of ensuring conducive environment for Small and Medium Enterprises (SMEs), poverty alleviation, provide financial support for Small and Medium Enterprises(SMEs), Capacity utilization and to address the problem of unemployment among Nigerian citizens(Akhuemonkhan, Raimi & Sofoluwe, 2013; Emmanuel, Dazala & Daniel, 2012; Olayinka 2010).

As a fresh graduate of any prestigious Nigerian university, all these programmes are very pivotal, but they may in the other way round be unimportant to graduates who have no skills or did not acquired entrepreneurship education. It is on this note that the Federal government

through the Ministry of Education in conjunction with the National Universities Commission (NUC) approved the establishment of Entrepreneurship Study Centres (ESCs) in all Federal own Universities in the country (Akhuemonkhan, Raimi & Sofoluwe, 2013). The establishment of these centres is to be funded by Education Trust Fund (ETF); the ministry has also approved the establishment of project implementation committee to fast track the establishment and development of entrepreneurship education in the Universities. The primary role of the centre is stimulation of entrepreneurial competencies among students, staff and the community. Entrepreneurship has been recognized as the catalyst and pivotal element behind economic growth and development (Kothari, 2013; Kidane & Harvey, 2009; Nafukko & Muyia, 2010). This is because entrepreneurship leads to the creation of Small and Medium Scale Businesses (SMSBs), providing employment opportunities, income generation, uplifting of standard of living, and utilization of human, material and financial resources of a country in the right direction. Many countries both developed and developing economies have placed intensive and frantic efforts and programmes towards development of Entrepreneurship (Kidane & Harvey, 2009). Beeka & Rimmington (2011);Buang (2011), entrepreneurship is one of the career options for youths and graduates.

However, despite the recognition of entrepreneurship as having the potential to curb unemployment among Nigerian youths and the introduction of entrepreneurship education in Nigerian universities to train graduates and undergraduates alike to be self-employed, yet a good number of graduates still remain unemployed after their NYSC. The Federal Government of Nigeria through the Ministry of Labor and Productivity states that “the greatest challenge confronting government today remains massive unemployment which has served as a breeding ground for anti-social vices in Nigeria (Olayinka, 2010).The development of an entrepreneurial mind-set and/or enterprising skills is on the agenda for developing graduates in order to enhance their employability. Employers are looking for graduates equipped with skills that will enable them to act in enterprising ways so that they can deal effectively with a difficult business environment and a personal life that is increasingly full of uncertainties and complexities (Beeka & Rimmington, 2011).

The aim of this study is to examine the effect of Starting of business on students’ entrepreneurial intentions and dreams. This is to confirm or disaffirm the assertion that Starting of business increases the intention to start business among University undergraduates and graduates alike (Maki, 1999). The programme appears to be influencing students in terms of

generating entrepreneurial interest and going into the business of their choice. Souitaris, Zerbinati & Al-lahan (2006) revealed that entrepreneurial programmes raise attitudes and behavior capable of provoking entrepreneurial intentions among youth who have interest in the economic development of their nation.

Despite the importance of entrepreneurship to economic development, the role of students in promoting entrepreneurship remains largely unstudied. Thus a better understanding of the factors that affect students' and their entrepreneurial intentions could have theoretical and practical implications to policy makers (both the government and university). This study focuses on the effect of entrepreneurial education on entrepreneurial intentions to undertake entrepreneurship activities upon graduation rather than focusing on the government to provide white collar jobs to them. Lack of empirical evidence on entrepreneurial tendencies and intentions in Nigeria largely informed me in undertaking this unique study.

1.2 The Statement of Problem

According to UN report, Nigeria has a population of over 182 million as at the 3rd Quarter of 2015 and is still growing rapidly. Nigeria maintains its leading population in Africa (Phillip Consulting, 2016).

Despite its population, the growing incidence of unemployment among professionals such as accountants, engineers and other graduates from universities and other tertiary institutions has become a topical issue in government circles and parastatals (Bassey & Atan, 2012). Every year graduates leave private and public universities to join the army of unemployed graduates who graduated in previous years. The implication of this is that, the nation's skilled manpower remains dormant and wasted.

This may either be that most undergraduates are not taught entrepreneurial courses, neither did they attend entrepreneurial seminars nor conferences in their various institutions. This may eventually leads to lack of self-employment intention, discovering of new businesses and starting of new businesses of their own, as their intentions are geared towards white-collar jobs from government. Therefore, it is on this note that this research is carried out to assess the effect of entrepreneurial education on

entrepreneur's intentions among Nigerian graduates.

1.3 Objectives of the study

The general objective of the study is to examine the relationship between entrepreneurial education and entrepreneur's intentions among Nigerian graduates. The specific objectives are:

To assess the relationship between undergraduate's entrepreneurial courses and starting of business among Nigerian graduates.

To assess the relationship between entrepreneurial seminars and discovering of new business among Nigerian graduates.

To assess the relationship between entrepreneurial conferences and self-employment intention Nigerian graduates.

1.4 Research Questions

In reflection on the objectives of this research work, this research seeks to answer the following questions:

What is the relationship between undergraduate's entrepreneurial courses and starting of business among Nigerian graduates?

2. What is the relationship between entrepreneurial seminars and

discovering of new business among Nigerian graduates?

3. What is the relationship between entrepreneurial conferences and self-employment intentions among Nigerian graduates?

1.5 Research Hypotheses

In order to answer the above mentioned research questions, the following hypotheses were formulated;

Ho₁: Undergraduates entrepreneurial courses has no significant relationship with starting of business among Nigerian graduates

Ho₂: Entrepreneurial seminars has no significant relationship with discovering of new business among Nigerian graduates

Ho₃: Entrepreneurial conferences has no significant relationship with self-employment intentions among Nigerian graduates

1.6 Scope of the Study

This study is delimited to effect of Starting of business on entrepreneur's intention among Nigerian graduates with respect to NYSC members "Batch B" posted to Wukari, Taraba State in 2018.

1.7 Limitations of the Study

Certain limitations were encountered in the course of this study, key among

them includes:

Time factor: The time available for the study is so short that the study will be done almost in haste, for that the researcher based his study only on effect of entrepreneurial education on entrepreneur's intentions among Nigerian graduates.

Considering the limited time imposed by the University management, and the departmental specifications as deadline for project submission, this research was handicapped. Combining this research work with studies was a bitter experience; assignments, paper presentations, test and normal lectures could not guarantee my adequate time for this work.

Uncooperative attitudes of some respondents: This study is limited by the reluctance of some NYSC members to avail relevant information to the researcher.

Financial constraints: The cost of accessing related materials for the research was must; I have to pay money before I can get access to certain materials, this to some extent poses a serious threat to this work.

Limited scope: This study is limited by its small sample across thousands of graduates in different Nigerian universities. Here, only graduates posted to Wukari local government area of Taraba State are sampled among thousands of university graduates in Nigeria.

1.8 Significance of the Study

The significance of this study is that, it will serve as a reference material to other researchers who may wish to write on or make similar research on the same topic. It is also a prerequisite to the award of B.Sc. Business Administration. The findings will also help the graduates on how to cultivate entrepreneurial spirit towards self-employment, and also make recommendation to corporate bodies and government alike to promoting and establishing entrepreneurship programmes that will better foster learning and practical skills.

The knowledge gained through this research will also be of immense benefit to the researcher in future undertakings both in academics and working life.

1.9 Operational Definition of Terms.

Entrepreneurship: It is the process of starting, owning, and managing a new venture or improving an existing product(s) or services that creates value. It is the act of setting out on your own and starting a business instead of working for someone else in his/her business.

Entrepreneurship Education: It is a process of acquiring knowledge and skills for the purpose of entrepreneurship; this will guarantee and create awareness towards graduate's self-reliance.

Entrepreneurial Intention: It the state of mind that an entrepreneur or people wish to create a new idea or a new value.

Entrepreneurial courses: It is the list of undergraduate's courses that taught in academic institutions to enable or equipped students with the knowledge and skills of starting business.

Entrepreneurial seminars: It is a commercial program where entrepreneurs and students are given information or training about a specific entrepreneurial topic.

Entrepreneurial conference: It is an academic conference where people gather such as; scientists, students or academicians, where research findings are presented or a workshop is conducted.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Conceptual Framework

2.1.1 Entrepreneurship Education

Education is defined as the process of learning to live as useful and acceptable member of society (Farrant, 1964 cited by Eddiagbonya, 2013). Thus, the definition of education has two key components, namely usefulness and acceptability. Usefulness may entail the process of

converting a person from being nonproductive to become productive in a particular society and thus an entrepreneurship education may serve the purpose.

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 also refers to the scope of curricular lectures or courses that primarily aim at sensitizing and qualifying students for an entrepreneurial career. Many scholars agree that at least some elements associated with the subject can be developed or enhanced via education and training (Henry, Hill, & Claire, 2005). Writing a business plan was identified as being the most important feature of entrepreneurship courses. Experience, education, training, and skills increased knowledge which would have an influence on starting of new business, discovering of new business and self-employment intention.

Global Entrepreneurship Monitors-GEM (2010:8) Define entrepreneurship education as a process of “building knowledge and skills either “about” or “for the purpose of” entrepreneurship, generally as part of recognized education programs at primary, secondary or tertiary level of educational institutions. Starting of business was introduced into the undergraduate

curriculum of Nigerian Universities in 2006 (Agbonlahor, 2016). It was based on the premise that entrepreneurship can be learned, can develop Student entrepreneurial intentionally (Pittaway & Cope, 2007) and finally lead to business start-up (Nabi, Holden, & Walmsley, 2010). Though not all studies agree that entrepreneurship education affects entrepreneurial intention. Scholars have seriously debated whether entrepreneurship can be taught and learned, Fayolle, (2007) & Thompson, (2004) believed that entrepreneurship could not be taught because it is more of personality and psychological traits because talent and temperament cannot be taught. The key to achieving a successful entrepreneurship education is to determine the most efficient way to handle the teachable skills and identify the best match between student needs and teaching techniques (Lee et al., 2007). Entrepreneurship education consists of any pedagogical (program) or process of education for entrepreneurial attitudes and skills.

According to (Fretschener & Weber, 2013), the main objective of entrepreneurship education in tertiary institutions is to empower graduates irrespective of their course of study with skills that will provide them the opportunity to engage in income yielding business, whether they are able or not able to secure paid employment whether in

public or private sector. Entrepreneurship Education turns a graduate from being a job seeker to job Creator (Bassey & Archibong, 2005). It is vital for higher institutions to make available quality education for likely entrepreneurs to prepare them for future businesses that they can start.

Furthermore, right after studies, students in other fields than business and economics are likely to be more interested in starting their own business. Entrepreneurship education has the mandate to equip them with functional knowledge and skill to build up their character, attitude, and vision. Entrepreneurship education consists of all activities with the objective of fostering entrepreneurial mindsets, attitudes, and skills covering a range of areas such as idea generation, start up, growth and innovation (Fayolle, 2009).

Despite the career guidance through entrepreneurial courses and seminars for undergraduates, some of them are taking longer time after graduation before having job. This reflects either the students are not having interest of being self-employed or they are having other constraints to become entrepreneurs.

To this end, there is need to investigate whether entrepreneurship education is affecting the students' intention to become entrepreneurs

after graduation or not.

2.1.2 Roles of entrepreneurship education program

The main roles of entrepreneurship education program are:

To increase students' awareness towards entrepreneurship,

To allow students to develop entrepreneurial skills,

To teach students to put theory into practice, and

To highlight the entrepreneurial path as a career option.

2.1.3 Challenges of Entrepreneurship Education

Entrepreneurship education has been handicapped in so many ways in the Nigerian tertiary institutions in the following ways:

Lack of academic programs dedicated to entrepreneurship may to a large extent have an adverse effect on entrepreneurial intention (Khalifa & Dhiaf, 2016). According to Maina (2013), some of the challenges of entrepreneurship education as shown by three scholars; Gana (2000), Aiyeduso (2004); and Osuala (2010) include:

Inadequate funding by government and non-governmental organizations.

Ineffective or poor planning, supervision information, and evaluation of

the programmes across tertiary institutions.

Inadequate teaching materials, equipment and infrastructural facilities.

The challenges of globalization, information technology affect curriculum, methodology, facilities, staff, and equipment.

Inadequate qualified teachers, instructors and support staff.

Inadequate motivation for teaching and non-teaching staff.

Emphasizing theoretical knowledge rather than practical knowledge.

Massive corruption and poor maintenance culture.

Poor enabling environment, access to credit/loan, inflation, poverty, insecurity of lives and properties which have an adverse effect on economic activities.

Agbonlahor (2016) identified five practical challenges faced by Entrepreneurship education in Nigeria:

Capacity of lecturers/instructors, Absence of curricular capacity to support the training, Limited infrastructural support, Limited government support, and overemphasis on theory delivery.

2.1.4 Benefits/importance of entrepreneurship education in Nigeria.

In Nigeria's present economic situation, entrepreneurship education has become very vital due to its numerous benefits. Its importance includes:

Job Creation

Due to the alarming rate of unemployment in Nigeria, the nation requires an education that will provide opportunities for employment and generate income to youths and the nation at large. Entrepreneurship education provides such education. In a most recently concluded survey carried out by the National Bureau of Statistics (NBS) in collaboration with the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) in 2014, Micro, Small & Medium Enterprises (MSMEs) employ 84% of the Nigerian Labor force. A current study is ongoing to determine the latest statistics. Majority of MSMEs are born out of entrepreneurship and this shows that they play a key role in reducing unemployment.

As a functional education, it aims at empowering learners to create employment opportunities by equipping them with specific skills for self-employment and independence. These skills include creativity, innovation, critical thinking, and reasonable risk-taking. It teaches students to think outside the box and become job creators rather than job seekers, thereby reducing the rate of unemployed individuals. Also, by empowering them to create businesses through their hobbies, talents, or careers, the unemployment rate is reduced when such business expand and creates job opportunities for others.

Individual Competence and Self Development

Through entrepreneurship education, learners can gain key entrepreneurial skills such as creativity, critical thinking, problem-solving, communication, reasonable risk-taking, self-motivation, financial responsibility, and teamwork. This education also helps youths to be self-reliant and confident enough in their own ability to take calculated risks necessary to succeed, and subsequently become independent when they achieve success. In addition, it helps to instill self-discipline in its learners since it involves reasonable risk-taking as one of the skills it imparts.

Economic Growth

The importance of entrepreneurship education cannot be overemphasized. The United Nations University World Institute for Development and Economic Research (UNU-WIDER) carried out a project on the role of entrepreneurship on economic development. Their work which was compiled into a book titled Entrepreneurship and Economic Development recognizes the need for using entrepreneurship as a tool for economic development. Entrepreneurial activities have led to the economic growth of many nations such as China. According to the World Economic Forum,

China's economic development was propelled by encouraging entrepreneurship among its citizens.

In the SMEDAN/NBS 2014 survey, results showed that Micro, Small and Medium Enterprises (MSMEs) account for 48 %contribution to Gross Domestic Product (GDP) and 7.3% to exports.

When entrepreneurs create job opportunities, produce goods and services, and contribute to exports, it boosts the economic growth of such nation. It also creates wealth for the nation by producing new and improved products, services or technology which leads to the creation of a new market. Thus, it lays the foundation for a self-reliant economy by equipping students with the necessary knowledge, skills, and competencies for survival and success in the business world.

Agent of Social Change

The effect of entrepreneurship education in Nigeria is a positive one. Entrepreneurship education makes its learners; entrepreneurs to create and embrace social Change. By creating new products and services, entrepreneurs reduce dependence on obsolete technologies thereby improving and simplifying daily living.

For example, Henry Ford; an entrepreneur, improved daily living in terms of

transportation by facilitating the mass production of cars in a cheaper and faster way. Through this, jobs are created for the unemployed and this improves daily living, thus improving the standard of living.

Anticipating Future Needs

We live in a world that is constantly changing. Entrepreneurship education helps to impart skills such as opportunity recognition, problem identification and solving, critical thinking, and innovation.

These skills are very essential because as society is changing constantly, there is a need to anticipate tomorrow's needs and fill in this need. When properly taught, its learners enter the world not only trained to identify problems that need solving, but also determined to creatively solve problems and meet needs.

Also, the labor market constantly evolves. Entrepreneurship education provides its learners with the skills to adapt to these changes and improve their employability and life chances.

Promotion of Innovation, Research, and Development

Entrepreneurship fosters research and development (R&D) as well as innovation. Till date; entrepreneurs are responsible for so many innovations

that have benefited us. By creating new products and services, they promote innovation. When entrepreneurs get ideas to create new or improved products, services, and technologies, research is carried out before these products can be developed.

By carrying out research or providing funds for research and development with universities or research institutes, they promote the overall development of Research and Development.

Regional Development

When learners of entrepreneurship education complete their training and become entrepreneurs, they spark the growth and development of less developed regions and communities by setting up new businesses in such areas.

Indirect and direct jobs will be created in such regions. Also, the combined spending by the employees of these new businesses and that of other businesses will lift regional economies and promote regional development. The growth of these businesses will also lead to improvements in infrastructure such as better roads, schools, health care, malls, as well as other essential public and private services which can be accessed by the community. Provision of these will reduce the rate of rural-urban migration.

This is because when jobs and infrastructure are made available in rural/less developed areas, the number of people who move from rural areas to urban areas will be reduced.

2.1.5 Entrepreneurial Intention

According to Bird (1988), intentionality is a state of mind directing a person's attention, which leads to experience an action in order to achieve something.

Entrepreneurial intention can therefore be defined as a state of mind that people wish to create a new idea or a new value in organizations.

Wu et al., (2008) it is a driving force of the entrepreneurial activity. The most popular studies that explain the model of entrepreneurial intentions were theory of planned behavior proposed by Ajzen (1991) and Shapero's model of entrepreneurial event.

The Entrepreneurial Event Model shows that the intention to start a new venture depends on three things, namely perceptions of desirability, feasibility, and the propensity to act. In contrast, the theory of Planned Behavior outlines that the attitude towards the act, subjective norms, and perceived behavioral control and attitude towards behavior are the three key factors that influence an individual's intention to perform a given-

behavior. Both of these models have been tested and shown to have a significant effect in predicting entrepreneurial intentions (Krueger et al., 2000). People gain knowledge, develop abilities, and have more opportunities to improve their quality of life through education. In developed countries like Indonesia, creating and managing a business requires skills that are acquired through formal education and training. That is why education plays a vital role in teaching and developing entrepreneurial skills (Ács et al., 2016). Here only three dimensions of intention are captured in this work viz-a-viz starting of business intention, discovering of new business and self-employment intentions.

2.1.6 Entrepreneurial Seminars

According to Hard (2019), an entrepreneurial seminar is a commercial program where entrepreneurs and other attendees are given information or training about a specific entrepreneurial topic. It is usually held for groups of 10 to 50 individuals at a hotel meeting space or an academic institution or within an office conference room.

2.1.7 Objectives of Entrepreneurial Seminars

The aim of entrepreneurial seminar is to prepare future economy engineers to potentially their own entrepreneurial path. In addition to providing know-

how needed for establishment of one's own enterprise, they also encourage entrepreneurial mindset of students. It is important for them to see entrepreneurship or establishment of their own enterprise as an opportunity, to further develop their intellectual self-confidence and to view engineering know-how as an entrepreneurial challenge.

The basic aim of seminars generally is to teach students independent decision making, entrepreneurial thinking, working in teams, team leading and assumption of responsibilities in their role as organizers. Furthermore, the seminar aims to show how to draw a business plan project with team efforts, become familiar with processes and procedures of starting up a new enterprise and gain knowledge necessary for business plan presentation to various audiences.

Entrepreneurial seminars are designed as a guided teamwork project, a combination of lectures, presentation of good practices, preparations for elaboration, drafting and presentation of a business model. Drafting of a business model is based on a lean enterprise methodology using a variety of tools (canvas, business plan) and encompasses the following topics:

An entrepreneur (entrepreneurship as a choice, an individual, types of entrepreneurship, networking, teams)

Business opportunities (problem – solution, competences, differentiator, value proposition)

Basic metric methods, hypothesis and pivoting

Customer (customer segmentation, market scope, market analysis, market research)

Value proposition (design, price, accessibility, risk, applicability)

2.1.8 Knowledge and understanding about entrepreneurial seminars

First of all, the students will learn about the basic principles of entrepreneurship and general approaches to planning and designing business models. This will be followed by a selection of entrepreneurial ideas and discussion of individual ideas as opportunities (key assumptions: good value proposition for customer target segments, business model adjustment to an individual example; testing of entrepreneurial hypothesis on the market; document modification and design to include metrics and financial assumptions, all these shall be captured in entrepreneurial seminar. The focus will be on grasping the basic methods, tools and constructs needed in order to verify business ideas and, based on market confirmations, identify them as business opportunities, (<http://www.ung.si/en/study/school-of-engineering-and>

management/study/1GI/course/101352/entrepreneurship-seminar).

2.1.9 Undergraduates Entrepreneurial Courses

Undergraduates Entrepreneurial Courses has an impact on intentions and actions as it deals with the various entrepreneurial courses that students undertake in their various academic institutions. Fishbein (1975) study explores that Undergraduates Entrepreneurial Courses improves intention about starting of new business.

According to Agbonlahor (2016), Undergraduates Entrepreneurial Courses was introduced into the Nigerian universities in 2006; it was on the premise that entrepreneurship can be learned and develops student's intention towards self-reliance. His study further stressed that the internal and external control of students towards starting of business, discovering new opportunities and the tendency of being self-reliant were to a great extent influence after receiving the entrepreneurial courses. His view was however supported by (Maes et al. 2014), who explained that the internal control beliefs relate to the personal capabilities of a person (self-confidence, creativity and risk-taking) while external control is related to situational control.

2.1.10 Entrepreneurial Conferences

A conference is generally understood as a meeting of several people to

discuss a particular topic. It is often confused with a convention, colloquia or symposium. While a conference differs from the others in terms of size and purpose, the term can be used to cover the general concept. A convention is larger than a conference; it is a gathering of delegates representing several groups.

At a conference, innovative ideas are thrown about and new information is exchanged among experts. Its purpose could be one of the following:

An academic conference is a gathering of scientists, students or academicians, where research findings are presented or a workshop is conducted.

A business conference is held for people working in the same company or industry. They come together to discuss new trends and opportunities pertaining to the business

A trade conference takes place on a larger scale. Besides businessmen, there are members of the public who come to network with vendors and made new connections. Such a conference consists of workshops and white paper presentations.

Most conferences have one or more keynote speakers who will deliver the keynote speech. These are common at academic and business

conferences. The speakers chosen are eminent personalities in the related field and their presence is meant to attract more people to attend the conference. There are various types of conferences.

2.1.11 Types of conferences

A symposium is a casual gathering and includes refreshments and entertainment.

A workshop is more of a hands-on experience for the participants with demonstrations and activities; the amount of time one speaker addresses the group is limited.

A round-table conference is a get-together of peers to exchange thoughts and opinions on a certain topic, usually political or commercial. There are a limited number of participants who sit at a round table, so that each one can face all the others.

2.1.12 Points to Consider As a Checklist When Planning a Conference

For the smooth running of a conference, meticulous planning must be

carried out well in advance. All important aspects of the conference must be covered, so it is better to maintain a checklist. A back-up plan to handle emergencies is always mandatory. The planning works better when individuals in the planning and administrative committee have clear roles and responsibilities assigned.

Firstly, the purpose of the conference must be clearly understood. The budget needs to be defined. While some companies have sufficiently large conference rooms to accommodate the event, an external venue is most commonly needed. The advantage of using a conference room in a hotel is that accommodation costs might be offered at a discounted rate. One needs to negotiate for the lowest price at several venues that meet the specifications of the conference. Once the date, time and venue of the conference are fixed, the availability of all presenters, vendors, attendees and special guests needs to be confirmed. Registration forms have to be sent out and as the responses come in, they must be recorded to get the confirmed number of attendees. This is needed to take care of the logistics for the conference, such as flight bookings, accommodation and car pick-ups for important attendees like the keynote speaker and special guests. Based on the theme of the conference, the invites, agendas and brochures have to be designed. Sponsors' names and logos must be included in these

leaflets for advertizing.

2.1.13 Reasons why students or Entrepreneurs Should Go to Conferences

The followings are some of the reasons why students or entrepreneurs should go to conferences as highlighted by Leonard Kim, (2018).

1. It will help you to learn from the Best or experts

It's all about learning from the best. No entrepreneur, no matter how talented, can know everything about everything. They have to make mistakes before they can advance forward. The problem is that these mistakes can be costly and could destroy your business. Attending a conference with talented, experienced speakers can give you a chance to learn from those who have already made a lot of mistakes. They can tell you how to avoid making those same mistakes and escaping the consequences if you've already made those mistakes.

2. It will enable you to make Connections

There's so much more to a conference than sitting in a room listening to someone lecture you. Many attendees of conferences say the biggest benefits they got was meeting people just like them. The life of an entrepreneur can be a lonely one, especially when you aren't surrounded by

an established community. The only way around this is to make connections from outside your usual circles. A conference gives you the chance to do this. All you have to do is connect with the right person and you could have a business partner for life. Business is about whom you know not what you know, so don't give up a golden opportunity like this by staying home.

3. Learn About Your Industry

Whenever major disruptions happen to an industry there are always those entrepreneurs who're taken completely by surprise. It leads to them having to pivot quickly, or their business simply fails without them understanding what's happened. If you're living the life of an entrepreneur it's easy to focus entirely on your niche and not look at the wider industry. It's a requirement to know about what's happening in your industry as a whole if you're going to prepare for the changes ahead. A conference allows you some time to take a look at the wider industry. It's not uncommon for entrepreneurs to be completely unaware of what's going on outside of their little bubbles. A trip to a conference can give them some truths that they would have otherwise never learned.

4. It will enable you to get some inspirations

Perhaps the biggest benefit of a conference is the chance to be inspired by what you see. If you're surrounded by the same people and the same issues all the time it's easy to find your creativity growing stale. The fact is your creativity has to be fed with new sources every so often. Getting out to a conference can introduce you to a range of inspiring people. You'll take advantage of new ideas and you may even come up with a way to pivot your business. Many entrepreneurs have come back from a conference with a new lease on life and new ideas.

Figure 1: Conceptual model of Entrepreneurial education and Entrepreneur's intentions

Source: Adopted from Fishbein (1975)

The model above shows how the various dimensions of entrepreneurial education such as undergraduate's entrepreneurial courses, entrepreneurial seminars, and entrepreneurial conferences can affect the starting of business, discovering of new business, and self-employment

intention among Nigerian graduates. From the model, taken a look at the first dimension of entrepreneurial education; undergraduate's entrepreneurial courses has direct influence on both of starting of new business, discovering of business and being self-employed. This means that the knowledge, skills and understanding gained from the conduct of lectures delivered by various lecturers or instructor can influence students or graduates intention of discovering new business, starting new business and being self-reliant.

From the second dimension of entrepreneurial education, the model also discloses that, entrepreneurial seminars influences entrepreneurial intention which leads to starting of new business, discovering new business opportunities, and making one to be self-employed. This brings about idea generation, discovery of business opportunities leading to subsequent business start-up among Nigerian graduates.

2.2 Theoretical Framework

It has been noted that 'theories serve as a broad framework for practical and may also articulate the goals of a profession and core values' (Walker& Avant, 2006). These scholars noted further that 'practice must not only be evidence based but also be theory based'. For the purpose of this study, the researcher used the psychological trait theory and the theory of planned

behavior to explain Nigerian graduates intention of becoming self-employed. The theory is described below.

2.2.1 Psychological Trait Theory.

In the trait theory, personality traits are seen as the determining factors of behavior that make a person perform in a relatively consistent way across various circumstances. Bird, (1988) observed that traits are significantly associated with entrepreneurial motivation and intentions. The traits models rely on the assumption (that entrepreneurs possess certain traits that distinguish them from others. The psychological traits, also called entrepreneurial characteristics, include achievement motivation, locus of control, risk-taking propensity, tolerance of ambiguity, self-confidence, innovation, energy level, need for autonomy and independence, etc. There is no agreement however on the number of traits, specific to the entrepreneur, or their validity.

Limitations of the theory

The traits theorists offer a micro-perspective of what can be considered as enduring factors, which lead to entrepreneurship, such as the personality of the entrepreneur, cultural affiliation and personal motivation.

However, Chell & Allman (2003) suggest that it is not clear whether some of the studied attributes precede entrepreneurial behavior or whether

entrepreneurs acquire them in the process.

Furthermore, entrepreneurs may possess some, but not necessarily all of the traits highlighted in the literature; bringing us to the conclusion that not one stereotypical personality model fits. These are the most reasons Trait theory lack substance to suitably explains entrepreneur's intention shifting my demand to Ajzen's theory of planned behavior.

2.2.2 Theory of Planned Behavior

One of the most widely researched intention models is the Theory of planned behavior (TPB). TBP originated by Ajzen (1991). The theory of planned behavior (Ajzen, 1991) was derived from the Theory of Reasoned Action (Fishbein & Ajzen, 1975). The theory states that behavioral intentions are formed by one's attitude towards that behavior and one's subjective norms (e.g., influence by parents, role models, peers). The theory of planned behavior hinged on three factors as shown in figure 2 below;

Subjective Norms

Source: Ajzen (1991).

Figure 2: Theory of Planned Behavior

Ajzen (2005) stated under the theory of planned behavior that the intention was affected by an individual's behavior. The theory of Planned Behavior (TPB) predicts an individual's intention to engage in behavior at a specific time and place. Behavioral intention represents a person's motivation to plan or decide to perform certain behavior consciously. Attitude toward a behavior is the degree to which a person has positive or negative feelings of the behavior of interest. Subjective norms relates to a person's perception of the social environment surrounding the behavior (Conner & Armitage, 1998).

Undergraduates Entrepreneurial Courses refers the list of entrepreneurial courses that undergraduates received about entrepreneurial businesses. Under this theory, entrepreneurial courses, seminars and conferences fall under the third determinant of entrepreneurial intention under the Ajzen's theory of planned behavior.

Entrepreneurial courses, seminars and conferences fall under the

subjective norms or influence (Ajzen, 1991). During the conference, lectures or seminars delivered by experts, student's intention towards starting of new business, discovering of new business of ideas and self-employment intention may emerged. The Perceived behavior increases when individuals perceive they have more resources and confidence (Lee & Kozar, 2005). The relationship between student's entrepreneurial intention and entrepreneurship education using the theory of planned behavior is gaining the interest of academics and professionals (Izquierdo & Buelens, 2008; Fayolle et al.; 2010; Sovitaris et al.; 2007).

The Entrepreneurial Event Model views the intention to start a new venture depends on three things, namely the perceptions of desirability, feasibility, and the propensity to act. In contrast, the Theory of Planned Behavior outlines that the attitude towards the act, social norms, and perceived behavioral control are the three key factors that influence an individual's intention to perform a given behavior. Both of these models have been tested and shown to have a significant effect in predicting entrepreneurial intentions (Krueger et al., 2000). It is with these succinct explanations of the model and theory that gained more credits to psychological trait theory as having detailed facts to rely on in the course of assessing the effect entrepreneurial education on entrepreneur's intentions among Nigerian

graduates.

2.3 Review of Empirical Literature

Christiana, Daniel & Keren (2018) in a study titled Assessment of Entrepreneurship Education on Entrepreneurial Intentions: Evidence from University of Cape Coast. A descriptive survey design was employed in the study. Based on the consecutive sampling technique, a sample of 1,200 students participated in the study. Structural equation modelling was used to analyse data. Findings: Results from the analysis showed influence of entrepreneurial seminars ($\beta = 0.321$, $p = 0.000$) on entrepreneurial intention. Similarly, Undergraduates Entrepreneurial Courses ($\beta = 0.446$, $p = 0.000$) also showed significant influence on entrepreneurial intention, whereas subjective norms ($\beta = 0.032$, $p = 0.228$), did not show any significant influence on entrepreneurial intentions. The overall joint significance of the antecedent factors explained 48% ($r^2 = 0.479$, $p < 0.01$) of the variance in entrepreneurial intention.

Tarek, b.a (2016) in a research titled 'explaining the intent to start a business among Saudi Arabian University students' and employed a survey design. A total population of 283 were also used as sample size. Data was collected using questionnaire as an instrument and analyzed by means of

the SPSS using descriptive statistics and hierarchical multiple regression analyses. Findings reveal that entrepreneurial seminars, Undergraduates Entrepreneurial Courses and entrepreneurial conferences anchored on Theory of planned behaviour are factors that influence entrepreneurial intention in Saudi Arabian university students.

Setuza (2016) assesses the entrepreneurial intentions among university students in East African Community countries of Rwanda and Kenya. The sample size consists of 275 students from Kigali Independent University (ULK) and University of Nairobi. The data were collected through structured questionnaire. The Theory of Planned Behavior was used and its four variables: perceived behavior control, personal attitudes, subjective norms, and intention. Results showed that entrepreneurial seminars, conferences and Undergraduates Entrepreneurial Courses had positive influence on students' entrepreneurial intention while care about others' opinion did not influence students' entrepreneurship intention in East Africa.

Ambad & Darmit (2016) identify the determinants of entrepreneurial intention among undergraduate students using the Theory of Planned Behavior (TPB) as a theoretical framework of the study. The independent variables of this study consisted of entrepreneurial courses in the universities, seminars and conferences. The sample size of the study was

351 undergraduate students in one of the Public University in Malaysia. The results found that entrepreneurial seminars, workshops, conferences, and Undergraduates Entrepreneurial Courses are the predictors to entrepreneurial intention.

Oguntimehin & Olaniran (2017) in a study investigated the relationship between students' exposure to Entrepreneurship Education and their career entrepreneurial intentions in Ogun State-owned universities. Six hypotheses were generated for the study. The population comprised all final year undergraduates, with a sample of six hundred and nine. Three research instruments were used. The data collected were analyzed using descriptive statistics, Pearson Product-Moment Correlation Coefficient, T-test and ANOVA. Findings revealed that Entrepreneurship Education significantly influences students' Entrepreneurial intentions.

Ramoni (2016) in a study evaluated the joint effects of entrepreneurship education and two selected entrepreneurship traits, namely, innovation, risk taking propensity on entrepreneurial intention among first degree graduates of Bayero University, Kano, Nigeria. Two hundred and twenty nine (229) copies of self-administered questionnaire were administered to these graduates through a combination of stratified and systematic sampling techniques. Both descriptive and inferential statistics were

employed in the analysis of data. It was found that 20.8 percent in the variation found in the entrepreneurial intention has been explained by Starting of business, innovativeness and risk taking propensity.

Izedomi & Okafor (2010) examine the effect of Starting of business on students' entrepreneurial intentions. Also the study sought to determine whether such intention usually give rise to entrepreneurial start-up among students. Design/methodology/approach-Primary data comes from 250 students who currently have entrepreneurship as one of their courses in their institution of higher learning within the south west of the country. A model of regression analysis was used for the study to analyze the data collected. The regression analysis results showed that Starting of business had influence on student's entrepreneurial intentions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

According to Agburu (2007), Research design entails the specification of relevant procedures for collecting and analyzing information (data) which would help solve the research problems at hand. This study which focuses on the effect of Starting of business on entrepreneur's intentions among Nigerian graduates adopts a survey research design. In line with this, data was collected through the use of questionnaire. This entails going to the field to source for responses from respondents who are members of "Batch B" NYSC members posted to wukari in Taraba state as at 2018.

3.2 Area of the Study

This study is carried out in Wukari metropolis which is the headquarters of Wukari local Government area of Taraba State, Nigeria. Wukari is arguably the second biggest town in Taraba State. It has a land mass of 4,308 square kilometers and a projected population of 311,045 (National population commission, NPC, 2017). The local government borders Takum in south, Donga in the west, Gassol in the north with Ibi and Ukum (Benue State) in the east. Wukari local council consists of ten (10) districts (council wards). Its acclaimed indigenes are Tivs, Jukuns and Hausas

(www.wikimedia.org).The study is carried out on NYSC members Batch B posted to Wukari local government as at 2018.

3.3 Population of the Study

This research seeks responses from ‘NYSC Batch B’ posted to Wukari Local Government Area of Taraba State, Nigeria. They have a registered total population of one hundred and four (104), out of which forty eight (60) representing 58% were Male and thirty five (44) representing 42% were Female, making a total population of one hundred and four (104).

3.4 Sample Size Determination and Sampling Technique

A sample from a given population should represent at least basic characteristics of that population (Orsaah, 2009). To achieve this, there are several formulas that can be used ranging from those of Binomial to Multinomial (Agburu 2007; Agburu 2011). But for convenience sake, Taro Yamene’s formula can be used (Orsaah, 2009). Taro Yamene’s formula determines a sample size from a multinomial heterogeneous population (Agburu 2007; Orsaah 2009).

In line with Orsaah (2009), a sample of (83) NYSC was selected from a population of (104) Using Taro Yamene’s formula for sample determination as shown follow;

n=

Where;

n= sample size

N= population size (104)

e=level of significance (0.05)

1 and 2 are constant.

Substitute the values into the formula

n=

n=

n=

n=

n= 82.5

n= 83//

The sample size as calculated above is 83 NYSC members. For a population that is made up of sub groups, a stratified random sampling can be used in drawing a sample (Orsaah, 2009). A stratified sampling is a probability sampling technique (Agburu, 2007). This research used the stratified random sampling technique in selecting respondents. From the population which is grouped into sex of male and female, a proportion is taking using Bowley's (1994) population allocation formula in Nzelibe & Ilogu (1999).

The sample size earlier calculated as 83 is therefore distributed according to sex as shown below:

ns=

Where:

ns= sample size for each sex

n=total sample size

NS=Total number of each sex in the area of operation.

N=Total population size

The sample distribution as calculated is shown in table 1 below.

Table 1: Sample Distribution

SEX	POPULATION OF FOR EACH SEX	NYSC SAMPLE SIZE FOR EACH SEX ns =	PERCENTAGE (%)FOR EACH SEX
Male	60	=48	=58%
Female	44	=35	=42%
Total	104	83	100%

Source: Field Survey, (2019).

From the table1 above, we can deduce that a total population of Male NYSC members posted to Wukari Local Government Area of Taraba State were 60 out of which 48 representing 58% were sampled, and also 44 were Female, meanwhile only 35 representing 42% were also sampled using

Taro Yamane and Bowley's formula respectively.

A questionnaire was administered on every NYSC sampled to respond. In order to facilitate speed and accuracy of distribution, personal delivery was implored and also telephone and personal visit were also done as a follow-up to ensure that the respondents finish and return them on good time.

3.5 Source of Data/Data Collection Method

Data will be sourced through primary source. The instrument to be used in the collection and gathering of data here is questionnaire. This instrument is described thus:

Questionnaires:

A questionnaire, carefully drafted with wide-ranging questions aimed at eliciting right responses and piloted in order to detect any ambiguities or inherent problems would be administered. The questionnaire was formulated using a Likert scale ranging from Agree to Strongly Disagree to provide information on Entrepreneurial education and Entrepreneur's Intentions. From the comments and remarks from pilot questionnaire responses, the entire questionnaire is improved upon. The questionnaire designed captured profile of the respondents in addition to their views on

Nigerian graduates willingness of becoming self-employed at the expiration of their services to the nation.

3.6 Validity and Reliability of Research Instrument.

Mc Daniel & gates (2006), pointed that validity addresses the issue of whether what the researcher was trying to measure was actually measured. To ensure the validation of the instrument used in this primary data, the researcher sought guidance from his supervisor for vetting before proceeding to administer the questionnaire. Validation on the basis of satisfactory and adequacy of the coverage of the subject matter was ascertained. It also employs pilot survey to check the validity of the measuring instrument.

Pilot survey

A pilot test is aimed to show the duration it will take to complete the questionnaire, confirm clarity and logical flow of format, confirm if the questions are clear and short, and to test the questionnaire's credibility and should constitute at least 10% of the sample size(Blumberg, Cooper and Schilder, 2011).In line with this, a pilot survey was conducted on 38 randomly selected NYSC which constitute approximately 10% of the sampled population in order to ascertain and detect any ambiguities,

questions that are not easily understood or poorly constructed and even those that are irrelevant or scary to the respondents. From the responses, remarks and comments received on the pilot survey, the entire questionnaire is refined and to take care of the observed shortcomings, enhance the validity, and make the questions easier to answer and more respondent-friendly. There won't be an option of name of respondent to further reduce the possibility of respondents' fear of being identified. This increased the frankness in their responses.

Reliability on the other hand, entails the accuracy or consistency and stability of measuring instruments. Reliability of the instrument was conducted using split- half method. The questionnaires were administered to two different groups 10 respondents randomly chosen from the sample, the reliability coefficient of the two groups were computed using Simple linear Regression formula below;

$b =$

Where b =slope of the regression determining reliability coefficient,

n =sample,

x = variable from the first group of the sample,

y = variable from the second group of the sample,

Σ = Summation of scores and

d = Deviations.

A reliability coefficient of 0.512 was obtained representing 61.2%; the instrument was accepted for use.

3.7 Analytical Techniques

A questionnaire was administered to the NYSC sampled in their place of primary assignment through personal delivery. Duly completed questionnaire were collated for presentation and analysis. Frequency table were used for presentation showing the descriptive statistics in terms of frequencies and percentages. Hypotheses were tested using regression analysis. The output shows the regression coefficient and significant value (p-values) for the coefficients which result in either rejecting or accepting the Hypotheses at a specified level of significance. The p-value is the probability value of getting a result that is at least as extreme as the critical value. The null hypothesis will be rejected if the regression coefficient is below 0.05. Meanwhile, Simple Linear Regression was used to test the hypotheses using the Statistical Package for Social Sciences (SPSS 21.0).

Model Specification

Taking inference from the empirical findings and theories, which is derived from the theoretical exposition and then making starting of new business, discovering new business and self-employment intention central to the equation, a model was drawn to evaluate the effect of entrepreneurial education on entrepreneur's intention among Nigerian graduates with emphasis on NYSC Batch B posted to Wukari Local Government Area, in Taraba State.

The study regression model is as follows:

$$SB = \beta_0 + \beta_1 \text{UECs} + \varepsilon$$

$$\text{DNB} = \beta_0 + \beta_1 \text{ESs} + \varepsilon$$

$$\text{SEI} = \beta_0 + \beta_1 \text{ECs} + \varepsilon$$

Where;

UECs=Undergraduate Entrepreneurial Courses,

ESs=Entrepreneurial Seminars,

ECs=Entrepreneurial Courses,

β =Intercept or Autonomous parameter estimates,

SB=Starting of Business,

DNB=Discovering of New Business,

SEI=Self-employment Intention, and

ε =Error term

Decision Rule for Hypotheses Test

Accept null hypothesis if P-Value is greater than 0.05 and reject null hypothesis if P-Value is less than 0.05.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Data presentation

This chapter focuses on data presentation and analysis, test of hypotheses and findings. Tables were used for the presentation of data. A total of 83 questionnaires were designed and issued out to respondents. The whole questionnaires were collected without missing ones.

4.2 Data Analysis

Data was analyzed using percentage and descriptive statistics.

4.2.1 Demographic characteristics of respondents

The demographic characteristics of respondents are shown in this section. This section contains the distribution of respondents based on sex, age, marital status and educational qualification. The details of these attributes are captured in table 2 as shown below;

Table 2: Respondent's Distribution based on Demographic Characteristics

Attributes	Frequency	Percentage (%)
Sex: Male	48	57.8
Female	35	42.2
Total	83	100
Age: 18-20 years	22	26.5
21-25 years	34	41.0
26-30 years	27	32.5
Total	83	100
Marital Status:		
Single	57	68.7
Married	21	25.3
Divorced	1	1.2
Widow	4	4.8
Total	83	100
Educational Qualification:		
SSCE	-	-
NCE/OND	-	-
B.Sc./HND	83	100
M.Sc.	-	-
Total	83	100

Source: Survey Data (2019)

Interpretation of demographic attributes of respondents from Table 2.

In the area of Sex, out of the 83 respondents, 48 representing 57.8% were Male and 35 representing 42.2% were Female. In terms of Age bracket, 22

respondents representing 26.5% were within the range of 18-20 years, 43 representing 41.0% falls within the range of 21-25 years, while the remaining 27 representing 32.5% falls within the range of 26-30 years. The table also contains the Marital Status of the respondents; out of the 83 respondents, 57 respondents representing 68.7% were single, 21 representing 25.3% were married, 1 representing 1.2% was divorced, while the remaining 4 representing 4.8% were widows.

Lastly, on the demographic attributes of the respondents, Educational qualification came last on the table. Here, out of the 83 respondents, all the 83 representing 100% are B.Sc./HND holders. This is in line with the target of the researcher, hence the research work was based on NYSC BATCH B posted to Wukari as at 2018, which all of them happens to be B.Sc./HND holders respectively.

4.2.2 Respondent's views about undergraduate entrepreneurial courses and Starting of business

The views of the respondents about undergraduate entrepreneurial courses and Starting of business among Nigerian graduates are presented in tables below:

Table 3: Lectures received by undergraduates help them make good feasibility of study					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	12	14.5	14.5	14.5
	SA	63	75.9	75.9	90.4
	D	4	4.8	4.8	95.2
	SD	3	3.6	3.6	98.8
	U	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Source: Survey Result, (2019)

From the table above, out of the 83 respondents on the above question, 12 respondents representing 14.5% agreed, 63 (75%) strongly agreed, 4 (4.8%) disagreed, 3 (3.6%) strongly disagreed, while 1 (1.2%) was undecided. This shows that majority of respondents had a good opinion expressed on lectures received by undergraduates help them make good feasibility of study. This also indicates that, taken the average percentage of respondents that agreed and strongly agreed to the above question, 90.4% of the lectures received by undergraduates can account for making of good feasibility study.

Table 4: Practical courses in the academic institution make you to develop new business ideas					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	18	21.7	21.7	21.7
	SA	63	75.9	75.9	97.6
	D	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

Source: Survey Result, (2019)

From this table above, out of the 83 respondents, 18 (21.7%) agreed, 63 (75.9%) strongly agreed, while 2 (2.4%) disagreed with the statement. However, there were no records for strongly disagreed or undecided.

Table 5: Interaction between students and lecturers influence graduate's new product identification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	17	20.5	20.5	20.5

SA	57	68.7	68.7	89.2
D	7	8.4	8.4	97.6
SD	1	1.2	1.2	98.8
U	1	1.2	1.2	100.0
Total	83	100.0	100.0	

This shows that majority of respondents had a very good opinion expressed on the practical courses in the academic institution make you to develop new business ideas. This also indicates that, taken the average percentage of respondents that agreed and strongly agreed to the above question, 97% of the practical courses in the academic institution can account for the development of new business ideas.

Source: Survey Result, (2019)

From the table above, taken inference from the survey result on the above table, out of the 83 respondents, 17 (20.5%) of the respondents agreed, 57 representing 68.7% strongly agreed, 7 (8.4%) disagreed, while 1 (1.2%) strongly disagreed and was indecisive. This clearly shows that majority of the respondents had a very good opinion expressed on the statement; interaction between students and lecturers influence graduate's new product identification.

4.2.3 Respondent's views about Entrepreneurial seminars and discovering of new business

Table 6: Workshops held under the supervision of Doctors, Professors and other experts help to start new ventures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	17	20.5	20.5	20.5
	SA	53	63.9	63.9	84.3
	D	8	9.6	9.6	94.0
	SD	3	3.6	3.6	97.6
	U	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

Source: Survey Result, (2019)

Table 7: Entrepreneurial lessons acquired by undergraduates help them to develop good business plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	15	18.1	18.1	18.1

	SA	58	69.9	69.9	88.0
	D	8	9.6	9.6	97.6
	SD	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

From the table above, taken inference from the survey result above, out of the 83 respondents, 17 (20.5%) of the respondents agreed, 53 (63.9%) strongly agreed, 8 (9.6%) disagreed, 3 (3.6%) strongly disagreed, while 2 (2.4%) were indecisive. For this result, there is enough evidence to prove that majority of the respondents had a good opinion expressed on the question.

Source: Survey Result, (2019)

From the table above, out of the total 83 respondents, 15 (18.1%) agreed, 58 (69.9%) strongly agreed, 8 (9.6%) disagreed, 2 (2.4%) strongly disagreed, while there no record for undecided. This also clearly indicate that majority of the respondents had good opinion expressed on entrepreneurial lessons acquired by undergraduates help them to develop good business plan.

Table 8: Excursions attended by students influence graduate to be self-reliant and not depend on white-collar jobs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	14	16.9	16.9	16.9
	SA	58	69.9	69.9	86.7

	D	9	10.8	10.8	97.6
	SD	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

Source: Survey Result, (2019)

From the table above, 14 (16.9%) of the total 83 respondents agreed, 58 (69.9%) strongly agreed, 9 (10.8%) disagreed, 2 (2.4%) strongly disagreed that excursions attended by students influence graduates to be self-reliant and not depend on white-collar jobs. This clearly shows that majority of the respondents had good opinion expressed on the question above.

Table 9: Paper presentations by students will improve graduates desire for new value discovery					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	16	19.3	19.3	19.3
	SA	56	67.5	67.5	86.7
	D	10	12.0	12.0	98.8
	U	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Source: Survey Result, (2019)

From the table above, out of the total 83 respondents, 16 (19.3%) agreed to this question, 56 (67.5%) strongly agreed, 10 (12.0%) disagreed, 1 (1.2%) was indecisive. From here, it was observed that majority of the

respondents had

Table 10: Serious students derived new product ideas during conferences delivered by experts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	16	19.3	19.3	19.3
	SA	62	74.7	74.7	94.0
	D	5	6.0	6.0	100.0
	Total	83	100.0	100.0	

good opinion expressed on this question.

Source: Survey Result, (2019)

From the table above, out of the 83 total respondents, 16 (19.3%) agreed, 62 (74.7%) strongly agreed, 5 (6.0%) disagreed. However, there were no records for strongly disagreed and undecided. This clearly indicate that majority of the respondents had good opinion expressed on this question.

Table 11: Entrepreneurial industrial training and workshops influences graduates desire for self-reliance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	14	16.9	16.9	16.9
	SA	66	79.5	79.5	96.4
	D	2	2.4	2.4	98.8
	U	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Source: Survey Result, (2019)

From the table above, out of the 83 respondents that expressed their views on the above question, 14 (16.9%) agreed, 66 (79.5%) strongly agreed, 2 (2.4%) disagreed, while 1 (1.2%) was undecided. Meanwhile, there was no record for strongly disagreed. This clearly shows that majority of the respondents had good opinion expressed on the above topic.

Table 12: Descriptive Statistics of Undergraduates Entrepreneurial Courses and Starting of business			
	Mean	Std. Deviation	N
Undergraduates Entrepreneurial Courses	3.6122	1.32456	83
Starting of business	3.6653	1.30125	83

Source: SPSS V. 21.0

The mean result for the variables presented in the table above shows that Undergraduates Entrepreneurial Courses has a mean value of (M= 3.6122; SD = 1.32456). This indicates that Undergraduates Entrepreneurial Courses as an indicator of the independent variable has a moderate response rate, which implies that the respondents had a good opinion, expressed on Undergraduates Entrepreneurial Courses.

Starting of business as an indicator of the dependent variable has a mean

value of (M= 3.6653; SD = 1. 30125). This indicates that Starting of business have a moderate response rate, which implies that the participants had a good opinion expressed on Starting of business among Nigerian graduates.

Table 13: Correlation Result of Dependent and Independent Variable

		Undergraduate s Entrepreneurial Courses	Starting of business s
Pearson Correlation	Undergraduates Entrepreneurial Courses	1.000	.518
	Starting of business	.518	1.000
Sig. (1-tailed)	Undergraduates Entrepreneurial Courses	.	.000
	Starting of business	.000	.
N	Undergraduates Entrepreneurial Courses	83	83
	Starting of business	83	83

Source: SPSS V. 21.0

Table 14: Descriptive Statistics of Entrepreneurial seminars and discovering of new business

	Mean	Std. Deviation	N
Entrepreneurial seminars	3.2503	1.14127	83
Discovering of new business	3.6653	1.30125	83

The table above discloses the correlation analysis between the variables (independent and dependent variables). It shows that there is 0.518 (51.8%) positive significant relationship between Undergraduates Entrepreneurial Courses and Starting of business. This indicates that Undergraduates Entrepreneurial Courses could explain 51.8% of Starting of business.

Source: SPSS V. 21.0

The mean result for the variables presented in the table above shows that Entrepreneurial seminars has a mean value of (M= 3. 2503; SD = 1.14127). This indicates that Entrepreneurial seminars as an indicator of the independent variable has a moderate response rate, which implies that the respondents had a good opinion, expressed on Entrepreneurial seminars of corps members.

Discovering of new business as an indicator of the dependent variable has a mean value of (M= 3. 6653; SD = 1. 30125). This indicates that discovering of new business have a moderate response rate, which implies

Table 15: Correlation Result of dependent and Independent Variable			
		Entrepreneurial seminars	Discovering of new business
Pearson Correlation	Entrepreneurial seminars	1.000	.547
	Discovering of new business	.547	1.000
Sig. (1-tailed)	Entrepreneurial seminars	.	.000
	Discovering of new business	.000	.
N	Entrepreneurial seminars	83	83
	Discovering of new business	83	83

that the participants had a good opinion expressed on discovering of new business among Nigerian graduates.

Source: SPSS V. 21.0

The table above discloses the correlation analysis between the variables (independent and dependent variables). It shows that there is 0.547 (54.7%) positive significant relationship between Entrepreneurial seminars and Starting discovering of new business. This indicates that Entrepreneurial seminars could

explain significantly 54.7% of discovering of new business.

Table 7a: Descriptive Statistic of Entrepreneurial conferences and Self-employment Intention			
	Mean	Std. Deviation	N
Entrepreneurial conferences	3.6129	1.29407	83
Self-employment intention	3.6653	1.30125	83

Source: SPSS V. 21.0

The mean result for the variables presented in table above shows that Entrepreneurial conferences has a mean value of (M= 3.6129; SD = 1.29407). This indicates that Entrepreneurial conferences as an indicator of the independent variable has a moderate response rate, which implies that the respondents had a good opinion, expressed on Entrepreneurial conferences of corps members.

Table 16: Correlation Result of dependent and Independent variable		
	Entrepreneurial conferences	Self-employment

			intention
Pearson Correlation	Entrepreneurial conferences	1.000	.425
	Self-employment intention	.425	1.000
Sig. (1-tailed)	Entrepreneurial conferences	.	.000
	Self-employment intention	.000	.
N	Entrepreneurial conferences	83	83
	Self-employment intention	83	83

Self-employment intention as an indicator of the dependent variable has a mean value of (M= 3. 6653; SD = 1. 30125). This indicates that Self-employment intention have a moderate response rate, which implies that the participants had a good opinion expressed on Self-employment intention among Nigerian graduates.

Source: SPSS V. 21.0

The table above discloses the correlation analysis between the variables (independent and dependent variables). It shows that there is 0.425 (42.5%) positive significant relationship between Starting of business and

Entrepreneurial conferences. This indicates that Entrepreneurial conferences could explain significantly 42.5% of Self-employment intention.

Table 17: Coefficient of determination between Undergraduates Entrepreneurial Courses and Starting of business among Nigerian graduates

Coefficients ^a							
Model		Unstandardized Coefficients		T	P-value	Collinearity Statistics	
		B	Std. Error			Tolerance	VIF
1	(Constant)	-.910	.267	-3.248	.001		
	Undergraduates Entrepreneurial Courses	.713	.055	11.939	.000	.953	1.082

Dependent Variable: Starting of business

Source: SPSS v.21.0

The relative contribution of each independent variable in explaining the dependent variable is illustrated in table above. The regression line:

$$SB = 0.910 + 0.713UECs$$

Undergraduates Entrepreneurial Courses has a coefficient value of 0.713 indicating that a 1% increase in Undergraduates Entrepreneurial Courses

will, on the average improve starting of business by 71.3% among Nigerian graduates.

Table 18: Coefficient of determination between Entrepreneurial seminars and discovering of new business among Nigerian graduates

Coefficients ^a							
Model		Unstandardized Coefficients		T	P-value	Collinearity Statistics	
		B	Std. Error			Tolerance	VIF
1	(Constant)	-.713	.389	2.948	.004		
	Entrepreneurial seminars	.323	.035	6.009	.000	.886	1.114

a. Dependent Variable: Discovering of new business
Source: SPSS V.21.0

The relative contribution of each independent variable in explaining the dependent variable is illustrated in table above. The regression line:

$$DNB = 0.737 + 0.323ESs$$

Table 19: Coefficient of determination between Entrepreneurial conferences and Self-employment intention

Coefficients^a

Model		Unstandardized Coefficients		T	P-value.	Collinearity Statistics	
		B	Std. Error			Tolerance	VIF
1	(Constant)	-.637	.281	1.948	.003		
	Entrepreneurial conferences	.523	.455	5.209	.000	.851	2.154

Entrepreneurial Seminars has a coefficient value of 0.323 indicating that a 1% increase in Starting of business will, on the average improve the ability to discover new business by 31.3% among Nigerian graduates.

a. Dependent Variable: Self-employment intentions

Source: SPSS V.21.0

The relative contribution of each independent variable in explaining the dependent variable is illustrated in table above.

The regression line:

$$SEI = 0.637 + 0.523ECs$$

Entrepreneurial conferences has a coefficient value of 0.523 indicating that a 1% increase in Entrepreneurial conferences will, on the average improve Self-employment intention by 52.3% among Nigerian graduates.

Hypothesis	Beta	t-value	P-Value	Decisions
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H0 ₁ : Undergraduates entrepreneurial courses has no significant relationship with starting of business among Nigerian graduates	.716	11.939	0.000	Rejected
H0 ₂ : Entrepreneurial seminars has no significant relationship with discovering of new business among Nigerian graduates	.323	6.009	0.000	Rejected
H0 ₃ : Entrepreneurial conferences has no significant relationship with Self-employment intention among Nigerian graduates	.523	5.209	0.000	Rejected

Table 20: Summary of Regression Result and Decision

Source: SPSS V.21

As revealed in the above table, the t-value for Undergraduates entrepreneurial courses is 11.939 while the associated P-value is 0. 000. Since the p-value is less than 0.05 ($0.000 < 0.05$), there is sufficient evidence to conclude that Undergraduates entrepreneurial courses has significant effect on starting of business among Nigerian graduates. However, the null hypothesis (H_{01}) is rejected.

Also disclosed is the t-value for Entrepreneurial seminars are 6. 009, while the associated P-value is 0. 000. Since the p-value is less than 0.05 ($0.000 < 0.05$), there is sufficient evidence to conclude that Entrepreneurial

seminars has significant effect on the discovering of new business among Nigerian graduates. Hence, null hypothesis (H_{02}) is rejected.

Finally, Entrepreneurial conferences revealed a t-value of 5.209 while the associated P-value is 0.000. Since the P-value is less than 0.000 ($0.000 < 0.05$), there is sufficient evidence to conclude that Entrepreneurial conferences has a significant effect on Self-employment intention among Nigerian graduates. Therefore, the formulated Null hypothesis (H_{03}) is rejected and we conclude that Entrepreneurial conferences influence Self-employment intention among Nigerian graduates.

4.3 Discussion of findings

The general findings of this study revealed that entrepreneurial education influences Entrepreneur's intention. The specific findings revealed that there is positive strong relationship between Undergraduates Entrepreneurial Courses and starting of new business among Nigerian graduates. This finding agreed with the works of Setuza (2016), Tarek et al (2016) and Christian, Daniel & Keren (2018), who both found Undergraduates Entrepreneurial Courses as the major influencing factor of Starting of business. This entails that the intention of Nigerian graduates are often influenced by the entrepreneurial course they have received.

The findings also revealed that there is a strong positive relationship between Entrepreneurial seminars and discovering of new business. The finding also agreed with the works of Ambad & Darmit (2016). In their literature, they reviewed that one best way of influencing the intention of entrepreneurs is by engaging them into entrepreneurial seminars.

The last findings under the H0₃ also showed that there is a significant relationship between Entrepreneurial conferences and self-employment intention. This findings contrast the findings of Christiana et al (2018), Krueger, Reilley & Carsud (2000) whose result on self-employment intention proved that Entrepreneurial conferences does not affect the self-employment intention of the entrepreneurs.

However, the findings are in consonance with the works of and Setuza (2016) whose work agreed with this finding. The findings encouraged Starting of business among Nigerian graduates hence it help entrepreneurs and graduates alike to be employer of labor and not to be relying on government.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

In this 21st century, the growing concern for self-reliance among Nigerian graduates has been a topical issue of discussion among scholars and government parastatals. The era of white-collar jobs often found in the 20th century has gone, laying much emphasis on self-reliance through entrepreneurship. Many Nigerian graduates are not aware of this new trend. They took starting of business for granted during their undergraduate studies, little do they know that it can pay for life time. Many thought it is only meant for management students thereby leading to lack of their concentration.

However, there are efforts by the Nigerian government to encourage them; these efforts include organizing seminars, conferences and the introduction of entrepreneurial skills such as National Directorate for Employment (NDE), the National Poverty Eradication Programme (NAPEP), Bank of Industry (BOI), Federal Institute of Industrial Research Oshodi (FIRO), Industrial Development Centre (IDC), Small and Medium Enterprises Development Agency of Nigeria (SMEDAN), National Office for Technology Acquisition and Promotion (NOTAP), Raw Materials &

Development Council (RMRDC) among others to facilitate the establishment and successful existence of small scale industries.

Therefore, this research was carried out to determine the effect of entrepreneurial education on entrepreneur's intentions among Nigerian graduates. Entrepreneurial education was disintegrated into Undergraduates Entrepreneurial Courses, Entrepreneurial seminars and Entrepreneurial conferences as independent variables, while starting of business, discovering of new business and self-employment intention were the dependent variables. Both of these hypotheses were tested to have strong positive relationship with each other.

5.2 Conclusion

From the summary above, it is revealed that there is strong positive relationship between Undergraduates Entrepreneurial Courses and starting of new business among Nigerian graduates. This means that undergraduate's entrepreneurial courses can affect entrepreneur's intention of starting business, and hence it encouraged strong Starting of business among graduates.

This finding also revealed in the second hypothesis that there is strong positive relationship between Entrepreneurial seminars and discovering of new business among Nigerian graduates. We concluded that in order to

have the desired attitude of starting and managing business, entrepreneurial seminars should be encouraged among Nigerian graduates.

The study concluded with the third hypothesis that there is strong positive relationship between entrepreneurial conferences and self-employment intention among Nigerian graduates. It was suggested that for entrepreneurs to have the desire skills and knowledge to start and manage business, entrepreneurial conferences should be encouraged among graduates.

5.3 Recommendation

From the conclusion above as deduced from the findings, the study recommended that undergraduates or students should take entrepreneurial courses, seminars and conferences very serious for this has a great positive effect or influence on their life achievements. These can be achieved through the followings ways:

Academic institutions should encourage, teach undergraduate entrepreneurial courses to students for this will encourage them to start new business; this may leads to reduction in unemployment.

The study also recommended that government institutions, agencies, academic institutions should encourage and organize entrepreneurial

seminars for students, youths or graduates in order to enable them discover new business opportunities, ideas and ways they can develop new products.

Managers, institutions and Government agencies should encourage and organize entrepreneurial conference, workshops and Students Industrial Work Experience Scheme (SIWES) among employees, students, graduates and workers alike. This may enable graduates to develop high sense of self-employment intention.

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APPENDIX I

Department of Business Administration,
Faculty of Humanities, Management and
Social Sciences,
Federal University Wukari,
Taraba State, Nigeria.

4th July, 2019.

Dear Respondent,

EFFECT OF ENTREPRENEURIAL EDUCATION ON ENTREPRENEUR'S INTENTIONS AMONG NIGERIAN GRADUATES

I humbly write to appeal your indulgence and solicit your support and response to my questionnaire. I am an undergraduate student of Business Administration, Federal University Wukari, carrying out a research on the above stated topic. To this end, you are selected as one of my respondent; kindly respond to my questions truthfully and to the best of your knowledge. Be assured that, all information given shall be handled and treated with utmost privacy, and shall ONLY be used for the purpose of this research work.

Thanks for your anticipated cooperation.

Yours faithfully,

Mzughulga Jeremiah Iwasen

The researcher

08168806691, 09021030930

QUESTIONNAIRE

INSTRUCTION: please tick () in the appropriate box below.

Note: There is no right or wrong answers. Feel comfortable to tick the option that best suit your view;

SECTION A: Respondents Characteristics

Sex : Male () Female ()

Age :1-18 years () 19-25 years () 26-30 years ()

Marital status : Married () Single () Divorced () Widow ()

Educational qualification: FSLC () NCE/OND () HND/B.Sc. () M.Sc. ()
others ()

SECTION B: Undergraduate Entrepreneurial Courses and Starting of New Business

Please choose the option that you best concur, and describe your level of understanding about the statement made.

Note:SA=Strongly Agree,

A= Agree,

U=Undecided,

SD=Strongly,

S/N	STATEMENTS	RESPONSES				
		SA	A	U	SD	D
1.	Lectures received by undergraduates help them make good feasibility of study					
2.	Practical courses in the academic institution make you to develop new business ideas					
3.	Interaction between students and lecturers influence graduate's new product identification					

Disagree,

D=Disagree.

SECTION C: Entrepreneurial Seminars and Discovering New business

S/N	STATEMENTS	RESPONSES				
		SA	A	U	SD	D
1.	Workshops held under the supervision of Doctors, Professors and other experts help to start new ventures					
2.	Entrepreneurial lessons acquired by undergraduates help them to develop good business plan					
3.	Excursions attended by students influence graduate to be self-reliant and not depend on white-collar jobs					

SECTION D: Entrepreneurial Conferences and Self-Employment Intention

S/N	STATEMENT	RESPONSES				
		SA	A	U	SD	D
1.	Paper presentations by students will improve graduates desire for new value discovery					
2.	Serious students derived new product ideas during conferences delivered by experts					
3.	Entrepreneurial industrial training and workshops influences graduates desire for self-reliance					

APPENDIX II

Sex of the Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	48	57.8	57.8	57.8
	Female	35	42.2	42.2	100.0
	Total	83	100.0	100.0	

Marital Status of the Respondents						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Educational Background of the Respondents						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	SSCE		Lectures received by undergraduate s help them make good feasibility of study	Practical courses in the academic institution make you to develop new business ideas	Interaction between students and lecturers influence graduate's new product identification	
	OND/ND					
	B Sc / H					100.0
	M.Sc.					
	Total					

N	Valid	83	83	83
	Missing	0	0	0

Lectures received by undergraduates help them make good feasibility of study					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	12	14.5	14.5	14.5
	SA	63	75.9	75.9	90.4
	D	4	4.8	4.8	95.2
	SD	3	3.6	3.6	98.8
	U	1	1.2	1.2	100.0
	Total	83	100.0	100.0	
Practical courses in the academic institution make you to develop new business ideas					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	18	21.7	21.7	21.7
	SA	63	75.9	75.9	97.6
	D	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

Interaction between students and lecturers influence graduate's new product identification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	17	20.5	20.5	20.5
	SA	57	68.7	68.7	89.2
	D	7	8.4	8.4	97.6
	SD	1	1.2	1.2	98.8
	U	1	1.2	1.2	100.0
	Total	83	100.0	100.0	
Workshops held under the supervision of Doctors, Professors and other experts help to start new ventures					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	17	20.5	20.5	20.5
	SA	53	63.9	63.9	84.3

	D	8	9.6	9.6	94.0
	SD	3	3.6	3.6	97.6
	U	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

Entrepreneurial lessons acquired by undergraduates help them to develop good business plan					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	15	18.1	18.1	18.1
	SA	58	69.9	69.9	88.0
	D	8	9.6	9.6	97.6
	SD	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

Paper presentations by students will improve graduates desire for new value discovery					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	16	19.3	19.3	19.3
	SA	56	67.5	67.5	86.7
	D	10	12.0	12.0	98.8
	U	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Serious students derived new product ideas during conferences delivered by experts					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	16	19.3	19.3	19.3
	SA	62	74.7	74.7	94.0
	D	5	6.0	6.0	100.0
	Total	83	100.0	100.0	

Entrepreneurial industrial training and workshops influences graduates desire for self-reliance					
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	14	16.9	16.9	16.9
	SA	66	79.5	79.5	96.4
	D	2	2.4	2.4	98.8
	U	1	1.2	1.2	100.0
	Total	83	100.0	100.0	

Excursions attended by students influence graduate to be self-reliant and not depend on white-collar jobs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	14	16.9	16.9	16.9
	SA	58	69.9	69.9	86.7
	D	9	10.8	10.8	97.6
	SD	2	2.4	2.4	100.0
	Total	83	100.0	100.0	

		Mean	Std. Deviation
Undergraduates Entrepreneurial Courses		3.6122	1.32456
Starting of business		3.6653	1.30125
			83

		Undergraduates Entrepreneurial Courses	Starting of business
Pearson Correlation	Undergraduates Entrepreneurial Courses	1.000	.518
	Starting of business	.518	1.000
Sig. (1-tailed)	Undergraduates Entrepreneurial Courses	.	.000
	Starting of business	.000	.
N	Undergraduates Entrepreneurial Courses	83	83
	Starting of business	83	83

		Mean	Std. Deviation	N
Entrepreneurial seminars		3.2503	1.14127	83
Starting of business		3.6653	1.30125	83
		Entrepreneurial seminars	Starting of business	
Pearson Correlation	Entrepreneurial seminars	1.000	.547	
	Starting of business	.547	1.000	
Sig. (1-tailed)	Entrepreneurial seminars	.	.000	
	Starting of business	.000	.	
N	Entrepreneurial seminars	83	83	
	Starting of business	83	83	

		Entrepreneurial conferences	Starting of business
Pearson Correlation	Entrepreneurial conferences	1.000	.425
	Starting of business	.425	1.000
Sig. (1-tailed)	Entrepreneurial conferences	.	.000
	Starting of business	.000	.
N	Entrepreneurial conferences	83	83
	Starting of business	83	83

	Mean	Std. Deviation	N
Entrepreneurial conferences	3.6129	1.29407	83
Starting of business	3.6653	1.30125	83

Coefficients^a

Model		Unstandardized Coefficients		T	P-value	Collinearity Statistics	
		B	Std. Error			Tolerance	VIF
1	(Constant)	-.910	.267	-3.248	.001		
	Starting of business	.713	.055	11.939	.000	.953	1.082

Dependent Variable: Undergraduates Entrepreneurial Courses

Coefficients^a

Model	Hypothesis	Unstandardized Coefficients		T	P-value	Collinearity Statistics	
		B	Std. Error			Tolerance	VIF
1	H01: Undergraduates entrepreneurial courses has no significant relationship with starting of business among Nigerian graduates	-.637	.281	1.948	.003		
	Starting of business	.523	.455	5.209	.000	.851	2.154
Dependent Variable: Entrepreneurial conferences							
1	H02: Entrepreneurial seminars has no significant relationship with discovering of new business among Nigerian graduates	-.713	.389	2.948	.004		
	Starting of business	.323	.035	6.009	.000	.886	1.114
Dependent Variable: Entrepreneurial seminars							

H ₀₃ : There is no significant relationship between Entrepreneurial and Entrepreneurial conferences among Nigerian graduates	.523	5.209	0.000	Rejected
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		Statistics			
W super and o		Entrepreneurial industrial training and workshops influences graduates desire for self-reliance	Serious students derived new product ideas during conferences delivered by experts	You have social influence or norms such as seminars, workshop and excursion that trigger your business decision	entations by students graduates desire for value discovery
	N	Valid	83	83	83
		Missing	0	0	0
		83	83	83	83
		0	0	0	0