EFFECT OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL INTENTION: THE MEDIATING ROLE OF ATTITUDE AND BEHAVIOURAL CONTROL

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Abstract
Despite the nationwide entrepreneurship promotion, youth still experience low level of entrepreneurial intention and high unemployment rate in the Country. In order to increase the understanding of the factors underlying Entrepreneurial Intention (EI) formation, this study investigates the roles of attitude towards entrepreneurship (ATE) and Perceived behavioural control (PBC). The study looks at how ATE and PBC may mediate the relationship between Entrepreneurship Education (EE) and EI. Using a survey of 370 university students and employing Structural Equation Modeling (SEM) with Partial Least Square (PLS) version 3, the results show that ATE and PBC facilitates the understanding of the relationship between EE and EI. EE therefore influence percseptions of ATE and control which ultimately leads to entrepreneurial intention. It is recommended that members of the society including friends and family should encourage the promotion of an entrepreneurially friendly culture that allows entrepreneurship education and exchange of ideas.

1.0 Introduction

Cognisance of the enormous roles entrepreneurship plays in an economy; considerable attention is continuously been given to entrepreneurship, especially by various governments of countries. This can be observed from the growth and development of schools curricula and promotion of programmes devoted to entrepreneurship and new venture creation. For example, the Nigerian government in 2007/2008 restructured the educational sector by making entrepreneurship education a compulsory component of tertiary education. This implies that every student is expected to be trained in the area of entrepreneurship regardless of his/her course of study. Its inclusion into the curriculum is an essential step towards preparing students for economic opportunities (Herrington & Kelly, 2012), in this way, they can start their own business after graduation instead of looking for a paid job.

Despite mounting entrepreneurship education in the curriculum of tertiary institutions for a decade, students' level of entrepreneurial intention is still low, unemployment rate is high and the rate of graduate job application for few advertised vacancies is extremely high. This is evidenced from the examination of the entrepreneurial climate of 10 African countries by Global Entrepreneurship Monitor (GEM) in 2012 and 2014. Nigeria was ranked the 8th with 44% intention level in 2012 (Herrington & Kelly, 2012) and 7th with 45% intention level in 2014 (Singer, Amoros & Arreola, 2014). This is comparatively low when looking at Uganda with 79%, Botswana with 72, Angola and Malawi with 70% each. Again, the federal government's Social Investment Programme (SIP) i.e the NPower recorded over 2.5 million applications. This implies that Nigerian graduates are still job seekers rather than job creators and therefore the level of unemployment keeps increasing.

However, entrepreneurship is an approach aimed at reducing the rate of unemployment in an economy (Ahmad, 2015). In an effort to enhance the knowledge of the factors the leads to the formation of Entrepreneurial Intention, prior studies like (Weber, Graevenitz and Harhoff, 2009; Kiiru, Iravo and Kamau, 2015) used two main theoretical frameworks to explain why some people are more entrepreneurial than others, and studied the influence of many determinants on EI. The framework includes the entrepreneurial event model (EEM) of Shapero and Sokol (1982) and the planned behavior theory (TPB) of Ajzen (1991). The emergence of these theoretically derived methods may be due to people's growing concern about the sometimes inconclusive empirical findings of the relationship between EI and its determinants, leading to many alternative models and extensions (Shook, Priem, Mcgee and Mcgee ,Year 2003). In line with the suggestion of Alain and Liñán (2015) who proposed the revision of the existing intention models, this paper looks at the mediating role of Attitude towards Entrepreneurship and Perceived Behavioural Control on the relationship between Entrepreneurship Education and Entrepreneurial Intention.

2.0 Literature Review and Hypothesis Development

2.1 Entrepreneurship Education (EE) and Entrepreneurial Intention (EI)

Having realized the significant contributions of entrepreneurship to an economy, considerable attention has been given to entrepreneurship education by both policy makers and researchers. Policy makers mainly focus on the impact of entrepreneurial education on graduates' career decisions, and how policy measures affect entrepreneurial education (see "Global University Entrepreneurship Student Survey" (Sieger, Fueglistaller, and Zellweger, 2011; Kelley, Singer, and Herrington, 2012) year). Literature within the entrepreneurship field also confirms that EE programs are the right and effective tool for enhancing entrepreneurial intention. Previous narrative reviews of the literature on entrepreneurship education (eg Kuratko, 2005; Pittaway & Cope, 2007) pointed out that there may be

important positive connections between EE and various entrepreneurial-related human capital assets and entrepreneurial outcomes.

Galloway and Brown (2015) reported that people who have taken college-level entrepreneurship courses are more willing to start a business than those who have not. Kolvereid and Moen (2007) added that individuals with entrepreneur training and education are more likely to start a business than individuals without any training. Others like, Alimardan et al. (2017) showed that entrepreneurship education is the most ranked factor that affects entrepreneurial intention of students. In the light of these findings, Nabi, Liñán, Fayolle, Krueger and Walmsley (2017) results suggest that the EE could have some strong positive effects on some students, although the effect depends on their background and initial perspectives on entrepreneurship. Meanwhile, Malebana (2016) found that the longer the exposure to entrepreneurship education, the higher the intention to go into entrepreneurship. Therefore, this study looked at the relationship between entrepreneurship education and entrepreneurial intention while appreciating the mediating role of attitude towards entrepreneurship and perceived behavioural control. Base on the above discussion, the first hypothesis is stated below;

H01: Entrepreneurship Education does not have significant effect on Entrepreneurial Intention

2.2 Mediating Role of Attitude towards Entrepreneurship

The study argued that Attitude towards Entrepreneurship (ATE) may perform a mediating role in the relationship between entrepreneurship education and entrepreneurial intention Attitude towards Entrepreneurship deals with an individual's favorable and unfavorable evaluations of a behavior (Lars & Erlend, 1996)**.** In the words of Mueller (2016), it is an individual's estimate of the degree of desirability or undesirability of a certain behavior. This implies that the degree of individual value attached to entrepreneurship as a career choice determines ones intention to go into it as established by (Karali, 2013; Zhang, Duysters, & Cloodt, 2014). Since, people's behaviors and attitudes are decisively affected and shaped by the groups (Cochran and Beeghley, 1991) in which they participate, Ekpe and Mat (2012) argued that lifetime learning process forms beliefs, values, and norms as a guidance of attitude and behaviour of individuals. In line with this argument, the second hypothesis is formulated below;

H02: Attitude towards Entrepreneurship mediates the relationship between EE and EI

2.3 Mediating Role of Perceived Behavioural Control

The experience and knowledge of entrepreneurs are based on entrepreneurial learning, which has become a topic of great interest (McKeon et al., 2004). This study uses EE as a source of learning for potential entrepreneurs, which helps inspire and develop entrepreneurs' confidence. Entrepreneurship programs designed to do this disseminate the knowledge and skills of entrepreneurs to help potential entrepreneurs start businesses (eg Liñán, 2006; Boyles, 2012) or through entrepreneur mentorship (Rasmussen and Sorheim, 2006). Other entrepreneurial education research focuses on plans to increase confidence related to performing various entrepreneurial tasks (for example, Chen et al., 2001). Entrepreneurship courses not only promote the acquisition of entrepreneurial skills, but also aim to stimulate, motivate and positively influence entrepreneurial concepts; in other words, to stimulate the People's Bank of China to start entrepreneurship. In line with this discussion, the second hypothesis is presented below;

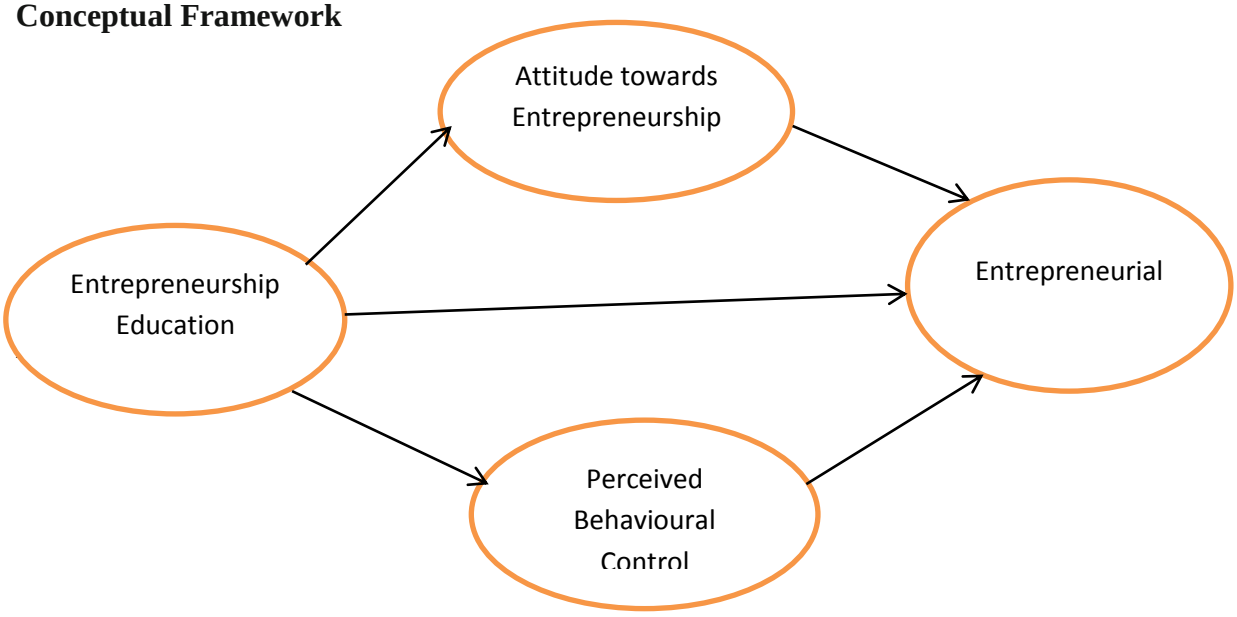
H03: Perceived Behavioural Control does not mediate the relationship between Entrepreneurship Education and Entrepreneurial Intention.

2.4 Theory of Planned Behaviour (TPB)

The theory of planned behavior was proposed by Icek Ajzen in 1991. TPB is an improved version of rational behavior theory after adding Perceptual Behavior Control (PBC). According to this theory, human behavior is guided by three beliefs: beliefs about the possible outcomes of the behavior and the evaluation of these results (behavior beliefs), which produce favorable or unfavorable attitudes to the behavior; beliefs about the normative expectations of others, and compliance with these Expected motivations (normative beliefs) can lead to perceived social pressure or subjective norms; beliefs about the existence of factors that may promote or hinder behavioral performance and the perceived power of these factors (control beliefs) cause perceived behavioral control (Ajzen and Fishbein, 1973). The combination of the three construct i.e. attitude toward the behavior, subjective norm, and perception of behavioral control are assumed to lead to the formation of a behavioral intention.

As a general rule, the theory suggest that individuals with more favorable attitude and subjective norm, and the greater the perceived control, the stronger would be the person's intention to perform the entrepreneurial behavior (Ajzen, 1991). Specifically, one's Entrepreneurial intention is formed with the combination of positive attitude towards entrepreneurship, subjective norms and perceived behavioural control of entrepreneurial behavior. The assumption is that the more favourable the subjective norms, the greater the PBC and the more favourable the ATE and the stronger would be the entrepreneurial intention and vice versa. Going by the weak and insignificant role of SN in most of the previous studies, it is excluded from the study constructs. In line with these assumptions, the conceptual framework is formulated below;

Conceptual Framework



3.0 Methodology

The survey research design used in this study is cross-sectional in nature. The reason why this type of research design is used is because the information about the variable only represents the change at one point in time. Use self-managed questionnaires to collect primary data from the study population. The population of the study included 9,945 final year students from A.B.U Zaria during the 2018/2019 session. College students will be engaged in actual entrepreneurial behavior, so they are very suitable for research (Krueger et al., 2000). The Krejcie and Morgan tables were used to obtain a sample size of 368, and 30% (110) was added to indicate that the

questionnaire was incomplete/not returned. Of the 478 questionnaires distributed, 381 were returned, 10 of which had missing values exceeding 10%, and 1 of them did not participate, so all were deleted. However, 370 are valid and useful for analysis. By checking the missing data, 42 cases with missing values less than 10% were found, which were ignored according to the suggestions of (Hair, Balck, Babin, Anderson & Tatham, 2006). However, missing values are replaced with the best single replacement value using the mean value (Tabachnick & Fidell, 2001).

3.1 Variable Measurement

The questionnaire is adapted from (Liñán & Chen, 2009), all questions are closed-end, and the answers are based on a 5-point Likert scale, so: strongly agree, agree, unsure, disagree and strongly disagree. SN consists of 3 items including; "my friends see entrepreneurship as a logical choice for me", "My parents are positively oriented towards my future career as an entrepreneur". ATE consists of 5 items including "the career as entrepreneur is attractive to me", "among different options, I would rather be an entrepreneur". PBC consist of 6 items including; "Start a firm and keep it working would be easy for me", "I'm prepared to start a viable firm".

Finally, EI is measured by 6 items including "I am ready to do anything to be an entrepreneur", "I am determined to create a firm in the future".

4.0 Assessment of PLS Path Model

Prior to the main analysis, a pilot study was conducted on 30 respondents were validity, reliability, normality and multicollinearity assumptions were met (Hair, Hult, Ringle, Sarstedt, & Thiele, 2017). After successfully satisfying all assumptions, the data collected were further analysed using SmartPLS software for Partial Least Squares modelling as a statistical process designed to estimate the causal network between two or more constructs and is defined in terms of a theoretical framework (Vinzi, Trinchera, & Amato, 2010, p. 47). To validate and evaluate the model adopted for this study, Hair et al. (2017) recommended a two-stage assessment. They are measurement models (also known as external models) and structural models (also known as internal models).

4.1 Measurement Model

The measurement model was used to evaluate individual items reliability, internal consistency, discriminant validity, and the convergence validity of each construct (Henseler et al., 2009). Although, Hair, etc. (2017) proposed an indicator for the scale of development, an outer loading of 0.70, AVE of 0.50, Composite Reliability/Cronbach Alpha of 0.70 is reliable and acceptable. The validity and reliability result is presented in table 1;

Table 1: Measurement Model

Variables	Indicators	Outer Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Attitude towards Entrepreneurship	ATE1	0.90	0.92	0.93	0.79
	ATE2	0.87			
	ATE3	0.88			
	ATE4	0.91			
	ATE5	0.90			
Entrepreneurship Education	EE1_1	0.90	0.91	0.93	0.80
	EE2_1	0.89			
	EE3_1	0.91			
	EE4_1	0.90			

	EE5_1	0.90			
	EE6_1	0.89			
Entrepreneurial Intention	EI1_1	0.83	0.89	0.92	0.65
	EI2_1	0.83			
	EI3_1	0.82			
	EI4_1	0.83			
	EI5_1	0.80			
	EI6_1	0.73			
Perceived Behavioural Control	PBC1	0.85	0.87	0.90	0.61
	PBC2	0.85			
	PBC3	0.87			
	PBC4	0.82			
	PBC5	0.63			
	PBC6	0.62			

From table 1 above, all of these constructs are reliable because their respective composite reliability and Cronbach's alpha values are above the threshold of 0.70. Again, all constructs have indicator reliability, convergence validity, because the AVE level of each structure is higher than 0.50.

Furthermore, to ascertain the discriminant validity, Duarte and Amaro (2018) proposed the use of Heterotrait-Monotrait (HTMT) matrix as an alternative approach. Hamid, Sami, and Sidek (2017) added that the traditional Fornell-Larcker criterion and cross-loading are insufficient and insensitive in detecting the effectiveness of the identification compared to the HTMT criterion. Therefore, the discriminant validity is evaluated using the HTMT matrix.

Table 2: Heterotrait-Monotrait (HTMT) matrix

Indicators	**ATE**	**EE**	**EI**	**PBC**
ATE	0.59			
EE	0.30	0.70		
EI	0.40	0.50	0.51	
PBC	0.14	0.13	0.22	0.78

As can be seen from Table 2 above, the HTMT statistics are given based on the correlation between their reflective construction items. Since, the HTMT value is lower than the 0.85 threshold proposed by (Hair et al., 2017), the reflective latent structure of this study has discriminant validity.

4.2 Structural Model

After all the requirements of the measurement model are met, the structural model is evaluated. The first part of structural model evaluation involves the examination of theoretical relationships. Specifically, standard bootstrap was adopted on 5,000 bootstrap samples in order to assess the importance of path coefficients for the relationships (Hair et al., 2017).

Table 3: Structural Model

Relationship	Beta Values	Std Dev.	T Statistics	P Values
EE -> EI	0.41	0.05	7.89	0.00
EE -> ATE -> EI	0.08	0.02	3.81	0.00
EE -> PBC -> EI	0.02	0.01	2.00	0.04

The bootstrapping result in the table 3 above shows that EE has significant and positive relationship with EI. On the mediation relationship, the two mediation relationships were positive and significant. This implies that EE is mediated by both ATE and PBC. In other words, ATE and PBC explain how EE is related to EI.

4.3 Coefficient of Determination *(R2)*, Effect size (*f*2) and Predictive Relevance (*Q2)*

The coefficient of determination or assessment of the R-square level was assessed in order to evaluate the amount of variance explained by the exogenous latent variables on the endogenous latent variables. According to Chin (2010), R2 values are 0.67, 0.33 and 0.19 are considered substantive, moderate, and weak, respectively. The *f*2 values provide an overview of the potential effect of an exogenous variable on endogenous variable. The general criterion for evaluating *f*2 values of either small, medium and large *f*2 values is measured by 0.02, 0.15 and 0.35 respectively (Cohen, 1988). However, in this study, the predictive correlation (Q2) of external latent variables was examined using cross-validated redundancy criteria, reflecting endogenous latent variables, as shown in Table 4 below;

Table 4: R-Square, F-Square and Q-Square

Indicators	R Square	R Square Adjusted	
EI	0.337	0.331	
Indicators	**F2**	**Effect Size**	
ATE	0.089	Small	
EE	0.226	Medium	
PBC	0.026	Small	
Indicators	**SSO**	**SSE**	**Q^2 (=1-SSE/SSO)**
EI	2310	1848.331	0.2

As can be seen from table 4 above, Attitude towards Entrepreneurship, Entrepreneurship Education, perceived behavioural control, explain 34% (0.34) per cent variance in entrepreneurial intention. The R^2 value explains by these exogenous variables on the target endogenous variable is moderate. On the effect size, ATE & PBC have small effect size, while EE has medium effect on EI. T. On the predictive relevance, since Q2 is greater than zero, it is assumed to have a predictive correlation, because the higher Q2 the higher the predicted correlation (Duarte-Roposo, 2010),.

5.0 Conclusion

In line with the findings of the study, it is concluded ATE and PBC significantly mediate the relationship between EE and EI. This implies that the relationship between EE and EI is best understood through ATE and PBC. Therefore, EE would be the first step in the mental process influencing perceptions of ATE and behavioural control which ultimately affect intention to start a business.

Theoretically, the study made a novel contribution by examining the mediating role of both ATE and PBC on the relationship between EE and EI. A similar study should investigate whether the last construct of the TPB model i.e Subjective norms could play a mediating role on the relationship between

EE and EI. Practically, the study confirms the relative importance of EE, ATE and PBC as antecedents in the EI model going by the way people apprehend reality and transform it into perceptions towards entrepreneurship. Thus members of the society including family and friends should engage in the promotion of an entrepreneurially friendly environment that allows interaction and exchange of ideas between them, these will create a positive entrepreneurship attitude and improve students perception of entrepreneurial control and ultimately enhance individual entrepreneurial intention.

5.1 Limitations and Suggestion for Future Studies

Despite the theoretical, practical, as well as methodological contribution, as in many investigative studies, several limitations were highlighted. Based on such limitations, this research suggested the need for further studies taking the following into consideration. First, this study adopted a cross sectional research design i.e. data collected from some students in Nigeria at appoint in time. Cross sectional design does not address issues of causality; hence, one should exercise caution when making generalisation. Therefore, future studies can address this limitation through longitudinal studies, which collect data at two or more points in time for comparison and comparison with the results of this study and can appropriately produce causal effect. Qualitative approach is needed in the future in order to facilitate theory development.

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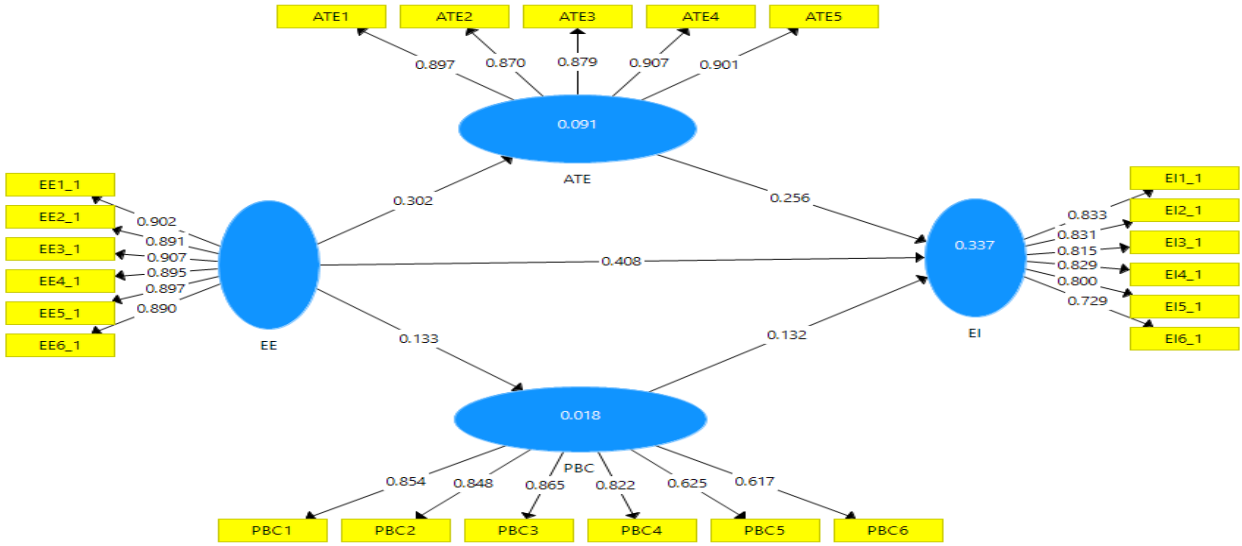
Appendices

PLS ALGORISM



BOOTSTRAPPING