

## Assessment of Entrepreneurship Education on the Relationship Between Attitude, Subjective Norms, Perceived Behavioural Control and Entrepreneurial Intention

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### ABSTRACT

Entrepreneurial events are understood to be imperious in accelerating economic development of nations owing to the large number of jobs it creates. Thus, both developed and developing countries understand the importance of entrepreneurship education to instil student interest towards entrepreneurial action. This study investigates the moderating effect of entrepreneurship education (EEP) on the relationship between attitude (ATT), subjective norms (SNMS), and perceived behavioural control (PBC) towards entrepreneurship intention (EINT) of university undergraduate students. The study population covered 794 students from all the four faculties of Northwest University Kano, that were taught a compulsory entrepreneurship education course in their third year of studies. A sample of 293 students was surveyed using the questionnaire method. In the process of data screening, 30 univariate outlier cases were removed. The PLS-SEM result displays a satisfactory measurement and structural model results which shows only the attitude variable has a significant positive relationship with EINT. SNMS, PBC and EEP revealed insignificant relationship with EINT. Hence, EEP has no moderation effect on any of the study variables. Recommendations and future research areas have been discussed in the paper.

**Keywords:** Attitude, Entrepreneurship Education, Entrepreneurial Intention, Perceived Behavioural Control and Subjective norms.

### 1.0 INTRODUCTION

The basic socio-economic problems fronting the African sub region remained the increase in youth unemployment and poverty (Okikiola, 2017; Mahmoud & Muharam, 2014). Specifically, Nigeria is facing a decline in the general living standard for its populace, basically resulting from unemployment and poverty (Abubakar, Ibrahim & Yazeed, 2018). The volume of unemployed Nigerians stands at 20.9 million at the third quarter of the year 2018 (NBS, 2018; Olawoyin, 2018). Graduate employability however, stands only at 36% per graduate (Stutern, 2016), which strongly indicates a serious problem to the country's graduate employability (Mahmoud & Garba, 2019).

On the other hand, empirical studies demonstrated the progressive relationship between entrepreneurship activities and economic advancement (Van Praag & Versloot, 2007). In fact, economic development may not be existent without the growth in entrepreneurship which expands employment availability (Mahmoud, Muharam & Mas'ud, 2015). Entrepreneurship is therefore, glowingly considered as the prime donor to economic growth of countries, due to its capacity in absorbing large number of workers (Ghina, 2014). Accordingly, regions with greater increase in entrepreneurial initiatives are found to demonstrate a greater reduction in unemployment (Audretsch, 2002). Thus, inculcating the entrepreneurship interest among youth

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graduates may consequently serve as a cure to the contraction of the non-resource tradable segment and tackle the sluggish growth of the economy (Glinskiene & Petuskiene, 2011; Mahmoud & Garba, 2019).

In addition, entrepreneurship education is accepted as an important factor in stimulating entrepreneurial growth (Abubakar, Ibrahim & Yazeed, 2018). Yet, majority of entrepreneurs in emerging economies are poorly educated on entrepreneurship skills which result in poor management, poor innovation and poor marketing skills that detriment their businesses sustainability (see for instance Ghina, 2014). Various universities have introduced EEP programmes to rouse EINT and action, but the effect of many of these programmes to student entrepreneurial intention are not properly appraised (Mohamed, Rezai, Shamsudin & Mahmud, 2012), and those that have been appraised are reported to be ambiguous (Bae, Qian, Miao & Fiet, 2014; Lorz, Volery, & Müller, 2011). These ambiguities are however yet to be resolved (Martin, McNally, & Kay, 2013; Mwasalwiba, 2010).

In view of the fickle findings on the relationship between ATT (Astuti & Martdianty, 2012; Kuttim et al., 2014; Mahmoud & Muharam, 2014; Mahmoud & Garba, 2019; Ogundipe et al., 2012), SNMS (Astuti & Martdianty, 2012; Mahmoud & Muharam, 2014; Mahmoud & Garba, 2019; Ogundipe et al., 2012; Sahindis et al. 2012), PBC (Ekpe & Mat, 2013; Kolvereid & Isaksen, 2006; Mahmoud & Garba, 2019; Mahmoud & Muharam, 2014; Malebana 2014) and EINT, and the reported positive relationship between EEP and EINT by numerous studies (Abdul Kadir et al., 2012; Kuttim et al., 2014; Lüthje & Franke, 2003, Peterman & Kennedy, 2003, Souitaris et al., 2007, Fayolle et al., 2006), this study suggests the moderating effect of EEP on the relationship between ATT, SNMS and PBC towards EINT. Baron and Kenny (1986), argued that a mixed or weak finding warrants the introduction of a moderator, but the moderating variable must portray a significant relationship on the dependent variable.

Accordingly, this study is aimed at evaluating the moderating effect of the compulsory entrepreneurship education programme on the relationship between ATT, SNMS and PBC towards the EINT of Northwest University undergraduate students. This will help the university to comprehend the effect of the EEP program and the areas that may need improvement.

## 2.0 LITERATURE REVIEW

### 2.1 Theoretical Literature

Intention is explicated as the superlative predictor of human behaviour which may subsequently predict the course of new enterprise creation (Krueger, Reilly & Carsrud, 2000). Likewise, intention represents the whim to decide among alternative courses of action (Astuti & Martdianty, 2012). According to Gerba (2012), EINT is a state of mind that impact an individual to heartily choose a self-business rather than a work that pays wages or salaries. Therefore, entrepreneurial engagements are doubtful in the absence of entrepreneurship intention (Owoseni & Akambi, 2010).

This study is founded on the Theory of Planned Behaviour (TPB) which theorized that behaviour is a function of human intention, and the intention is swayed by ATT, SNMS and PBC (Ajzen, 1991). In the psychological writings, the EINT is held as the proxy that best reflect the possibilities of entrepreneurial action (Souitaris et al., 2007). TPB can be exploited to predict a copious number of behavioural intentions (Armitage & Conner, 2001). TPB therefore, has been extensively used to expound the intention that effect various human behaviour; precisely the entrepreneurial intention and impending entrepreneurial behaviour by numerous researchers (Mohamed et al., 2012). Accordingly, entrepreneurial actions may not materialize in the absence of intention (Owoseni & Akambi, 2010). Once the intention is sculpted, the actual behaviour is

imminent (Bae et al., 2014). Since the human behaviour is premeditated, intention is assumed to prognosticate a planned behaviour (Abdul Kadir et al., 2012). Thus, intention can impeccably predict a hard to execute behaviour or involves some impulsive lags (Otuya, Kibas, Gichira & Martin, 2013). While the TPB precursors (ATT, SNMS and PBC) are reported to have positive impact on EINT and actions, a number of inconsistent findings were also reported by researchers from diverse context, culture and study samples (Kolvereid & Isaksen, 2006; Mahmoud & Garba, 2019). This theoretical gap requires a moderating factor that could reinforce and advance our understanding of the TPB. Human Capital Theory (HCT) of entrepreneurship can play a role in augmenting the TPB in entrepreneurship literature by blending the EEP as a moderator to the relationship between ATT, SNMS and PBC towards EINT. The HCT theorizes that an increase in education will fuel the growth in output for all productive activities (Olaniyan & Okemakinde, 2008). In accordance, EEP is beyond learning about the management of business; but certainly a human capital investment that prepare students on how to form a new enterprise by integrating the essential knowledge, experience and skills that are indispensable to create and grow a business undertaking (Hynes & Richardson, 2007; Nabi & Holden, 2008).

Since the most important fundamental component of the HCT remains education (Becker, 1964), this study proposed the moderating impact of EEP on TPB variables. In the same notion, educational initiatives are considered to be very promising in swelling the number of prospective entrepreneurs; the greater the entrepreneurial educational awareness, the greater the entrepreneurial interest would be (Liñán, Rodríguez-Cohard & Rueda-Cantucho, 2011). Entrepreneurship education plays a vigorous role in cultivating entrepreneurship attitude, efficacy and intentions (Liñán et al., 2012). Thus, various entrepreneurship education programmes have been proposed by scholars to target some specific group of audiences. For instance, entrepreneurial education for awareness is designed for students that lack experience on starting a venture, the goal of which is to help students to ripen their skills in entrepreneurship and complement their efforts in selecting a career (Liñán, 2004). According to Weber (2011), the mainstream university-level programs for entrepreneurship education are designed to nurture EINT and to prepare aspiring entrepreneurs. Therefore, the inception of mandatory entrepreneurship education courses in all Nigerian universities specifies the confidence that Nigerian government has on EEP as a means for improving entrepreneurship activities in the country.

## **2.2. Hypotheses Development**

### **2.2.1 Attitude and Entrepreneurship Intention**

ATT is the degree to which an individual affirmed his appeal to a particular behaviour (Bakotic & Kruzic, 2010). It is also referred to the favourable or adverse appraisal of a particular behaviour which is influenced by distinct behavioural beliefs (Astuti & Martdianty, 2012). Therefore, entrepreneurial attitude signifies the degree of a person's positive valuation of entrepreneurial actions (Linan et al., 2013).

Though attitude was reported to have a positively significant relationship with student EINT in many research findings (see, Kuttim et al., 2014; Mahmoud, 2015; Mahmoud & Garba, 2019; Mahmoud & Muharam, 2014; Malebana, 2014; Linan et al., 2013; Otuya et al., 2013), some inconsistent findings were also recounted among similar study samples albeit, across different culture and context (see, Astuti & Martdianty, 2012; Ogundipe et al., 2012). These results indicated a variegated finding that necessitate further research explanations. Thus, the first hypothesis posits that;

H1: There is a relationship between ATT and EINT

**2.2.2 Subjective Norms and Entrepreneurship Intention**

Subjective norm is the professed social force that promote or obstruct the conduct a particular action (Ajzen, 1991). Entrepreneurial SNMS signify the influence and approbation of family, friends and associates in the conduct of entrepreneurial actions (Linan et al., 2013). The greater the social compliments in favour of entrepreneurship decision, the better the prospect for entrepreneurial actions (Angriawan et al., 2012).

The findings presented by researchers on the relationship between SNMS and EINT are mixed across Asian, African and European samples. For instance, an insignificant relationship was reported between SNMS and EINT (see, Astuti & Martdianty, 2012; Kolvereid & Isaksen 2006; Krueger et al., 2000; Linan and Chen 2009; Mahmoud & Garba, 2019; Ogundipe et al., 2012; Sahindis et al. 2012), some negatively significant results were also recorded (see, Kuttim et al., 2014; Zampetakis et al., 2013). Nevertheless, Angriawan et al. (2012); Engle et al. (2010); Kautonen, Marco, and Erno (2012); Mahmoud (2015); Mahmoud and Muharam (2014); Malebana (2014) found a significantly positive relationship. The second hypothesis therefore posits that;

H2: There is a relationship between SNMS and EINT

**2.2.3 Perceived Behavioural Control and Entrepreneurship Intention**

Perceived behavioural control or self-efficacy represents the seeming ability and ease for entrepreneurial actions (Linan et al., 2013). It is also the apparent simplicity in executing behavioural actions (Ajzen, 1991). Those that presumed to be competent enough in entrepreneurial actions are more likely to proclaim the entrepreneurial process as feasible (Krueger et al., 2000).

Numerous studies reported the positively significant relationship between PBC and EINT (See for instance, Ekpe & Mat, 2013; Linan et al., 2013; Mahmoud, 2015; Mahmoud & Muharam, 2014; Malebana 2014). In contrary, some studies reported an insignificant relationship between PBC and EINT (Kolvereid & Isaksen, 2006; Mahmoud & Garba, 2019). Therefore, the third hypothesis posits that;

H3: There is a relationship between PBC and EINT

**2.2.4 Entrepreneurship Education Program and Entrepreneurship Intention**

Entrepreneurship education refers to any pedagogic package or procedure of education to nurture entrepreneurial skills and attitudes (Fayolle et al., 2006). Moreover, EEP is explained as the assemblage of formalized knowledge that teaches, train and edifies students on the processes of business conception and development (Bechard & Toulouse, 1998 ref from Jones & English, 2004). According to Abdul Kadir et al. (2012), educational support by universities serves as an effective avenue to obtain essential entrepreneurship knowledge, which may influence the ATT, PBC and EINT of students for the conception of new businesses (Liñán, 2008). The importance of EEP has been reported by numerous studies as an essential path in contributing to the advancement of EINT (Abdul Kadir et al., 2012; Kuttim et al., 2014; Lüthje & Franke, 2003, Peterman & Kennedy, 2003, Souitaris et al., 2007, Fayolle et al., 2006). Thus, this study infers that;

H4: There is positive significant relationship between EEP and EINT

**2.2.5 Moderating Effect of Entrepreneurship Education Program on TPB Model**

Baron and Kenny (1986) argued that a mixed or weak research finding calls for the introduction of a moderator, the moderating variable must however portray a significant relationship with the

dependent variable. In view of the inconsistent findings on the relationship between ATT, SNMS and PBC towards EINT, and the positive relationship between EEP and EINT, this study suggests the moderating influence of EEP on the TPB model relationships.

The choice of EEP as a moderator in this study was reinforced by the role of HCT (Becker, 1964) on human development and economic success. The HCT holds that economic prosperity is dependent on human capital advancement i.e. education (Olaniyan & Okemakinde, 2008). Since education/human capital development is contingent to economic progression (the same way as entrepreneurship), this study argues that, EEP can moderate the relationship between ATT, SNMS and PBC towards EINT of university students. Therefore, the fifth, sixth and seventh hypotheses posits that;

H5: EEP will moderate the relationship between ATT and EINT

H6: EEP will moderate the relationship between SNMS and EINT

H7: EEP will moderate the relationship between PBC and EINT

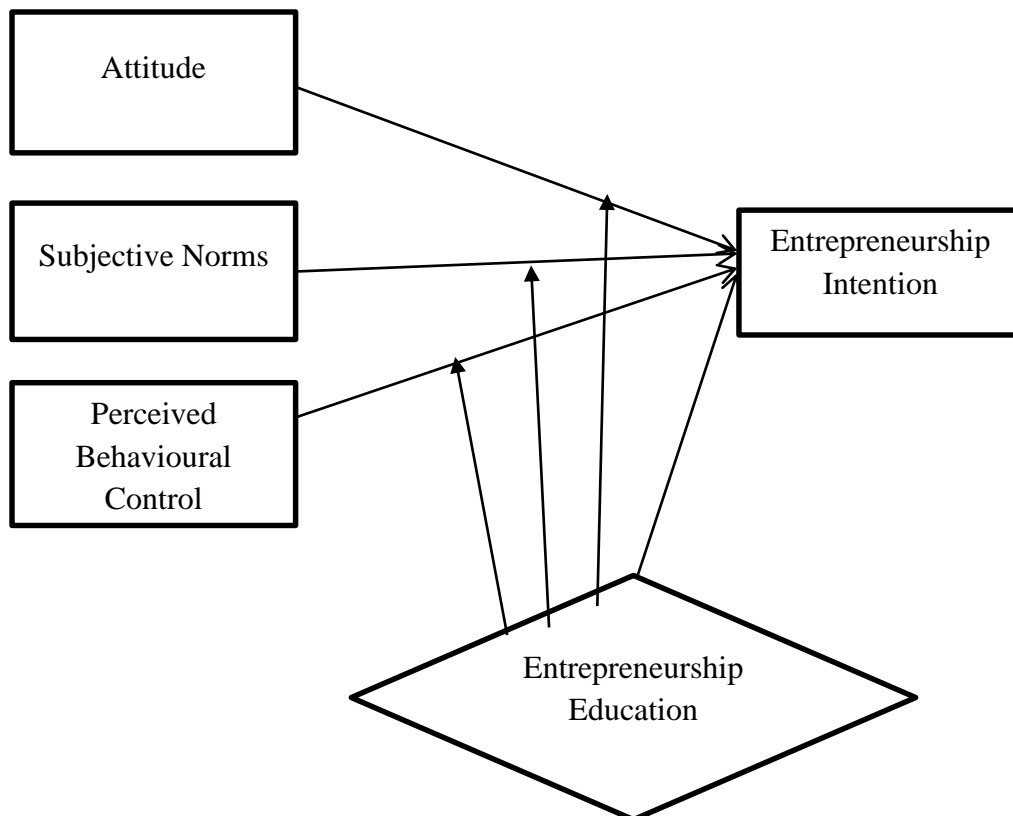


Figure 1: Research Framework

### 3.0 METHODOLOGY

The quantitative survey method was applied in this study, and questionnaire is the main study instrument for data collection. There are three independent variables, one moderating variable and one dependent variable in the study, namely; ATT, SNMS, PBC, EEP (moderator), and EINT as the dependent variable. The questionnaire encloses 7 questions for demography in section A, and a total of 27 questions in section B; where 5 questions stands for the attitude variable, subjective norms has 3 questions, 6 questions for perceived behavioural control, whereas the entrepreneurial intention variable has 6 questions, all of which are adapted from the works of

Linan and Chen (2009). Finally, the entrepreneurship education variable has 7 questions adapted from Mohamed et al. (2012) and Linan et al. (2011), the first 4 questions were adapted from the earlier while the last 3 were taken from the later. The study population encloses 794 third year Bachelor's degree students drawn from all the four faculties of Northwest University Kano; 272 of the students are from the faculty of education, 191 from the faculty of social and management science, 123 from the faculty of science and 208 from the faculty of humanities, all of which have attended and completed the compulsory entrepreneurship education class. The Krejcie and Morgan (1970) sampling formula was used to reach at the required sample of 259 respondents using the stratified sampling method. To tackle the issue of non-response and missing values, the study sample was doubled (Hair, Wolfinbarger, & Ortinall, 2008) because the error propensity is greater when the sample size is lower (Alrech & Settle, 1995). The increase is also in line with the response challenges in the study context (Mahmoud, Ahmad & Poespowiodjojo, 2018; Ringim, Osman, Hasnan & Razalli, 2013).

#### 4.0 FINDINGS

The total of 518 questionnaires were conveniently circulated to the students, out of which 290 questionnaires were retrieved, which specifies 57% response rate. In the process of data screening, 30 responses were found to have a case of  $>\pm 3.29$  z-scores, these responses were therefore eliminated as they indicate outlier threats. Consequently, 260 responses are left for ultimate analysis.

#### 4.1 Demographic Profile of Respondents

The profile of respondents was displayed in Table 4.1, which unveils that 150 of the respondents are male (57.7%), 110 (42.3%) were female, 250 respondents (96.2%) are around the ages of 15-35 years, 10 respondents (3.8%) are between the ages of 36-55 years. The highest number of responses came from the faculty of education i.e. 102 respondents (39.2%), faculty of sciences 60 respondents (23.1%), faculty of social and management science 54 respondents (20.8%) and faculty of humanities 44 respondents (16.9%). Respondent's work experience accounts for 150 responses (57.5%), respondents lacking work experience accounts for 111 responses (42.5%). 126 respondents (48.3%) have owned a self-business on one occasion, and those that do not point towards 135 responses (51.7%). 230 respondents (88.1%) have family members that operate an existing business, while 31 respondents (11.9%) have none. Finally, 201 respondents (77%) had a business role model and those that has none are 60 respondents (23%).

Table 4.1. Profile of the respondents

S/No	Items	Frequency (N=260)	Percentages (%)
1	Gender		
	Male	150	57.7
	Female	110	42.3
2	Age		
	15-35	250	96.2
	36-55	10	3.8
	56 and above	0	0
3	Faculty		
	Social and Management Science		
	Education	54	20.8
	Sciences	102	39.2
	Humanities	60	23.1
		44	16.9
4	Work Experience		
	Yes	150	57.7
	No	110	42.3

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5	Self-business Ownership	Yes	126	48.5
		No	134	51.5
6	Family members run a business	Yes	230	88.5
		No	30	11.5
7	Self-business role model	Yes	200	76.9
		No	60	23.1

### 4.2 Preliminary Analysis

#### 4.2.1 Validity and Reliability of the Instrument

Face validity was applied to validate the study questionnaire by consulting experts in the study field to study and validate the questionnaire. The initial reliability analysis was computed using the Cronbach coefficient Alpha; which measures consistency of the study instrument (Sandhu et al., 2011). Cronbach Alpha is the reliability coefficient that estimates the degree to which the study items correlate positively with each other. The internal consistency (reliability) is more apposite when the Cronbach alpha is closer to 1, (Sekaran, 2003). The entire study variables in this paper reported a Cronbach Alpha coefficient beyond 0.70, which indicates a good internal consistency for the variables in this study. Table 4.2 displays the coefficient of Cronbach Alpha for each of the variables.

Table 4.2 Cronbach Alpha Coefficient Result

S/No	Variables	Items	Cronbach alpha Values
1	Entrepreneurial Intention	6	0.711
2	Attitude	5	0.744
3	Subjective Norms	3	0.741
4	Perceived Behavioral Control	6	0.869
5	Entrepreneurship Education	7	0.832

#### 4.2.2 Multicollinearity Analysis

Pearson correlation was applied to detect whether the data is threatened by multicollinearity. Multicollinearity issue arises when the values of person correlation for the independent variables are greater than 0.9 threshold (Tabachnick & Fidell, 2007). In the existence of multicollinearity, results of the study will be frail because the interrelationships between variables would grow the magnitude of error terms, owing to the redundant information that is contained by the interrelated variables (Maiyaki & Moktar, 2011). It is recommended that any of the variables that pose the threat of multicollinearity should be deleted (Mahmoud, Ahmad & Poespowidjojo, 2018). The Pearson correlation result is represented in Table 4.3.1 below:

Table 4.3.1 Correlation Results for Multicollinearity Analysis

S/No	Variables	1	2	3	4
1	ATT	1			
2	SN	.479**	1		
3	PBC	.642**	.353**	1	
4	EDU	.439**	.332**	.413**	1

\*\*p<0.001 (2-tailed)

From table 4.3.1 above, all the variables have a correlation value that is less than 0.9, thus, the problem of multicollinearity is ruled out (Hair et al., 2010; Tabachnick & Fidell 2007).

Multicollinearity cases may also be scrutinized by checking the Variance Inflation Factor (VIF) and tolerance levels of the study variables, this was computed using the SPSS regression analysis (Mahmoud et al., 2018; Mahmoud et al., 2015). The rule is that, the values of tolerance for each variable must not be lesser than 0.10, while the VIF values must not be above 10 (Hair et al., 2010). This result is accepted to be free of multicollinearity extortions, because the values of VIF and tolerance level are <10 and >0.10 respectively (Tabachnick & Fidell, 2007). Table 4.3.2 represents the tolerance and VIF values for the respective independent variables.

Table 4.3.2 VIF and Tolerance Values for Multicollinearity test

S/No	Variables	Tolerance values	VIF
1	Attitude	.496	2.016
2	Subjective Norms	.751	1.332
3	Perceived Behavioral Control	.565	1.769
4	Entrepreneurship Education	.762	1.313

#### 4.2.3 Internal Consistency

The entire constructs of this paper indicate a satisfactory amount of internal consistency with composite reliability values of  $\geq .70$  (Hair et al., 2011), this has been illustrated in table 4.4.

#### 4.2.4 Convergent Validity

By applying the AVE (average variance extracted) method, the constructs presented a satisfactory convergent validity with all the AVE values having greater than 0.50 (Hair Jr., Black, Babin, & Anderson, 2010) as demonstrated in table 4.4.

Table 4.4 Measurement Model (PLS Algorithm Results)

Variables	AVE	Composite Reliability	Communality
ATT	0.5857	0.8923	0.5857
EEP	0.5088	0.8775	0.5088
EINT	0.5163	0.8417	0.5163
PBC	0.6054	0.9019	0.6054
SNMS	0.6593	0.8525	0.6593

#### 4.2.5 Discriminant Validity

The data also presents a sufficient level of discriminant validity using the benchmarks of Fornell and Larcker (1981) which states that the AVE square root per construct is required to be larger than values contained in the same vertical and horizontal positions of the correlation matrix table as represented in table 4.5.

Table 4.5 Fornell and Larcker Square Root of AVE Table

Variables	ATT	EEP	EINT	PBC	SNMS
ATT	<b>0.765</b>				
EEP	0.542	<b>0.713</b>			
EINT	0.699	0.477	<b>0.719</b>		
PBC	0.647	0.468	0.479	<b>0.778</b>	
SNMS	0.510	0.423	0.345	0.367	<b>0.812</b>

### 4.3 Partial Least Square Structural Equation Model

#### 4.3.1 Test of Hypothesis (PLS Structural Equation Model)

This paper assessed the moderating effect of EEP on the relationship between ATT, SNMS, PBC and EINT for undergraduate students in Northwest University Kano. Table 4.6 below represents the path coefficient results for the PLS-SEM analysis, which specified a positive significant relationship between ATT and EINT ( $B=1.413$ ,  $t=1.971$ ,  $p=0.025$ ), this indicates the support for



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hypothesis one. Conversely, the SNMS – EINT relationship ( $B = -0.508$ ,  $t = 1.151$ ,  $p = 0.125$ ), PBC – EINT relationship ( $B = 0.317$ ,  $t = 0.017$ ,  $p = 0.493$ ), and EEP – EINT relationship ( $B = 0.813$ ,  $t = 1.221$ ,  $p = 0.112$ ) are all insignificant, which indicates that hypothesis two, three and four are all rejected. Thus, the condition for a significant EEP – EINT relationship was not supported for the moderation to take place. Accordingly, the moderating effect of EEP on ATT, SNMS, PBC and EINT were all insignificant since all the p-values are  $> 0.05$ , this therefore stipulates the rejection of hypothesis five, six and seven respectively.

Table 4.6 Path Coefficient Results (PLS SEM Bootstrapping Analysis Results)

Relationships	Beta Values	T Statistics	P-value
ATT -> EINT	1.413	1.971	0.025
SNMS -> EINT	-0.508	1.151	0.125
PBC -> EINT	0.317	0.017	0.493
EEP -> EINT	0.813	1.221	0.112
ATT*EEP -> EINT	-1.342	1.216	0.112
PBC*EEP -> EINT	-0.377	0.026	0.490
SNMS*EEP -> EINT	0.611	1.116	0.133

### 4.4 Discussion

The moderating effect of EEP on the relationship between ATT, SNMS, PBC and EINT was analyzed in this study. The results depict a significant positive association between ATT and EINT ( $\beta = .413$ ;  $t = 1.971$ ;  $p = 0.025$ ), which is aligned with the findings of numerous studies (Angriawan et al. 2012; Kautonen et al., 2012; Kuttim et al., 2014; Linan et al., 2013; Mahmoud, 2015; Mahmoud & Muharam, 2014; Mahmoud & Garba, 2019; Malebana, 2014; Mueller, 2011; Sahindis et al., 2012; Zampetakis et al., 2013). This finding is reassuring the significant impact TPB on intention and behavior, specifically that of ATT to student EINT which supports the H1 in this study. Therefore, the university can nurture student EINT through the effective promotion of entrepreneurial ATT.

On the other hand, the relationship between SNMS and EINT presented an insignificant relationship ( $\beta = -0.508$ ;  $t = -1.151$ ;  $p = 0.125$ ) which is consistent to some research findings (Mahmoud & Garba, 2019; Paco et al., 2011; Sommer & Haug, 2011), signifying the rejection of H2. By implication, the approbation of family, friends and acquaintances has no significant influence on student EINT. This finding may be credited to the cultural setting and family background of the students, albeit more than 88% of the respondent's family members have a history of running a business, it may still not be surprising that those family members could not influence the student EINT due to the higher rate of business failure in Nigeria and the country's poor ranking in the ease of doing business. Similarly, the PBC relationship is insignificant to EINT ( $\beta = -0.317$ ;  $t = 0.017$ ;  $p = 0.493$ ), which signifies the rejection of H3. Impliedly the seeming ability and ease for entrepreneurial action cannot influence the student EINT; this may be startling though. Nevertheless, the result may be ascribed to the nature of the entrepreneurship training that is provided to the students; students that are well trained, proficient and acquainted with the entrepreneurial processes will find it easier to engage in entrepreneurial actions compared to those that are poorly trained and less proficient.

The insignificant EEP – EINT relationship ( $\beta = 0.813$ ;  $t = 1.221$ ;  $p = 0.112$ ) indicates the pedagogic package used to nurture entrepreneurial skills among the students has insignificant influence on student EINT, H4 is therefore rejected. This finding is differing to many conclusions (Kolvereid & Isaksen, 2006), but this may be ascribed to the teaching method and the lame quality of the study syllabus for EEP in the university. Another reason could be because the study was conducted on students taking compulsory (which may be out of their wish) courses in EEP. Since the direct relationship between EEP (moderator) and EINT (dependent variable) is insignificant, the condition for moderation effect is defeated (Baron & Kenny, 1986). Thus, H5, H6 and, H7 that proposed the moderating effect of EEP on the relationship between ATT, SNMS, PBC and EINT

were all rejected. Therefore, the pedagogic package used to nurture entrepreneurial skills could not change the relationship between ATT, SNMS, PBC and EINT. However, revitalizing the university EEP teaching method and syllabus may renegotiate this relationship.

## **5.0 CONCLUSION, THEORETICAL CONTRIBUTIONS POLICY IMPLICATIONS AND FUTURE STUDIES**

### **5.1 Conclusion**

This study concluded that, only ATT can influence student EINT among the TPB variables. On the other hand, SNMS and PBC are not important in fostering entrepreneurial intention. However, EEP has no impact in promoting student EINT. The university should therefore, put more emphasis on nurturing the entrepreneurial ATT of students in order to bolster student EINT. Conversely, SNMS and PBC should not be emphasized since they have no impact on student EINT. Moreover, the EEP curriculum of the university may need to be revised in line with the student requirements to include more practical teaching methods that will enhance the student efficacy to engage in entrepreneurial actions.

### **5.2 Theoretical Contributions and Policy Implications**

EINT studies can be a tool to further entrepreneurial actions (Gird & Bagram, 2008). This study extends the entrepreneurship literature by blending the role of TPB and HCT to promote entrepreneurial action in Nigeria, precisely in the perspective of undergraduate students. Policy makers should therefore focus on entrepreneurial attitude to spur student EINT. Revisiting the EEP teaching method and curricula by policy makers will also be important.

### **5.3 Limitations and areas of further research**

The limits of this study include the self-assessment bias and the compulsory nature of the EEP. The study responses might be biased by subjectivity owing to the self-assessment method applied in the collection of data. Likewise, the study was conducted on students taking compulsory courses in entrepreneurship education therefore, further studies that could differentiate between students that take voluntary courses in entrepreneurship education would be interesting, so as to understand if there is any difference between the two.

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