

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 the economic development of nations owing to a large number of jobs it creates. Thus, both developed and developing countries understand the importance of entrepreneurship education to instil student interest in 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 satisfactory measurement and structural model results which show only the attitude variable has a significant positive relationship with EINT. SNMS, PBC, and EEP revealed an 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. INTRODUCTION

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

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

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unemployment (Audretsch, 2002). Thus, inculcating the entrepreneurship interest among youth 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 and Petuskiene, 2011; Mahmoud and Garba, 2019).

In addition, entrepreneurship education is accepted as an important factor in stimulating entrepreneurial growth (Abubakar, Ibrahim and Yazeed, 2018). Yet, the 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 and Mahmud, 2012), and those that have been appraised are reported to be ambiguous (Bae, Qian, Miao and Fiet, 2014; Lorz, Volery, and Müller, 2011). These ambiguities are however yet to be resolved (Martin, McNally, and Kay, 2013; Mwasalwiba, 2010).

Given the fickle findings on the relationship between ATT (Astuti and Martdianty, 2012; Kuttim *et al.*, 2014; Mahmoud and Muharam, 2014; Mahmoud and Garba, 2019; Ogundipe *et al.*, 2012), SNMS (Astuti and Martdianty, 2012; Mahmoud and Muharam, 2014; Mahmoud and Garba, 2019; Ogundipe *et al.*, 2012; Sahindis *et al.* 2012), PBC (Ekpe and Mat, 2013; Kolvereid and Isaksen, 2006; Mahmoud and Garba, 2019; Mahmoud and 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 and Franke, 2003, Peterman and 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 aims to evaluate 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. 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 and Carsrud, 2000). Likewise, intention represents the whim to decide among alternative courses of action (Astuti and Martdianty, 2012). According to Gerba (2012), EINT is a state of mind that impacts 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 and 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 reflects the possibilities of entrepreneurial action (Souitaris *et al.*, 2007). TPB can be exploited to predict a copious number of behavioural intentions (Armitage and Conner, 2001). TPB, therefore, has been extensively used to expound the intention that affects 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 and Akambi, 2010). Once the intention is sculpted, the actual behaviour is imminent (Bae *et al.*, 2014). Since 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 and Martin, 2013). While the TPB precursors (ATT, SNMS, and PBC) are reported to have a positive impact on EINT and actions, several inconsistent findings were also reported by researchers from diverse contexts, cultures and study samples (Kolvereid and Isaksen, 2006; Mahmoud and 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 and Okemakinde, 2008). In accordance, EEP is beyond learning about the management of the business; but certainly, a human capital investment that prepares 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 and 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 and Rueda-Cantuche, 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 groups of audiences. For instance, entrepreneurial education for awareness is designed for students that lack experience in 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 the 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 and Kruzic, 2010). It is also referred to as favourable or adverse appraisal of a particular behaviour which is influenced by distinct behavioural beliefs (Astuti and Martdianty, 2012). Therefore, an 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 positive significant relationship with student EINT in many research findings (see, Kuttim *et al.*, 2014; Mahmoud, 2015; Mahmoud and Garba, 2019; Mahmoud and 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 and Martdianty, 2012; Ogundipe *et al.*, 2012). These results indicated a variegated finding that necessitates 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 promotes or obstructs the conduct of a particular action (Ajzen, 1991). Entrepreneurial SNMS signifies 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 decisions, 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 and Martdianty, 2012; Kolvereid and Isaksen 2006; Krueger *et al.*, 2000; Linan and Chen 2009; Mahmoud and 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 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 of 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 and Mat, 2013; Linan *et al.*, 2013; Mahmoud, 2015; Mahmoud & Muharam, 2014; Malebana 2014). On the contrary, some studies reported an insignificant relationship between PBC and EINT (Kolvereid and Isaksen, 2006; Mahmoud and 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, training and edifies students on the processes of business conception and development (Bechard and Toulouse, 1998 ref from Jones and 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 and Franke, 2003, Peterman and Kennedy, 2003, Souitaris *et al.*, 2007, Fayolle *et al.*, 2006). Thus, this study infers that;

H4: There is a 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 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 and Okemakinde, 2008). Since education/human capital development is contingent on 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 posit 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

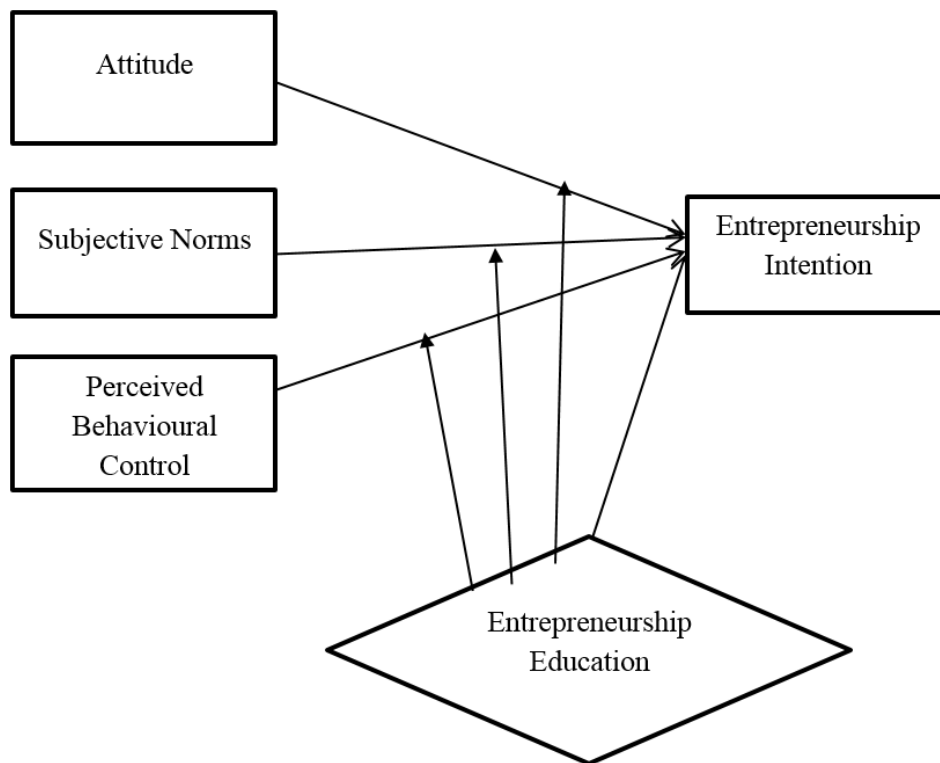


Figure 1. Research Framework.

3. METHODOLOGY

The quantitative survey method was applied in this study, and a 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 stand 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 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, and Ortinnall, 2008) because the error propensity is greater when the sample size is lower (Alrech and Settle, 1995). The increase is also in line with the response challenges in the study context (Mahmoud, Ahmad and Poespowiodjojo, 2018; Ringim, Osman, Hasnan and Razalli, 2013).

4. FINDINGS

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

4.1 Demographic Profile of Respondents

The profile of respondents was displayed in Table 1, which unveils that 150 of the respondents are male (57.7%), and 110 (42.3%) female. 250 respondents (96.2%) are around the ages of 15-35 years, while 10 respondents (3.8%) are between the ages of 36-55 years. The highest number of responses is 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%), while respondents lacking work experience accounts for 110 responses (42.5%). 126 respondents (48.3%) owned a self-business on one occasion, and those that do not point towards 134 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 have none are 60 respondents (23%).

Table 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	54	20.8
		Education	102	39.2
		Sciences	60	23.1
		Humanities	44	16.9
4	Work Experience	Yes	150	57.7
		No	110	42.3
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 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 the 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 2 displays the coefficient of Cronbach alpha for each of the variables.

Table 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 Behavioural 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 issues arise when the values of the Pearson correlation for the independent variables are greater than 0.9 thresholds (Tabachnick and Fidell, 2007). In the existence of multicollinearity, the 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 and Moktar, 2011). It is recommended that any of the variables that pose the threat of multicollinearity should be deleted (Mahmoud, Ahmad and Poespowidjojo, 2018). The Pearson correlation result is represented in Table 3 below:

Table 3 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 and Fidell 2007).

Multicollinearity cases may also be scrutinized by checking the Variance Inflation Factor (VIF) and tolerance levels of the study variables that can be 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 represents the tolerance and VIF values for the respective independent variables.

Table 4 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) as illustrated in Table 5.

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, and Anderson, 2010) as demonstrated in Table 5.

Table 5 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 presented in Table 6.

Table 6 Fornell and Larcker Square Root of AVE Table

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

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 at Northwest University Kano. Table 7 presents 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 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 hypotheses five, six, and seven respectively.

Table 7 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 and Muharam, 2014; Mahmoud and 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 behaviour, 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 and Garba, 2019; Paco *et al.*, 2011; Sommer and 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. Hence, 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 and 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 the moderation effect is defeated (Baron and 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. 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 on 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 and Bagraim, 2008). This study extends the entrepreneurship literature by blending the role of TPB and HCT to promote entrepreneurial action in Nigeria, precisely from the perspective of undergraduate students. Policymakers should therefore focus on entrepreneurial attitude to spur student EINT. Revisiting the EEP teaching method and curricula by policymakers 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, to understand if there is any difference between the two.

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