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Influence of Entrepreneurial Development Programme on Entrepreneurial Intentions amongst Final Year Students in Two Public Universities in Nigeria

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Abstract: *The study investigates the influence of entrepreneurial programme (EP) on entrepreneurial intentions among final year undergraduate students in two universities in Nigeria. EP was defined in terms of curriculum and contents, teaching team, and university role. Drawing on the theory of planned behaviour, this study tests the direct and indirect effects of EP on entrepreneurial intentions using multiple regression analysis. The study shows that EP has direct significant influence on entrepreneurial intentions. The study also shows that EP significantly influence attitude towards entrepreneurship, subjective norms, and perceived behvavioural control, which in turn significantly influence entrepreneurial intentions. Generally, university role was the strongest predictor among the variables of EP, while perceived behavioural control was the strongest predictor among the antecedents of entrepreneurial intentions.*

Keywords: *entrepreneurial programme; curriculum and content; teaching team; university role; perceived behavioural control*

1. INTRODUCTION

The increasing rate of unemployment and the realization that her economic and developmental goals may not be attained without a viable small and medium enterprises sector prompted the Nigerian government to introduce the study of entrepreneurship in institutions of higher learning. Government's decision was informed by the positive effects entrepreneurship has had on the economies of many countries in terms of facilitating wealth creation, employment generation, resources utilization, firms' survival and technological change (Amaesi, 2007; Anyaogu, 2009; Arogundade, 2011; Tende, 2011; Ojeifo, 2013).. As a consequence, Entrepreneurial Programme (EP), has become a compulsory course in all the universities across the country. It is expected that entrepreneurial studies would help graduating students acquire basic skills to identify and seize business opportunities, harness the necessary resources and nurture businesses to success. The failure of thousands of university graduates to secure white collar jobs years after graduation have made entrepreneurship course even an attractive option.

Entrepreneurship here is defined as "…the process of using private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high growth potential" (Tende, 2011: 25). A popular form of entrepreneurial studies offered at the undergraduate level in Nigerian universities is entrepreneurial Programme (EP) which according to Osemeke (2012: 256) is "…the process of enhancing entrepreneurial skills and knowledge through structural training and institution building programme." The goal of EP is to "promote entrepreneurial and innovative culture…changing mindsets and providing the necessary skills" (Bilić, Prka & Vidović, 2011: 117) among students so as to increase their likelihood of choosing entrepreneurship as career options.

A popular model to explain entrepreneurial intentions and behaviour is the 'Theory of Planned Behaviour', TPB, (Ajzen, 1991, 2002). This theory posits that intention and perceived behavioural control explain and predict a considerable proportion of variance in actual behaviour. Intention on its part is influenced by three factors: attitude towards the behaviour, Subjective Norms, SN, and Perceived Behavioural Control, PBC, (Ajzen, 1991, 2002). The implication here is that when the social support, the environmental possibilities, and the abilities with regard to entrepreneurship,

students would have high intentions to becoming entrepreneurs upon graduation. But the variables of EP – curriculum and course content, teaching team and university role – are antecedently factors that may influence any one or more of attitude, SN and PBC and subsequently entrepreneurial intention. Therefore, the extent at which EP would be effective at helping undergraduate students to consider entrepreneurship as a career choice depends on the influences of its variables on the antecedents of entrepreneurial intention.

1.1. Statement of the Problem

What are the effects of EP on its intended recipients? Despite its popularity in the university system, the overall effectiveness of this programme in influencing students' intention to taking entrepreneurship as a career choice on graduating from the university is little understood. EP is taught with little measurement as to its relative effect on enterprise formation intention. Peterson and Kennedy (2003) and Von Graevenithz, Harhoff and Weber (2010) argue that despite the expansion of this programme in tertiary institutions in Europe, its precise effectiveness in influencing entrepreneurial intention is still unknown, a problem they attribute to scant research work in this field. The situation is even dire in Nigeria where the culture of research is still at its rudimentary stage. It was on the need to reduce this gap that the researcher decided to find out how variables of EP such as curriculum and content, teaching team, and university role influence students' entrepreneurial intention using Azjen's (1991, 2000) TPB as the theoretical model.

1.2. Objectives of the Study

The specific objectives of the study are to:

1. examine the direct influence of EP in terms of curriculum contents, teaching team, and university role on students' entrepreneurial intentions;
2. investigate the influence of curriculum and contents, teaching team, and university role on the antecedents of intention (attitude, SN and PBC);
3. examine the influence of the antecedents of intention on entrepreneurial intention;
4. find out the indirect influence of EP on students' entrepreneurial intention, through attitude, SN, PBC and demographics.

2. THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Theory of Planned Behaviour

Azjen's (1991) TPB – (Figure 1, with modification), posits that actual behaviour is determined by intention and PBC. The intention to carry out a given behaviour will depend on three variables: attitude toward behaviour, SN, and PBC (Ajzen, 1991). Attitude toward behaviour refers to the degree to which the individual holds a positive or negative personal valuation about being an entrepreneur (Ajzen, 2002). Valuation may be placed along a continuum running from favourable to unfavourable. The more favourable the valuation the greater is the intention (Byabashaija & Katono 2011). SN measures the perceived social pressure to carry out – or not to carry out – that entrepreneurial behaviour. PBC refers to an individual's perceived ease or difficulty of performing the particular behaviour of interest (Ajzen, 1991).

The TPB has been widely applied in many filed including the study of entrepreneurship and the results have demonstrated strong empirical support for the TPB. According to Byabashaija and Katono (2011), intentions have been shown to explain 30 percent of the variance in behaviour compared to 10 percent explained by trait measures. Iqbal, Melthem and Kokkash's (2012) study shows that of the three predictors of intention, only SN were not significantly related to entrepreneurial intention. Earlier work by Gird and Bagraim's (2008) showed strong empirical support for the TPB. Liñán and Chen (2009) tested the validity of the TPB in predicting entrepreneurial intentions among university students in Spain and Taiwan. The results showed that both attitude and PBC had significant influence on entrepreneurial intention, while SN had no significant direct influence on intention but had an indirect influence on intention through attitude and PBC. Krueger, Reilly and Crsrud's (2000) study shows that attitude and PBC have significant positive effects on entrepreneurial intentions, while the effect of SN on intention was weak.

2.2. Curriculum and Content

The work of Dilts and Fowler (1999) reveal that practical exposure to the business world and hands-on experience increases the entrepreneurial intentions of university students. In other word, is the curriculum and content of EP antecedents of any one, two or three of the three predictors of entrepreneurial intention and to what extent? Zegeye (2013; 308) notes that courses for entrepreneurship can enhance both students' capability to deal with real entrepreneurial activity and to "transform students' entrepreneurial competencies to practical way" Courses for entrepreneurship, of which EP is a significant part focus on business skills acquisition, business idea identification, screening and utilization, writing of feasibility study and business plan, identifying and sources for finance, thinking about entrepreneur as a career option and general business knowledge.

2.3. Teaching Team

The teaching methods or teaching team is one of the factors viewed by researchers to impact on the readiness of students to be engaged in entrepreneurship. Gustafsson-Pesonen (2008) is of the view that those teaching entrepreneurial courses should have positive attitude toward entrepreneurship and their perception of life should be entrepreneurial. This, Gustafsson-Pesonen (2008) notes called for determination and commitment on the part of the entrepreneurial educators or instructors.

2.4. University Role

Agbim, Oriarewo and Owocho (2013: 37) noted that "tertiary institutions play an important role in development of entrepreneurial society…" Agbim, Oriarewo and Owocho (2013: 13) submit that "As tertiary institutions' culture changes, it will become more important to understand students entrepreneurial aspirations in order to achieve an institutional 'fit' between higher education offerings and the needs of students." Bygrave (2004) is of the opinion that university can influence students' thinking toward entrepreneurship. Through its training programmes and supportive entrepreneurial environment, universities develop entrepreneurial culture among students which facilitates the likelihood of considering entrepreneurship as a career path (Roffe, 1999). The extent to which university successfully promote entrepreneurship among students depends on its ability to meet these factors.

2.5. Conceptual Model and Research Hypotheses

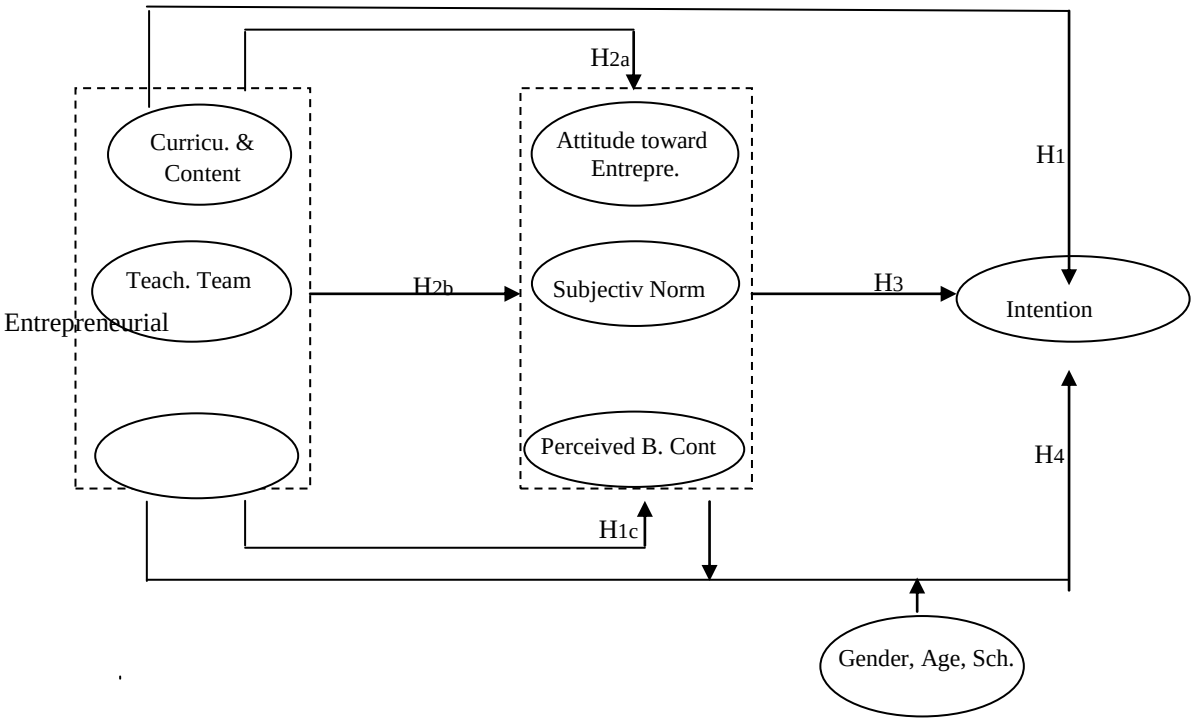

Figure1. *Conceptual model, adapted from Ajzen's (1991) Theory of Planned Behaviour*

The conceptual model for the study is depicted in Figure 1 and the research hypotheses are stated as follows:

H1: EP does not have significant direct influence on entrepreneurial intention

H2 a: EP does not significantly influence attitude towards entrepreneurship

H2b: EP does not significantly influence SN with respect to entrepreneurship

H2c: Entrepreneurship programme does not significantly influence PBC with respect to entrepreneurship

H3: Attitude towards entrepreneurship, SN and PBC do not significantly influence entrepreneurial intention

H4: EP does not have significant indirect influence on entrepreneurial intention, through attitude toward entrepreneurship, SN, PBC and demographic

3. METHODS

The study was descriptive in nature and followed a cross-sectional survey design. The target population was final year undergraduate students in two public universities in Nigeria: Modibbo Adama University of Technology, Yola, in Northern Nigeria, and the University of Calabar, Calabar, in Southern Nigeria, in the 2012/2013 academic session. The convenience sampling method was used to sample a combined sample size of 324 undergraduate students from both universities. A close-ended, self-administered 'entrepreneurship intention questionnaire' was the main data collection instrument. The questionnaire was based on a 5-point Likert scale with strongly disagree scaled as one point and strongly agree as five points. The items in the questionnaire were adapted from various literatures. The questionnaire had a total of 51 items divided into eight sections as follows: Section A measured Curriculum and content with seven items; Section B measured Teaching team with five items; Section C measured University role with six items; Section D measured Attitude toward entrepreneurship with five items; Section E measured SN with respect to entrepreneurship with six items; Section F measured PBC with respect to entrepreneurship with six items; Section G measured Entrepreneurial intentions with six items; and, Section H measured respondents' demographics on dimensions of gender, age, and university using multiple choice questions.

Prior to conducting the main study, a pilot test was carried out to enhance the validity and reliability of the questionnaire. The validity of the study was further enhanced by the fact that most of the items used had been used by well-cited researches. The Cronbach's Alpha coefficient (α) was used to test the reliability of the items. A reliability of 0.50 was set as the criterion of acceptability (Felder & Spurlin, 2005) for this study**.**

Table1. *Reliability coefficients of variables measures*

s/n	Dimensions	no of items	no of cases	Cronbach's Alpha
1	Curriculum and content	*7*	260	.717
2	Teaching team	*5*	260	.545
3	University role	*6*	260	.939
4	Attitude	*5*	260	.498
5	Subjective norms	*6*	260	.510
6	Perceived behavioural control	*6*	260	.502
7	Entrepreneurial Intention	*6*	260	.840

The research instrument was tested for internal consistency. As shown in Table 1, three of the variables have Cronbach Alpha coefficient which ranged from 0.717 to 0.939 indicating a high reliability, while another three variables had average Cronbach Alpha value of 0.502 to 0.545. Attitude had a reliability value that marginally fell below the .500 mark. As the average Cronbach Alpha coefficient of the seven variables is greater than 0.500, the instrument is considered reliable.

4. RESULTS

Data were descriptively analyzed using univariate analysis (frequency, mean and standard deviation). The multiple regression analysis was used in testing the hypotheses. SPSS (version 18) was used for both the descriptive and the inferential analysis of data.

Table2. *Profile of respondents' demographics*

Profile	Categories	Count	Percentage
Gender	Male	163	62.7
	Female	97	37.3
	Total	260	100.0
Age (years)	19-21	28	10.8
	22-24	61	23.5
	25-27	65	25.0
	28-30	70	26.9
	31-33	30	11.5
	34+	6	2.3
	Total	260	100.0
Institution	Modibbo Adama University of Tech., Yola	120	46.2
	University of Calabar, Calabar	140	53.8
	Total	260	100.0

Table3. *Descriptive statistics of the research variables*

Dimensions	mean	standard deviation	no of items
Curriculum and content	25.527	4.277	7
Teaching team	18.304	2.962	5
University role	19.750	5.263	6
Attitude	16.085	2.439	5
Subjective norms	20.769	2.777	6
Perceived behavioural control	43.982	4.754	7
Entrepreneurial Intention	22.769	3.900	6

Table 4 shows that the analysis of the direct influence of EP in terms of curriculum & content, teaching team and university role on entrepreneurial intentions yielded an adjusted R-square multiple regression coefficient of .116. The Analysis of Variance for the multiple regression data produced an F-ratio of 12.279 which is greater than the critical F-value of 3.84 and was significant at .05 level [F-statistic (3, 256) = 12.276 compared to F0.05 (3, 256) = 2.60]. *Ho***:** $\mu = \mu o$ was rejected and *Ho***:** $\mu \neq \mu o$ was accepted. Therefore, EDP has direct significant influence on entrepreneurial intentions.

Table4. *The multiple regression analysis of the direct influence of EP on entrepreneurial intentions of final year students (N=260)*

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	F	Adjusted R Square
		B	Std. Error	Beta				
1	(Constant)	15.483	1.831		8.457	.000	12.276	.116
	CURRICU. & CONENT	.108	.057	.120	1.882	.061		
	TEACHING TEAM	.371	.085	.282	4.343	.000		
	UNIVERSITY ROLE	.114	.045	.153	-2.532	.012		
a. Dependent Variable: ENTREPRENEURIAL INTENTIONS; Sig. at .05 level .								

EDP in terms of the three variables directly explained 11.6 per cent of the variation in entrepreneurial intentions. To find out the relative contribution of the individual variables to the prediction of the dependent variable, a test of regression weight was carried out. The result shows that the standardized regression weights (Beta) ranged from .120 to .282 and the t-ratio from 1.882 to 4.343. The Beta weights of teaching team, and university role were both significant at .05 level while curriculum and content was not significant. The result further shows that teaching team (4.343) made the strongest contribution in explaining entrepreneurial intentions while curriculum and content (1.882) made the weakest contribution.

Table 5 shows that the analysis of the influence of EP on attitude towards entrepreneurship yielded an adjusted R-square multiple regression coefficient of .239. The result also shows that Analysis of Variance for the multiple regression data produced an F-ratio of 28.079 which is greater than the critical F-value of 3.84 and was significant at .05 level [F-statistic (3, 256) = 28.079 compared to F0.05 (3, 256) = 2.60]. *Ho***:** $\mu = \mu o$ was rejected and *Ho***:** $\mu \neq \mu o$ was accepted. Therefore, EDP significantly influence attitude towards entrepreneurship. EP in terms of the three variables explained 23.9 per cent of the variation in attitude towards entrepreneurship.

Table5. *The multiple regression analysis of the influence of EP on attitude towards entrepreneurship*

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	F	Adjusted R Square
		B	Std. Error	Beta				
1	(Constant)	13.561	1.077		12.589	.000	28.079	.239
	CURRICU. & CONT.	-.140	.034	-.244	-4.138	.000		
	TEACHING TEAM	.137	.050	.165	2.731	.007		
	UNIVERSITY ROLE	.182	.026	.388	6.909	.000		
a. Dependent Variable: ATTITUDE; Sig. at 0.05 level (2-tailed)								

EP in terms of the three variables explained 23.9 per cent of the variation in attitude toward entrepreneurship. To find out the relative contribution of the individual variables to the prediction of the dependent variable, a test of regression weight was carried out. The result shows that the standardized regression weights (Beta) ranged from .165 to .388 and the t-ratio from 2.731 to 6.909. The Beta weights of all three variables were significant at .05 level. The result further shows that university role (6.909) made the strongest contribution to explaining attitude toward entrepreneurship while teaching team (2.731) made the weakest contribution.

Table6. *The multiple regression analysis of the influence of EP on subjective norms with respect to entrepreneurship*

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	F	Adjusted R Square
		B	Std. Error	Beta				
1	(Constant)	16.077	1.288		12.479	.000	14.715	.137
	CURRICU. & CONT.	.233	.040	.363	5.776	.000		
	TEACHING TEAM	-.007	.060	-.007	-.114	.910		
	UNIVERSITY ROLE	-.058	.032	-.110	-1.836	.067		
a. Dependent Variable: SUBJECTIVE NORMS; Sig. at 0.05								

Table 6 shows that the analysis of the influences of EP on subjective norms with respect to entrepreneurship yielded an adjusted R-square multiple regression coefficient of .137. The result also shows that Analysis of Variance for the multiple regression data produced an F-ratio of 14.715 which is greater than the critical value of 3.84 [F-statistic (3, 256) = 14.715 compared to F0.05 (3, 256) = 2.60]. *H*o**:** $\mu = \mu o$ was rejected and *H*o**:** $\mu \neq \mu o$ was accepted. Therefore, EDP significantly influence subjective norms with respect to entrepreneurship. EP in terms of the three variables explained 13.7 per cent of the variation in subjective norms with respect to entrepreneurship. To examine the relative contribution of the individual variables to the prediction of the dependent variable, a test of regression weight was carried out. The result shows that the standardized regression weights (Beta) ranged from -.007 to -.363 and the t-ratio from -.114 to 5.776. The Beta weight of curriculum and content was significant at .05 level while those of teaching team, and university role were both not significant at .05 level. The result further shows that curriculum and content (5.776) made the strongest contribution to explaining subjective norms with respect to entrepreneurship while teaching team (-.114) made the weakest contribution.

Table7. *The multiple regression analysis of the influence of EP on perceived behavioural control with respect to entrepreneurship*

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	F	Adjusted R Square
		B	Std. Error	Beta				
1	(Constant)	15.016	1.694		8.866	.000	8.361	.079
	CURRICU. & CONT.	.108	.053	.132	2.035	.043		
	TEACHING TEAM	.174	.079	.145	2.195	.029		
	UNIVERSITY ROLE	.114	.042	.170	2.748	.006		
A. Dependent Variable: Perceived Behavioral control; Sig at 0.05 level								

Table 7 shows that the analysis of the influence of EP on perceived behavioral control with respect to entrepreneurship produced an adjusted R-square multiple regression coefficient of .079. The result also shows that Analysis of Variance for the multiple regression data produced an F-ratio of 8.361 which is greater than the critical F-value of 3.84 and was significant at .05 level [F-statistic (3, 256) = 8.361 compared to F0.05 (3, 256 = 2.60]. *H*o**:** $\mu = \mu o$ was rejected and *H*o**:** $\mu \neq \mu o$ was accepted.

Therefore, EDP significantly influence perceived behavioural control with respect to entrepreneurship. EDP in terms of the three variables explains 7.9 per cent of the variation in perceived behavioral control with respect to entrepreneurship. To find out the relative contribution of the individual variables to the prediction of the dependent variable, a test of regression weight was carried out. The result shows that the standardized regression weights (Beta) ranged from .132 to .170 and the t-ratio from 2.035 to 2.748. The Beta weights of all three variables were significant at .05 level. The result further shows that university role (2.748) made the strongest contribution to explaining perceived behavioural control with respect to entrepreneurship while curriculum and content (2.035) made the weakest contribution.

Table8. *Multiple regression analysis of entrepreneurial intentions and its antecedents*

Model		Unstandardized Coefficients		Standardized Coefficients				
		B	Std. Error	Beta	T	Sig.	F	Adjusted R Square
1	(Constant)	12.565	2.590		4.852	.000	17.795	.163
	ATTITUDE	-.141	.091	-.090	-1.557	.121		
	SUBJECTIVE NORMS	.118	.081	.084	1.457	.146		
	PERCEIVED_B._CONTROL	.433	.064	.393	6.816	.000		
a. Dependent Variable: ENTREPRENEURIAL INTENTIONS; Sig. at 0.05 level								

Table 8 shows that the analysis of the influence of attitude towards entrepreneurship, subjective norms, and perceived behavior control on entrepreneurial intentions yielded an adjusted R-square multiple regression coefficient of .163. The Analysis of Variance for the multiple regression data produced an F-ratio of 17.795 which is greater than the critical F-value of 3.84 and was significant at .05 level [F-statistic (3, 256) = 17.795 compared to F0.05 (3, 256 = 2.56]. *H*o**:** μ = μo was rejected and *H*o**:** μ ≠ μo was accepted. Therefore, attitude toward entrepreneurship, subjective norms, and perceived behavioural control with respect to entrepreneurship significantly influence entrepreneurial intentions. The hypothesized antecedents of explain 16.3 per cent of the variation in entrepreneurial intentions. To find out the relative contribution of the individual variables, a test of regression weight was carried out. The result shows that the standardized regression weights (Beta) ranged from .084 to .393 and the t-ratio from 1.457 to 6.816. At .05 level, only perceived behavioral control was significant, while attitude towards entrepreneurship, and subjective norms with respect to entrepreneurship were both not significant. The result also shows that perceived behavioural control (6.816) made the strongest contribution to explaining entrepreneurial intentions while subjective norms (1.457) provided the weakest contribution.

Table 9 shows that the analysis of the indirect influence of EP(in terms of curriculum & content, teaching team and university role) on entrepreneurial intentions through attitude toward entrepreneurship, subjective norms, perceived behavioural control with respect to entrepreneurship, gender, age, and schools of respondents, yielded an adjusted R-square multiple regression coefficient of .261. The Analysis of Variance for the multiple regression data produced an F-ratio of 11.149 which is greater than the critical F-value of 1.88 and was significant at .05 level [F-statistic (9, 250) = 11.149 compared to F0.05 (9, 250) = 1.88]. *H*o**:** μ = μo was rejected and *H*o**:** μ ≠ μo was accepted. Therefore, entrepreneurial development programme in terms of course curriculum and contents, teaching team, and university role significantly influence attitude towards entrepreneurship. To find out the relative contribution of the individual variables to the prediction of the dependent variable, a test of regression weight was carried out.

The result shows that the standardized regression weights (Beta) ranged from -.010 to .370 and the t-ratio from -.164 to 6.414. The Beta weights of four of the variables – teaching team, university role, perceived behavioural control with respect to entrepreneurship, and gender - were significant at .05 level. The beta weights of the other four variables – curriculum and content, attitude toward entrepreneurship, subjective norms with respect to entrepreneurship, age, and schools of respondents – were not significant at .05level. The result further shows perceived behavioural control with respect to entrepreneurship (6.414) made the strongest contribution to explaining entrepreneurial intentions, followed by teaching team (3.739), while attitude toward entrepreneurship (-.164) made the weakest contribution.

Table9. *The multiple regression analysis of the indirect influence of EP on entrepreneurial intentions*

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	F	Adjusted R Square
		B	Std. Error	Beta				
1	(Constant)	8.998	2.906		3.096	.000	11.149	.261
	CURRICU. & CONT.	.051	.058	.056	.877	.381		
	TEACHING TEAM	.302	.081	.229	3.739	.000		
	UNIVERSITY ROLE	- .116	.047	-.156	-2.468	.014		
	ATTITUDE	-.016	.098	-.010	-.164	.870		
	SUBJECT. NORMS	.017	.082	.012	.209	.835		
	PERCEIVED B. CON.	.409	.064	.370	6.414	.000		
	GENDER	-1.145	.409	-.156	-2.802	.005		
	AGE	.347	.174	.113	1.999	.047		
	SCHOOL	.119	.431	.015	.275	.783		
a. Dependent Variable: ENTREPRENEURIAL INTENTIONS; Sig. at 0.05 level (2 tailed)								

5. DISCUSSION

The finding of the test of the first hypothesis (H1) shows that EP in terms of curriculum and content, teaching team, and university role, have direct significant influence on entrepreneurial intentions among final year students in both universities.. This result corroborates the findings of Dilts and Fowler (1999), **Autio**, et al. (2001), Postigo, Lacobucci and Tamborrini (2006), and Iqbal, Melhem and Kokkash (2012) that entrepreneurial programme in universities increases students' entrepreneurial intentions.

The results of the test of the second hypothesis (H2a) reveals that EP in terms of curriculum and content, teaching team, and university role, significantly influence attitude towards entrepreneurship among the research subjects This result is in coherence with the findings of Fayolle and Gailly (2008) and Banadaki et al. (2013) that EP can increase students' positive attitude toward entrepreneurship. The study further shows that though all the predictor variables were significant at .05 level, university role made the strongest contribution to explaining attitude toward entrepreneurship while teaching team made the weakest. Bygrave (2004) posit that university can influence students thinking and attitudes toward entrepreneurship, while Gustafsson-Pesonen (2008) shows that the commitment and attitudes of those teaching entrepreneurial course in universities significantly impact on the students attitudes toward entrepreneur. Universities' lecturers' inability to foster entrepreneurial attitude among the students could be attributed to their lacking experience and formal training in entrepreneurship (Abbas, 2013)

Testing the third hypothesis (H2b) reveals that EP significantly influence SN with respect to entrepreneurship. This result supports the works of Karimi et al. (2012). Teaching team and university role were, however, not significant predictors of SN. University students' entrepreneurial inclinations towards entrepreneurial career may significantly be influence by pressure from teacher, colleagues and the university authority. In a situation where teachers have low attitude toward entrepreneurship due to lack of prior business experience and non-formal training in entrepreneurship (Lope Pihie & Bagheri, 2011) this would correspondingly impact on the students' attitude towards the subject..

The result of the test of the fourth hypothesis (H2c) shows that EP significantly influences PBC with respect to entrepreneurship. This result is in agreement with the work of Karimi et al. (2012). The result further shows that all the three variables were significant predictors with university role being the strongest.

The result of the test of the fifth hypothesis (H3) reveals that attitude towards entrepreneurship, SN, and PBC with respect to entrepreneurship significantly influence entrepreneurial intentions. This result verifies the hypothesized effects of the three antecedents of intention and also lend support to the works of Krueger, Reily and Carsrud (2000), Autio, et al (2001), Liñán and Chen (2009), Iqbal, Melhem and Kokash (2012), Karimi et al. (2012) and Abbas (2013) which established strong relationship between entrepreneurial intentions and its antecedents. The result further shows that PBC was the strongest and the only significant predictor variable while SN was not significant and the weakest.

The finding of the sixth hypothesis (H4) shows that EDP have significant indirect influence on entrepreneurial intentions of final year students in both universities, through attitude toward entrepreneurship, SN, PBC, gender, age and the institutions. This result is in line with the finding of studies by Karimi et al. (2012) which show significant indirect influence between EP and entrepreneurial intentions through the antecedents of intention.

6. CONCLUSION

The results of this study confirms the findings of previous studies that students who are thought entrepreneurial studies in tertiary institutions developed strong entrepreneurial intentions. The results also support the predictive validity of the TPB with respect to intentions to start a small business on graduating from school. Since EP is a compulsory course for final year students in Nigerian universities, it can generally be said that graduates from Nigerian universities have strong entrepreneurial intentions.

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