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ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURSHIP INTENTION AMONG BUSINESS ADMINISTRATION STUDENTS, AMBROSE ALLI UNIVERSITY, EKPOMA, EDO STATE, SOUTH-SOUTH OF NIGERIA

This study examined how entrepreneurship education affected students of business administration at Ambrose Alli University, Ekpoma, Nigeria's South-South geopolitical zone to become entrepreneurs. Survey research design was adopted in the study. All undergraduate students at the 400 and 200 level made up the population, which had a sample size of 200. The study used questionnaire for data collection. Data was analyzed by the use of statistical tool using Statistical Package for Social Sciences (SPSS) version 20, and presented through mean, standard deviation, percentage and frequencies. Hypotheses were tested using correlation and regression analysis. The study revealed from the findings that entrepreneurship curriculum content and entrepreneurship teaching method influence locus of control and attitude of students to become entrepreneurship respectively. In order to transmit the skills and information necessary to foster in students a good attitude toward becoming entrepreneurs, it was suggested, among other things, that teaching of entrepreneurship studies should have a broad range of teaching technique.

Key words: entrepreneurship education, intention, curriculum content, locus of control, attitude and teaching methods.

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Амброуз Алли университеті, Экпома, Эдо штаты, Нигерияның оңтүстігі, бизнес әкімшілігі студенттері арасында кәсіпкерлікті және кәсіпкерлік ниеттерді оқыту

Бұл зерттеу Нигерияның оңтүстік-оңтүстік геосаяси аймағы Экомдағы Амброуз Алли университетінің іскери әкімшілік факультетінің студенттерінің Кәсіпкер болуына кәсіпкерлік білімнің қалай әсер еткенін зерттеді. Зерттеу сауалнамалық зерттеу жоспарын қолданылды. 400 және 200 деңгейлеріндегі барлық бакалавриат студенттері 200 адамнан тұратын популяцияны құрады. Зерттеуде деректерді жинау үшін сауалнама қолданылды. Деректер Әлеуметтік ғылымдар статистикалық пакетінің (SPSS) 20 нұсқасын қолдана отырып, статистикалық құралдың көмегімен талданды және орташа, стандартты ауытқу, пайыз және жиілік түрінде ұсынылды. Гипотезалар корреляциялық және регрессиялық талдау арқылы тексерілді. Зерттеу нәтижелері кәсіпкерлікке арналған оқу бағдарламасының мазмұны мен кәсіпкерлікті оқыту әдісі бақылаудың орнына және студенттердің кәсіпкерлікке қатынасына сәйкесінше әсер ететіндігін көрсетті. Студенттердің кәсіпкер болуға деген жақсы көзқарасын қалыптастыру үшін қажетті дағдылар мен ақпаратты жеткізу үшін, кәсіпкерлік пәндерді оқыту әдістемесінің кең спектрін қамтуы ұсынылды.

Түйін сөздер: кәсіпкерлік білім, ниет, оқу бағдарламасының мазмұны, бақылау орны, оқытудың көзқарасы мен әдістері.

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Обучение предпринимательству и предпринимательские намерения среди студентов бизнес-администрирования университета Амброуза Алли, Экпома, Штат Эдо, юг Нигерии

В этом исследовании изучалось, как образование в области предпринимательства повлияло на то, что студенты факультета делового администрирования Университета Амброуза Алли в Экпеме, геополитической зоне Юг-Юг Нигерии, стали предпринимателями. В исследовании

был принят план опросного исследования. Все студенты бакалавриата на уровнях 400 и 200 составляли популяцию, размер выборки которой составлял 200 человек. В исследовании для сбора данных использовалась анкета. Данные были проанализированы с помощью статистического инструмента с использованием статистического пакета для социальных наук (SPSS) версии 20 и представлены в виде среднего значения, стандартного отклонения, процента и частот. Гипотезы были проверены с помощью корреляционного и регрессионного анализа. Результаты исследования показали, что содержание учебной программы по предпринимательству и метод преподавания предпринимательства влияют на местоположение контроля и отношение студентов к предпринимательству соответственно. Чтобы передать навыки и информацию, необходимые для формирования у студентов хорошего отношения к тому, чтобы стать предпринимателями, было предложено, что преподавание предпринимательских дисциплин включало широкий спектр методик преподавания.

Ключевые слова: предпринимательское образование, намерение, содержание учебной программы, местоположение контроля, отношение и методы обучения.

Introduction

Entrepreneurship is a driven, transformational, and creative activity. It entails applying vitality and passion to the development and execution of fresh concepts and original solutions. The ability to form an effective venture team, the willingness to take calculated risks with one's time, money, or career, the creative ability to marshal resources, the need for a strong business plan, and the vision to see opportunity where others see chaos, contradiction, and confusion are all necessary ingredients (Kuratko, 2014). Entrepreneurship is thus a holistic idea that infuses a person's business in a creative way. At every level and in every nation, the way that business is done has changed as a result of this perspective. Yet, the situation in Nigeria is different. Nigeria has sufficient resources for economic development, but the nation struggles with social injustices, vices, and chronic poverty in addition to high unemployment and underdevelopment. Universities and other higher educational institutions are producing a huge number of graduates who are unable to find office work on account of inadequate entrepreneurial skills and expertise.

There has been a paradigm shift in interest in creating and advancing entrepreneurship education, both formal (entrepreneurship education) in tertiary institutions and informal (apprenticeship), as a strategy to address the issues of extreme poverty, unemployment, underdevelopment, and other social vices and economic dislocation. Because of the growing demand for entrepreneurship education as a fundamental skill in the Nigerian educational system, entrepreneurship is currently included in the university system of Nigeria through the National University Commission (NUC) introduced entrepreneur courses required for all undergraduate students and order all federal

universities, including state and private universities, to establish centres for entrepreneurship study and development at each university, to be funded by the Education Trust Fund (ETF). The knowledge and abilities required to produce value via the identification and development of possibilities are what the entrepreneurial studies programme aims to impart. In other words, the objective is to provide graduates with the skills they need to engage in income-producing activities if they are unable to find paid employment, regardless of their areas of expertise. As a result, there is a shift from the attitude of "accept a job" to "create a job." It is generally accepted that pursuing an entrepreneurial profession provides individuals with significant opportunities to enable them to attain financial independence and to positively impact their nation's economy by fostering job creation, innovation, and economic growth. The elements that influence students' intents to become entrepreneurs and the connection between entrepreneurship education and students' entrepreneurial attitudes and intentions are not well understood (Souitaris, 2007). However, thanks to the emergence of entrepreneurship education, nearly all of the courses provided by Nigerian university students have the potential for self-employment. This gives students who are taking these courses the chance to work for themselves and in office work positions.

Statement of the Problem

Despite the ancillary advantages of business and the availability of entrepreneurship development courses at Nigerian tertiary institutions, the majority of graduates in Nigeria do not show any interest in engaging in entrepreneurial activities. According to earlier research, entrepreneurship is the least desirable job path for recent graduates.

Because they are seeking employment in the public and private sectors, many Nigerian university graduates are finding it challenging to pursue an entrepreneurial career. While working in commercial or governmental organisations provides a set monthly salary, entrepreneurs do not and must make significant financial sacrifices. Students are not exposed in universities in a way that increases their desire to become successful entrepreneurs. Students, even those studying business administration, are reluctant to start their own businesses because they understand how the economic downturn in Nigeria would affect them if they do so.

On the other hand, a number of researches fell short in providing proof of a connection between student entrepreneurial intention and entrepreneurship education. There is no correlation between the topics included in entrepreneurship curricula, the approach used to teach entrepreneurship, the locus of control, and students' attitudes regarding starting their own business. This study aims to determine the connection between entrepreneurship education and Ambrose Alli University business students' desire to become entrepreneurs.

The majority of earlier studies have concentrated on relatively specific aspects of entrepreneurship education, such as testing the curriculum content and teaching methodology, in an effort to shed light on the intention of business students in Nigeria, despite the fact that there is sufficient empirical literature examining the relationship between entrepreneurship education and student intention. It is believed that by looking at entrepreneurship education from a wider angle and taking into account numerous entrepreneurship education characteristics as well as students' intentions to become entrepreneurs, more information on entrepreneurship education may be gained. In order to close this gap, the study looked at how entrepreneurship education characteristics related to entrepreneurial intention measurements in the setting of Nigeria.

Objectives of the Study

1. To find out if entrepreneurship curriculum contents impact on locus of control of students becoming an entrepreneur.

2. To find out if entrepreneurship teaching methods impact on attitude of students towards entrepreneurship to become entrepreneur.

Research Questions

1. Does entrepreneurship curriculum contents impact on locus of control of students to become entrepreneur?

2. Do entrepreneurship teaching methods impact on attitude of students towards entrepreneurship education to become entrepreneur?

Hypotheses

Ho₁: Entrepreneurship curriculum content does not significantly impact locus of control of students to become entrepreneur.

Ho₂: Entrepreneurship teaching method does not significantly impact attitude of students to become entrepreneur.

Literature Review

Entrepreneurship Education

The concept of entrepreneurship education may be understood to mean the development of attitudes, behaviours, and capacities. It also includes all efforts aimed at enhancing entrepreneurial skills, mindsets, and attitudes. Roe-odegard (1997) defined entrepreneurship education as a social and dynamic process in which an individual, acting alone or in partnership with others, identifies opportunities for innovation and takes action by translating ideas into relevant and practical activities, whether in a cultural, economic, or social context.

Entrepreneurship education covers a wide range of aims, materials, audiences, and instructional techniques. According to previous authors, the goal of entrepreneurship education is to identify and foster entrepreneurial drive, skill, and talent, to change one's attitude toward change, to foster the "affective socialisation element," to develop skills in the use of techniques for business analysis situations and in the synthesis of action plans, to undo the risk-averse bias of many analytical techniques, and to encourage new business venture and other entrepreneurial.

All signs point to the fact that entrepreneurship education can play a significant role in the conception and establishment of businesses as well as in assisting with the problem and difficulties of managing in a globalised environment through the development of entrepreneurial culture and innovation in both individuals and groups (Ehichoya, 2022).

Entrepreneurship Intention

According to McStay (2008), having the intention to engage in entrepreneurial behaviour or activities has to do with a person's propensity to do so at some point in the future. It may also mean having the ambition to launch a new business, the desire to own a business, and the desire to work for oneself after graduating. It is the readiness, ability, unwavering passion, preparation, and acceptance to engage in a behavior-related

entrepreneurial endeavour (Pulkay, 2015). An individual's deliberate ambitions to launch a new firm in the near or distant future are referred to as their entrepreneurial intentions. Entrepreneurial intention is a state of mind in which people want to start a new company or a new value generator within an organisation. Therefore, intention drives entrepreneurial actions and behaviour like a locomotive. It directs a person's attention and decides the experiences they will have in life. Personality, environmental, and societal variables can all influence entrepreneurial intent. Subjective norms, perceived behaviour control, and attitude toward entrepreneurship are three conceptually distinct determinants of intention toward entrepreneurship that are identified by the theory of planned behaviour (Ajzen, 1991).

Theoretical Framework

Theory of Planned Behavior by Ajzen (1991) served as the foundation for this study.

Ajzen (1991) created the idea of planned behaviour as an expansion of the theory of reason. Action Fishbien (1975), which postulates that a person's intention to carry out a conduct controls that behaviour. Because the theory of reason and action did not place a strong emphasis on behavioural control, the notion of planned behaviour was established.

A person's behaviour is determined by their intentions, and that their intentions are influenced by three factors: their attitude toward their behaviour, their perceptions of subjective norms, and the amount of control they feel they have over their behaviour. An indirect factor that determines behaviour is behavioural intention. It symbolises a person's motivation in the sense of a conscious choice to engage in a certain behaviour. The degree to which a person has favourable or negative sentiments about the behaviour of intent is referred to as attitude toward behaviour. Subjective norm refers to a person's sense of the social context in which a behaviour occurs and is the notion that he or she will act in accordance with what significant people believe. The individual's assessment of how simple or difficult it is to carry out an activity is known as perceived behavioural control.

The theory of planned behaviour is well suited to the application of this study since it looks at the impact of students' intentions to participate in entrepreneurship education as well as the reasons why people engage in entrepreneurship education. The theory has been regarded as being extremely important in predicting entrepreneurial behaviour

and is one of the most strong and valid hypotheses now in use.

Entrepreneurship Curriculum Contents

The term "curriculum content" describes the academic and instructional material for a certain course or programme that is taught in educational institutions. The collective of what is to be taught in a school system is referred to as curriculum content. The key concepts, facts, and principles that must be taught are referred to as the content segment of a teaching-learning scenario. These lessons' content must be in line with the costs associated with learning, and each lesson's goals and objectives must be explicit. These goals and objectives may take the form of exposing students to new skills, attitudes, knowledge, or values. Content entails making decisions on subject matter based on ideas, themes, or issues that span traditional academic boundaries. New practises and concepts that might improve students' skill learning are woven into the curriculum's materials. The subjects covered in the entrepreneurship curriculum guide both the teaching and learning of entrepreneurship education. The goals and objectives of the entrepreneurship programme should be covered in the curriculum material.

Locus of Control

It is about how people believe they have authority or control over the things that happen in their life. Ajzen (991) describes it as a person's sensation of control and the conviction that they are in command of the control. Even when they are confident and believe in themselves, people recognise that good or negative results arise as a result of their behaviour. In other words, people hold different beliefs about who or what governs their lives because some people credit success in their endeavours to luck, the gods, or someone else, and others attribute success in their endeavours to their own experiences and efforts (Ogunmakin, 2013).

Attitude

The degree to which a person has a favourable or unfavourable opinion of the action or issue is known as their attitude. When an individual believes that a certain activity will have favourable results, they have positive attitudes toward it. A certain activity is drawn to an attitude, and this action is influenced by the person's positive or negative ideas about the behaviour. Student conduct in the entrepreneurship course, the benefits they will obtain from the course, and their choice to be either self-employed or an

entrepreneur will all be influenced by their attitude toward entrepreneurship.

Without a more positive attitude toward business, student entrepreneurial initiative cannot grow. The growth of high entrepreneurial initiative among students is hampered when the favourable attitude of students toward entrepreneurship education is not increased. Understanding student attitudes about entrepreneurship education is a requirement for ensuring that it functions reasonably, independently, and logically in order to ensure that the entrepreneurship's purpose is met. If students have a good attitude about entrepreneurship, they are more likely to engage in entrepreneurial activity. Students are more likely to have a favourable attitude toward entrepreneurship if they believe it would help them achieve their goals. If people adopt a pessimistic mentality, the opposite is true. The degree to which a person views entrepreneurial activities favourably or unfavourably is known as their attitude toward entrepreneurship (Pulkay, 2015).

Teaching Method

Teaching methods of entrepreneurship refers to broad pedagogy, concepts, and management techniques created for classroom education. It is a methodical approach a teacher uses to impart, receive, or exchange knowledge with students in entrepreneurship education. In other words, it is a method of information and skill sharing that a teacher employs in the teaching of entrepreneurship. This suggests that a teacher employs educational ideas and concepts. This can include recitation in class, participation in demonstrations, group discussions, experiments, idea cartons, question memorization, jigsaw think-pair-share, imagination, travel, and research projects. The manner of instruction chosen for entrepreneurship classes is mostly determined by the knowledge or skill being imparted, however it may also be influenced by the students' own enthusiasm and aptitude. Two separate categories of entrepreneurship education may be used to classify the teaching techniques of entrepreneurship into traditional and non-traditional ways. Traditional teaching techniques educate about entrepreneurship. Students are given the commercial foundations for their entrepreneurial acts through some form of entrepreneurship. Giving students the chance to see practical demonstrations and the chance to ask questions, learn more from, talk with, and discuss real-world business owners helps students develop their skills, knowledge, and attitudes. Teachers are

compelled by these teaching strategies to provide students with entrepreneurship-based theoretical knowledge and business planning in order to help them develop and test business concepts and evaluate business possibilities. Writing a company strategy and group projects are both used.

In non-teaching approach, students are encouraged to engage in discussion, share ideas, and learn from one another. They are exposed to a relaxed, informal learning environment and have the self-control to pursue their own discoveries. When students engage in experiential learning, learning by doing, and creative problem solving, their interest might be piqued in entrepreneurial education. Tools for achieving experiential learning in entrepreneurship education include student-created new businesses, exploration of entrepreneurial environments, use of computer simulations, consultation with successful entrepreneurs, motivation for fieldwork, participation in practical activities, business plans, and watching video clips of existing new businesses (Samuel, 2018).

Empirical Review

Soomro and Shah (2014) looked at the connection between educational techniques and fostering entrepreneurial aspirations and mindsets. The study uses the idea of planned behaviour to examine people's attitudes and intentions regarding entrepreneurship (TPB). Utilizing the variables of attitudes toward behaviour, subjective norms, perceived behavioural control, achievement, self-esteem, personal control, and innovation, which were measured using adapted question items of entrepreneurship already developed by the field researchers, they used 200 respondents from developing countries (five point Likert scale). The study's findings revealed a substantial correlation between teaching strategies and students' evolving attitudes and intents as future entrepreneurs. Rudhumbu, Sivotwa, Munyanyiwa, and Mutsau (2016) look at student views toward entrepreneurship education teaching techniques at two different higher education institutions in Botswana. The study employed a sample of 250 students out of a total population of 462 pupils. Data was gathered using a standardised questionnaire on a 5-point Likert scale.

Abubakar, Kabir, and Nalado (2014) examined the assessment of teaching methods and students' entrepreneurial intentions in tertiary institutions. The survey research design examined students' entrepreneurial intentions while it was being

conducted at Kano State Polytechnic's School of Management Studies. Final-year HND students enrolled in various managerial or administrative programmes made up the study's population. Purposive sampling procedures were used to choose 312 samples for the investigation. To investigate the variables affecting the students' entrepreneurial intent, regression analysis was performed. Analysis of variance (ANOVA) was also used to examine how students differed in their entrepreneurial intention. The findings indicate a favourable correlation between teaching strategies and students' desire to start their own businesses at Nigeria's Kano State Polytechnic. Victor, Akanganngang, and Ebenezer (2013) looked at students in Ghana in terms of personality, entrepreneurship education, and entrepreneurial intention. An explanatory cross-sectional survey research design was used in the study. The study chose a sample size (324) of students who participated in the survey using a simple random sampling approach. IBM Amos version 25 was used to do the statistical analysis. The study showed how entrepreneurship teaching techniques moderated this association while controlling for age, gender, and course of study. It also showed how entrepreneurship curriculum was a mediating mechanism in the link between personality traits and entrepreneurial intention.

Maxwell, Chinoye, Oluwole, Stephen, and Amaihian (2017) explored how students at Nigerian universities perceived the contents of entrepreneurship curricula and the importance of being open-minded. In order to identify trends relating to the study's goal, a quantitative technique with a descriptive research design was used in the study. As a quantitative research technique, surveys were employed. All students at the chosen universities made up the study's population. Stratified sampling and basic random sampling were used as part of a multi-stage sampling approach. Utilizing the Statistical Package for Social Sciences, data was examined (SPSS). As a statistical technique for analysis, hierarchical multiple regression was employed to demonstrate the incremental contribution to the dependent variable's prediction. The study's conclusions demonstrated how an entrepreneurship curriculum's structure may inspire students to use their critical thinking skills to come up with original company concepts. Rahimah's (2019) studied how the content of the entrepreneurship curriculum affected students' entrepreneurship interest, intentions, and competencies. The samples were chosen from among

undergraduate students enrolled in entrepreneurship courses for five months in the first semester of 2016–2017 at Universiti Putra Malaysia. To choose 40 students to participate in the programme as respondents, a screening process that included interviews and a basic sewing test was carried out. Ten local fashion entrepreneurs participated in their program, which placed a strong emphasis on the mentor-mentee system. Entrepreneurship seminars, business and skills training, e-marketing workshops, sewing lessons, and evaluation sessions were all presented to the respondents. Their research revealed a significant positive correlation between the content of entrepreneurship curricula and entrepreneurship intentions. However, their findings showed no significant relationship between fashion entrepreneurship programme with entrepreneurship curriculum content and competencies, respondents' perceptions towards their interest, intentions and competencies at the end of the programme are high. Abdul and Nuru (2018) investigated the relationship between entrepreneurship curriculum content, student's entrepreneurial motivation and entrepreneurship intention. A total of 450 self-administered questionnaires were distributed to the students of the various faculties, races and student seniority at Malaysian Public University using the convenient and structured sampling method. After distribution of the questionnaires, 413 duly completed questionnaires were returned and used during data analyses. Their result findings using correlation analysis and regression analysis showed that strength of motivation in choosing entrepreneurship as a career option among the students is related with entrepreneurship curriculum content.

Methodology

Survey research design was adopted in the study. The population included Bachelor of Science degree students who were all full-time business administration majors as well as second year students in the Department of Business Administration at Ambrose Alli University, Ekpoma, Edo State, Nigeria. There were 200 students in the sample size using Purposive sampling. A face-to-face survey was done with the use of a standardised questionnaire sent to graduating students. The questionnaire used five-point likert scale of Strongly Agree – 5 points to Strongly Disagree (SD) – 1 point point. Descriptive statistic tools was while Correlation and regression

analysis were the main tools used in inferential statistics to establish the relationships between variables with the assistance of SPSS version 20,

Cronbac's alpha was determined to guarantee the accuracy of the data gathered from the survey.

Table 1 – Reliability Test Statistics

Variable	No. of Items	Cronbach's Alpha
Curriculum Content of entrepreneurship education	7	0.974
Locus of control of students	12	0.982
Teaching Method of entrepreneurship education	8	0.976
Attitude of students of becoming entrepreneurship	7	0.998

The results of Cronbach's alpha in the table above show that all the variables were internally consistent, which is greater than 0.70.

200 undergraduate students' copies of the questionnaire were gathered in class, and copies of the questionnaire were immediately returned to them to fill in any gaps in their responses. After the data had been cleaned, the final sample size was 170

respondents, including 80 students in year two (200 level) and 90 students in the final year (400 level).

Results and Discussions

Research Question 1: Does entrepreneurship curriculum contents impact on locus of control of students to become entrepreneur?

Table 2 – Frequency analysis of entrepreneurship education and locus of control of students to be entrepreneurs

S/N	Curriculum contents	SA	A	N	D	SD	Mean
1.	Entrepreneurial Curriculum contains information on how students can identify and shape opportunities and assess business concept	84	69	8	22	17	3.91
2.	Entrepreneurial education curriculum enables the learner to develop an exercising intelligent control of subsequent related knowledge and skills	88	71	6	20	15	3.99
3.	It enables University graduates to be self-reliant	81	74	8	22	15	3.92
4.	It helps to develop in the students creativity and innovativeness	91	79	5	15	10	4.13
5.	Entrepreneurship education curriculum offers students with another venue for examining entrepreneurial strategies and learning about the success and failures of new ventures	86	70	5	25	14	3.95
6.	It exposes students to knowledge and skills for job creation upon graduation	81	76	8	23	12	3.96
7.	Entrepreneurial curriculum is regarded as everything learners experience in school related to the development of Entrepreneurial skills and capabilities	82	73	7	27	11	3.94

Table continuation

	Locus of Control	SA	A	N	D	SD	Mean
1	I often get what I want in business administration.	83	72	8	21	16	3.93
2	I don't actually need lucks to do well in business administration.	86	66	6	25	17	3.90
3	My success in business administration is by chance.	91	69	5	20	15	4.01
4	I would not be doing business administration if I am not sure of it.	88	70	7	26	9	4.01
5	My success in business administration is by luck.	80	72	5	28	15	3.87
6	My business administration lecturer can fail or pass depending on whether he/she likes me.	84	68	8	30	10	3.93
7	People become successful in Business administration when they work hard.	89	71	5	20	15	4.00
8	I desire the respect I receive from business administration course mates.	83	66	5	24	12	3.77
9	Everybody must work hard to attain success in business administration.	86	63	7	26	18	3.87
10	Persistence and hard work often lead to success on business administration.	88	69	6	20	17	3.96
11	I never knew where I stand with business administration.	85	66	8	25	17	3.88
12	If I don't succeed on a business administration task, I tend to give up.	94	61	5	22	18	3.96
Note: Field Study 2023							

Findings in table 2 above shows that all the questions were answered in favour by the respondents with a mean score higher than 2.50 cut off mark. The average score varied from 3.77 to 4.13, indicating a strong influence of the

entrepreneurship curriculum content on locus of control to become entrepreneur.

Research Question 2: Does entrepreneurship teaching methods impact on attitude of students towards entrepreneurship education to become entrepreneur?

Table 3 – Frequency analysis of entrepreneurship teaching method attitude of students to become entrepreneurs

S/N	Teaching method	SA	A	N	D	SD	Mean
1.	Teaching methods in entrepreneurship really make students become dormant participant.	81	66	6	26	21	3.80
2.	Teaching methods in entrepreneurship motivate students to think about set up their own business.	88	58	5	30	19	3.83
3.	Entrepreneurship is to be learnt as a career. It is best done using some kinds of practical tools.	92	62	5	26	14	3.97
4.	Teachers provide theoretical knowledge on entrepreneurship and business policy.	83	60	8	39	10	3.84

Table continuation

S/N	Teaching method	SA	A	N	D	SD	Mean
5.	Teaching entrepreneurship assists students developing their entrepreneurial thinking via creation, planning, experimentation.	78	63	5	34	20	3.73
6.	Students get practical knowledge for writing a business plan on the basis of their own business ideas.	86	61	7	26	20	3.84
7.	Students are encouraged to interface with experimental learning style.	82	65	7	36	10	3.87
Attitude of students							
1	Being an entrepreneur would entail great satisfaction for me.	90	60	5	30	15	3.90
2	A career in entrepreneurship is more important to me than any other subject.	84	71	6	19	10	3.85
3	I would like to be an entrepreneur among various options.	80	69	8	23	20	3.83
4	I would like to start my business if I had the resource, opportunities and practical details.	82	72	6	27	13	3.92
5	Being an entrepreneur implies more benefits.	85	78	7	19	11	4.03
6	I know how to come up with entrepreneurial project.	88	74	5	20	13	4.02
7	I would have a high possibility of success if I tried to start a business.	86	79	8	25	12	4.16
8		73	71	5	20	11	4.08
Note: Field Study 2023							

Findings in table 3 above show that all the questions were answered in favour by the respondents shown by mean score higher than 2.50 cut-off mark. The average results varied from 3.80 to 4.16. This indicates that

entrepreneurship teaching method impact on attitude of students becoming an entrepreneur..

Hypotheses Testing

Ho₁:

Table 4 – Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.993 ^a	.990	.988	47.55038

a. Predictors: (Constant), curriculum of students

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.102	30.67		.638	.566
	Curriculum of students	.926	.042	.975	15.576	.000

a. Dependent Variable: Locus of content

Table 4 above showed that percentage of variability in the dependent variable is accounted for by the independent variable. Change in locus of control which is brought about by the variable of curriculum content by 99.0% as shown by the R² value. The independent variable explains 99.0% of the variability of the dependent variable. The P-value (0.01) that is connected to t-calculated

value (15.58) at 0.05 significance level shows that entrepreneurship curriculum content has a significant impact on locus of control of students to become entrepreneur.

Ho2: Entrepreneurship teaching methods does not significantly impact attitude of students to become entrepreneur.

Ho₂

Table 5 – Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.986 ^a	.975	.970	52.10744
a. Predictors: (Constant), Teaching method				

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.075	52.359		1.085	.353
	Teaching Method	.931	.083	.978	12.175	.002
a. Dependent Variable: Attitude of students						

Table 4 above indicated what percentage of variability in the dependent variable is accounted for by the independent variable. It shows that change in attitude of students which is brought about by the variable of entrepreneurship teaching method 97.5% is indicated by the R² value. The independent variable explains 97.5% of the variability of the dependent variable. The P-value (0.002) which is connected to the t-calculated value 12.18 at 0.05 level of significant shows that entrepreneurship teaching method has a significant impact on students' attitude to become entrepreneurship.

Discussion of Results

The initial goal of this study was to look at the connection between student entrepreneurial intent and entrepreneurship instruction. According to the study, which supports the findings of other authors, the study revealed that entrepreneurship curriculum content has a considerable influence on students' locus of control to become entrepreneurial upon graduation. This result gives hand-in-hand with the studies of Rahimah (2018), Abdul and Nuhu (2018)

which suggest that content of entrepreneurship curriculum had a substantial impact on students' entrepreneurial inclinations.

The study also discovered that the teaching method in entrepreneurship has a significant influence on students' attitudes to become entrepreneur. The conclusions of other researchers Soomru (2014), Rudhumbu (2016) who engaged in empirical discourses and demonstrated a favourable relationship between teaching strategies and students' entrepreneurial intentions are corroborated by this finding.

Conclusion

According to the study's findings, entrepreneurship education has what is needed to enable a large proportion of graduates to quickly launch a business to support their lifestyle. When students are exposed to entrepreneurship education, entrepreneurial intention is generated by the students. Students may consequently make judgments in support of launching their own companies before or after living the university. The Pearson correlation

analysis revealed a favourable link between students' intentions and entrepreneurship education (entrepreneurship curriculum contents and teaching techniques) (locus of control of students and attitude of students towards entrepreneur). This indicates that through comprehending and appreciating the curriculum's contents of entrepreneurship education, students have the ability to become entrepreneurs. By comprehending and assessing entrepreneurship education teaching method, students might develop a favourable attitude toward entrepreneurship.

Recommendations

1. Enough data and resources should be available for the study to relate the entrepreneurship education curriculum's content to students' locus of control in becoming entrepreneurs.

2. In order to impart the skills and information necessary to foster in students a good attitude toward becoming entrepreneurs, entrepreneurship education teachers should have a wide range of teaching techniques at their disposal.

3. In order to change students' attitudes toward starting their own business, entrepreneurship education should be taught at colleges using effective teaching strategies. Students' curiosity in entrepreneurship would be piqued by this.

4. As a technique to spark students' interest in entrepreneurship and shape their attitude toward it, entrepreneurship education should utilise practical operational teaching methods including business plans, research projects, class practise, workshops, etc.

5. Universities should develop creative frameworks for teaching entrepreneurship in order to appropriately integrate the teaching of innovation, creativity and entrepreneurship.

Limitations

The study only looked at the university sector, hence generalising the results to other tertiary academic institutions or vice versa may be limited. In this study, just two variables – entrepreneurship education and intention – were looked at. This study may not have taken into consideration other independent and dependent variables that have a substantial influence on business students' likelihood to become entrepreneurs. The cause-and-effect link between entrepreneurship education and students' entrepreneurial intentions should be clarified by

more studies. Western nations have conducted the majority of the study on entrepreneurship education and students' intentions to become entrepreneurs. Therefore, the study's conclusions may be helpful in next comparison investigations. Investigating entrepreneurship education characteristics and students' intentions to start their own businesses in groups rather than individually can help future researchers determine how much of a collective effort they are making.

Contributions of the Study

This study uses the theory of planned behaviour framework to elicit pertinent data regarding entrepreneurial education and entrepreneurial intention. The technique used in this study was a quantitative approach, which is a methodological approach that uses statistical tools to quantify data from a sample of a specific population and generalise from it.

The study gave those in charge of entrepreneurship development a greater grasp of how entrepreneurship education is set up and how students' academic attitudes change once they decide they want to start their own business. It strongly enables the government and policy makers to incorporate recent graduates who are likely to have entrepreneurial aspirations in their plans, actions, and ideas, hence improving the rate of business entity creation. Individuals in charge of entrepreneurship development will have a greater grasp of how entrepreneurship education and intention are formed, as well as how venture initiators' perceptions and beliefs affect their capacity to become entrepreneurs. It will provide decision-makers the ability to focus resources and thinking on recent graduates who have a realistic chance of influencing entrepreneurial ambitions and, as a result, starting their own businesses.

Scope for Further Research

This study may be extended to other industries, and the concept can be expanded to better fit other research contexts and horizons. The idea can serve as the basis for conceptual framework creation and qualitative research. Discussion points may be expanded to include other research factors in entrepreneurship education and intention-dependent variables in entrepreneurship where students' attitudes and locus of control differed significantly.

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