



ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL BEHAVIOUR AMONG STUDENTS OF SELECTED UNIVERSITIES IN SOUTH WEST NIGERIA

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Abstract

The study examined the differential effects of Entrepreneurship Education (EE) on Entrepreneurial Behaviour (EB) of two hundred and fifty (250) students of two universities (a public and private) in Nigeria. A cross sectional survey of 400 level (the study group) and 100 level (control group) students was undertaken eliciting responses through an instrument that has Cronbach alpha reliability coefficient value of 0.729, 0.761 and 0.605 for Entrepreneurial Spirit (ESP), Entrepreneurial Skill (ES) and Entrepreneurial Behaviour (EB) respectively.. It was found that there is a significant difference between the study group and the control group in terms of their EB as result of their level of exposure to EE. The study group show more demonstration of business formation and intention to do so more than the control group in both institutions. The academic level of students in both universities, as a result of various learning exposures predicted the EB observed. The institutions and differences in the nomenclature of the courses offered did not predict differences in EB among the study group between the two universities. The study established that EE can drive EB among universities' undergraduate's and make them create employment after graduation; it is the students exposure to variety of entrepreneurial learning that matters and not the institutions. Institutional and the 'town' support including policy action on entrepreneurship is advocated for EE in universities. These will translate to self-employment, reduce youth unemployment and bring about sustainable social and economic development.

Keywords: entrepreneurial behaviour, entrepreneurship education, entrepreneurial skill, entrepreneurial spirit, self-employment.

JEL Classification: O15, O17, O31, O38, O43

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I. Introduction

Entrepreneurship has dominated public discourse globally at the turn of the 21st century in terms of creating business, wealth and employment generation among the youth and bringing about economic efficiency (Kuratko, 2003; Karimi et al., 2013). The discourse is as a result of changes in labour market, workforce demography, and increase in the number of and access to higher education and in the nature of work. The United Nations (UN) takes youth employability along with entrepreneurship, as priorities for national policy actions on youth employment (McQuaid & Lyndsay, 2005). All countries are mandated to rethink, and reshape their education and labour market policies to ensure smoother school-to-work transition among young people. In the United States for instance, Kuratko (2003) noted that entrepreneurship increased business to the average of 600,000 per year to show the popularity of venture activities. This he found was made possible through education system and its resources.

With increasing rate in the number of tertiary institutions' graduates being turned out and high rate of youth unemployment, the Federal Ministry of Education initiated in 2004 National Policy on Education (NPE) to address employability and unemployment among fresh graduate in Nigeria. This was reinforced by National University Commission (NUC) mandate to all universities in Nigeria to commence entrepreneurship courses in the 2006/2007 academic session to engender wealth creation among the youth (Adebisi, 2004). With the policy, entrepreneurial education (EE) became compulsory for all students of higher education in the country. The essence is to provide alternative channels for self-employment, small enterprise initiatives (Oguntimehin & Olaniran, 2017) and wealth creation (Adebisi, 2004). This will enable entrepreneurial behaviour, acquired through the education resources, contribute immensely to the nation's gross domestic product (GDP), reduce youth unemployment and improve the standard of living of the citizenry.

Entrepreneurship is the willingness and ability of an individual to seek for investment opportunities (Ayatse, 2013). While entrepreneurship process can be driven in the youth by the family, understudying an entrepreneur and mentors, the university is taken to be in the best position to do this. This could be as a result of the large number of youth that pass through the system on yearly basis. Entrepreneurship education consists of all forms of knowledge delivery that acquaint the learner with the capacity to create new ideas and see to their logical implementation. Moreau & Leathwood (2000) posited that university education can teach entrepreneurial process/behaviour and make graduates



employable. The extent to which university entrepreneurship courses pragmatically impart entrepreneurial process and make their undergraduates intend to venture, and perhaps had ventured, into new business as undergraduate need to be examined.

I.1. Statement of the problem

The high rate of youth unemployment in Nigeria as elsewhere has engendered policy action by various governments (and their agencies) mandating universities to float entrepreneurship courses that can equip undergraduates with the necessary entrepreneurial skills and spirit that eventually lead to business formation or the intention of doing so as undergraduates or after graduation. Youth unemployment coupled with labour market less absorptive capacity to generate employment, elevated entrepreneurship as the antidote for creating and generating employment among the youths and improving the gross domestic product (GDP) of the country, Nigeria. The university is being looked upon to drive these learning among the youth. The number of universities that offer courses in entrepreneurship has grown tremendously in Nigeria as well as elsewhere in the world (Karimi, et al, 2013).

However there is the concern that university curriculum may not be able to equip undergraduates with the learning skill (employability and entrepreneurship) that can make them transit from school to work (Pitan, 2016; Karimi, et al, 2013; Nakpodia, 2010; McQuaid & Lindsay, 2005). Schools in Nigeria are generally believed to be characterized by liberal teaching, outmoded operational process and management structure that cannot produce graduate with the capacity to generate creative ideas that can be turned into ventures (Anyebe, 2017; Pitan, 2016; Onuma, 2016). It is also widely held that the content of entrepreneurship education is peripheral and not potent enough to inculcate into the students the process of identifying business investment opportunities, ability to have a business plan and carry it to maturity (Anyebe, 2017; Pitan, 2016; Onuma, 2016; Pitan, 2016). The extent to which exposition of students to entrepreneurship education as entrenched in Nigeria schools' curriculum is able to acquaint the students with desired entrepreneurship skills and spirit and therefore start a business need to be investigated.

Studies on the role of educational system in facilitating entrepreneurial behaviour in the USA and EU countries started before the turn of the 21st century. Entrepreneurship education in Nigeria became mandatory from the 2006/2007 academic session. Many studies on education and youth employment had been on employability skills of graduating students. Studies on entrepreneurship education are majorly normative and prescriptive (Pitan 2016, Anyadike, 2013; Nakpodia. 2010). The impact of such education



on entrepreneurial competences and intentions has remained largely unexplored (Karimi, et al, 2013 quoting Sanchez, 2010) Research on entrepreneurship education and entrepreneurial behaviour are relatively new and cumulating. This study intends to contribute to whether linkage exist between them in Nigeria.

I.2. Objectives of the study

The study aims at examining the effect of entrepreneurship education (EE) on entrepreneurial behaviour (EB) among students of two selected universities. Specifically, the objectives are:

1. To examine the difference in entrepreneurial behaviour (business formation and intention) of undergraduate students exposed to entrepreneurship education (teaching, vocational skill, networking internship) and those that are not so exposed.
2. To investigate the differential influence of entrepreneurship education on the acquisition of entrepreneurial process (business opportunities identification, entrepreneurial spirit, skill, risk-taking and identifying partners and business obstacles) among university undergraduates different levels of study.

I.3. Research Questions

1. What significant difference exists in entrepreneurial behaviour of undergraduate students exposed to entrepreneurship education and those that have no exposure?
2. Is there significant differential influence of entrepreneurship education on the acquisition of entrepreneurial process among university undergraduates of different levels of study?

I.4. Research Hypothesis

H1. There is no significant difference in entrepreneurial behaviour (business formation and intention) of undergraduate students exposed to entrepreneurship education (teaching, vocational skill, practical and internship) and those that are not so exposed.

H2. There is no significant differential influence of entrepreneurship education on the acquisition of entrepreneurial process among university undergraduate of different levels of study.

I.5. Significance of the study

The study is important by contributing to knowledge on whether behavioural changes occur among students exposed to entrepreneurship education as different from



those that have not been exposed. A more fundamental question with regards to whether EE can bring about EB. This is vital information in curriculum planning and educational policy formulation at tertiary institution levels of education.

II. Literature review

II.1. Conceptual Review

Entrepreneurship is the willingness and ability of an individual to seek for investment opportunities (Ayatse, 2013). More than just an investment, entrepreneurship is a process. It is a process that cumulate into business venturing which is the exhibition of the last stage of entrepreneurial behaviour process (Oguntimehin & Olaniran, 2017; Anyadike, Umeh & Ukah, 2012; Middleton, 2010; Kuratko, 2003). The process consist of identification of societal needs, entrepreneurial spirit, skill and risk-taking competences capacity to draw a business plan and attract partners, leading to intention to invest or venture or actual business formation (Oguntimehin & Olaniran, 2017; Anyadike, et al, 2012 Middleton, 2010; Kuratko, 2003). This can be taught and that is the essence of entrepreneurship education (Akintayo & Banjo, 2013; Kuratko, 2003).

Entrepreneurship education is experiential and consists of all forms of knowledge delivery that acquaint the learner with the capacity to create new ideas and see to their logical implementation (Anyebe, 2017). He expressed that such program should provide knowledge, skill and motivation to start a business, become enterprising and bringing vision to life. Moreau and Leathwood (2000) posited that university education can teach entrepreneurial process/behaviour and make graduates employable. Studies have confirmed this elsewhere as well as in Nigeria (Oguntimehin & Olaniran, 2017; Ayatse, 2013; Karimi, et al, 2013; Anyadike, et al, 2012; Middleton, 2010; Kuratko, 2003). The extent to which university entrepreneurship courses pragmatically impart entrepreneurial process and make their undergraduates intend to venture and perhaps had venture into new business as undergraduate need to be examined.

Entrepreneurship education became mandatory since 2006/2007 session for all universities operating in Nigeria through the directive of National University Commission (NUC). Onuma (2016) however reported Uzoagulu as noting that some universities adhered to this by designing one or two courses taught by inexperienced lecturers with no practical experience of entrepreneurship. Students also take such courses as requirement for graduation and not necessarily to have entrepreneurial spirit, skills and eventually setting up a business. Ayatse (2013) reported Baba (2013) as noting that such education

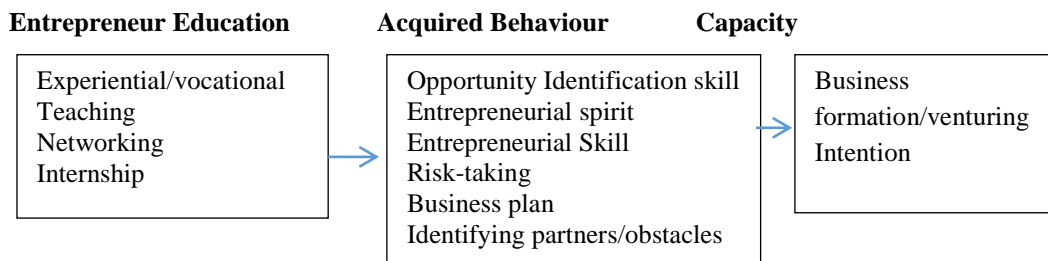


should lead to starting a business, arranging business deals and taking risks in order to make profit. Entrepreneurship spirit, employment creation and commitment to innovation are essential outcomes of entrepreneurship education Oguntimehin & olaniran, 2017; Middleton, 2010; Kuratko, 2003)

Entrepreneurship behaviour (EB) is a dynamic process of vision, change and creation requiring application of energy and passion towards the direction and implementation of new ideas and creative solution Entrepreneurship behaviour is more than business formation, or an event, it is a process that cumulate into business venturing (Oguntimehin & Olaniran, 2017; Middleton, 2010; Kuratko, 2003). It occurs over time and the results of all the activities are creating new ventures. Middleton (2010) identified the process as (1) Identifying opportunities (2) securing funding, technology and (3) determine legal forms. Beyond this confinement the process include the ability to develop business ideas and plan, attracting all partners to the venture and ultimately taking the risk of setting up a new business.

Entrepreneur behaviour is a process of influence of the individual environment resources and process. However, university education is reported to have a strong effect in orientating it. Universities are looked upon to produce employable graduates (Moreau & Leathwood, 2000). United Nations emphasises it as a priorities for national policy action on youth employment (McQuaid & Lindsay, 2005). It can be developed in individual (Kuratko 2003, Karimi, et al, 2013) and education can foster it (Karimi et al., 2013). Peter Drucker posited that it is not a magic, mysterious or has anything to do with genes. It is a discipline and can be taught but what is taught and how it is being taught to accomplish its objectives left much to be desired.

Figure 1 - Conceptual Framework



Source: own elaboration



The framework suggests that entrepreneur education in the university can take the form of learning that can be: experiential/vocational, teaching, networking with successful entrepreneurs outside the university environment to learn what they have done- an interaction between the know-how and who-know. Learning can also be internship placement of students in entrepreneurial firm to have hands-on experience. The learning could be the combination of all these.

The learning should translate into a process of the student acquiring the ability to identify investment opportunities, entrepreneurial spirit and skills. It should impart on the students risk-taking capacity, ability to write business plan and the capacity to follow it to logical implementation to attract business partners (bank, customers, co-investors and suppliers) and the capacity to identifying and dealing with all obstacles at each point of the business plan. All these should impact the society by the students actually venturing into business formation or have a strong intention to doing so. Entrepreneurial intention is a strong predictor of entrepreneurial behaviour and plays important role in the decision to start a new business (Karimi, et al, 2013).

II.2. Theoretical Review

The social learning theory as espoused by Lave and Wenger (1991) provided the orientation for the study. It belongs in the social learning theory. It postulates that learning is a legitimate peripheral participation in community practice (Gohlich, 2010). Learning is thus taking as (1) social participation; (2) a process of being active participant; (3) constructing identity in relation to the community in which one is learning and participating. The participation shapes what the participant does, what he is, and how what is done is interpreted. Learning is all of action, belonging, engaging and contributing to the community (Gohlich, 2010) by effecting a change.

The methodological import of the theory is that it takes learning as a system of activities and knowing is not separated from doing. Learning is social and not only cognitive (Golich, 2010).

II.3. Empirical Review

Entrepreneurship education positively relate to entrepreneurial behaviour. Kuratko, (2003) reported that United States business increased by 600,000 per year. Thirty four million jobs were created and 1 in 12 individuals attempting a new firm and one-third of new entrepreneurs are less than age 30 years. He reported that academic resources provided and oiled the entrepreneur process in US.



Oguntimehin & Olaniran (2017) found a correlation between entrepreneurship education and students' entrepreneurial intention among Ogun State owned universities in Nigeria. They examined the role of entrepreneurship skills, students' motivation, parental employment status and academic discipline on entrepreneurial intentions. Their findings indicated a positive relationship. Onuma (2016) found that entrepreneurship education is relevant to equipping undergraduates with the skills needed for job creation ability rather than seeking job after graduation among graduating students of Ebonyi State University. Middleton (2010) study revealed that nascent entrepreneur benefits from training and support that facilitate establishing legitimacy as entrepreneur, reduce uncertainty and ambiguity that make them prepare for, or make decisions to, create new ventures. She concluded that university is capable of facilitating activities resulting in creating of new opportunity-based high growth potential-ventures.

Many other studies were normative, prescribing entrepreneurship education as an intervention for youth unemployment, employability, entrepreneurship, poverty eradication and economic growth. They call for robust curriculum, knowledgeable teachers in entrepreneurship, network among know-how and who-know, government support and collaboration between the town and the gown (Nakpodia, 2010; Pitan, 2016; Moreau & Leathwood, 2006; Adebisi, 2014, Anyadike et al., 2012).

III. Research methods

Survey (cross sectional) and quasi experimental research designs were used for the study. The population consists of 400 and 100 levels students in the 2016/2017 academic session at Lagos State University, Ojo and Covenant University, Ota, Nigeria. The universities were selected because they ranked high fifteen in the National University Commission (NUC) 2017 university ranking in Nigeria. Lagos state University is the highest ranked state University, while Covenant University is the highest ranked private university. The universities were stratified into public and private; the ota-ojo cluster was selected and the students stratified into 100 and 400 levels. A quota of 125 was allocated to each school. An incidental technique was used to select 250 students that cut across different departments to participate in the studies. The students were studied in-situ at entrepreneurial practicum (400-level) and the 100-level students in their lecture rooms. The 400 level students were the study group to find out the influence of entrepreneurship education on the process of them venturing into new business. The 100-level students were used as the control group.



They both offered various courses in entrepreneurship including practical fair. The Lagos State University also partners with Lagos State Ministry of Education on the State Government undergraduate employability and entrepreneurship initiative tagged Ready Set Work (RSW), where business pitching competition and internship fair are undertaken.

The data collection instrument was constructed to measure entrepreneurial education and entrepreneurial behaviour. The instrument is a 4-likert scale consisting of items on entrepreneurship education and entrepreneurship behaviour scale. The instrument was subjected to management experts' scrutiny for its face and content validity. The cronbach alpha measure of the instrument showed reliability coefficient of 0.729, 0.605 and 0.761 for entrepreneurial spirit, entrepreneurial behaviour and entrepreneurial skill respectively.

Questionnaire was distributed to a total of two hundred and fifty (250) respondents out of which two hundred and seventeen (217) were found to be useful. These were used for the analysis.

The data collected was analysed descriptively and inferentially. Descriptive statistic was used to analyse the respondents' bio-data. T-test analysis was used to examine the differences in exposure to entrepreneurship education and behaviour among different academic levels of study (Hypothesis 1). Multiple regressions statistics was used to investigate how courses offered, academic levels and institutions predicted the acquisition of entrepreneurial process of entrepreneurial skills and spirit of respondents (Hypothesis 2).

IV. Results and Discussion of Findings

Hypothesis 1: There is no significant difference in entrepreneurial behaviour of undergraduate students exposed to entrepreneurship education and those that are not so exposed.

Table 1 shows the difference between undergraduate students exposed to entrepreneurship education and their entrepreneurial behaviour. Practical entrepreneurship courses offered by the students in their 400 levels at the two universities namely Lagos State University (LASU) and Covenant University (CU) were used to measure the exposure to entrepreneurship education while the theoretical entrepreneurship education offered by the students in their 100 level at the universities were used for those that are not exposed.



Table 1 - Difference between Undergraduate Students Exposed to Entrepreneurship Education and their Entrepreneurial Behaviour

| Group Statistics | | | | | | |
|------------------|-------------|----|------|----------------|-----------------|--|
| | Institution | N | Mean | Std. Deviation | Std. Error Mean | |
| Exposure | 1 LASU | 52 | 1.77 | .425 | .059 | |
| | 2 Covenant | 54 | 1.00 | .000 | .000 | |
| Non Exposure | 1 LASU | 78 | 1.50 | .503 | .057 | |
| | 2 Covenant | 33 | 1.09 | .292 | .051 | |

Source: Field survey, 2018

The group statistics depict that 52 400level LASU students participated in the study with mean value of 1.77 and Std. deviation of .425 while 54 400level and Covenant students participated with mean value of 1.00 and Std. deviation of .000 to determine the difference between the undergraduate students exposed to entrepreneurship education and their entrepreneurial behaviours. Similarly, theoretical entrepreneurship education and no entrepreneurship education were used to determine the undergraduate that were not exposed to entrepreneurship education and their entrepreneurial behaviour. The group statistics revealed that 78 100 level LASU students with mean value of 1.50 and Std. deviation .503 participated in the survey while 33 100 level Covenant students with mean value of 1.09 and Std. deviation of .292 to measure students that are not exposed to entrepreneurship education and their entrepreneurial behaviour.

Table 2- T-Test Analysis of Exposure/non exposure to Entrepreneurship Education

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-------------------------|---|------|------------------------------|-----|-----------------|-----------------|-----------------------|---|-------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference Lower | Upper |
| Exposure | Equal variances assumed | 129.750 | .000 | 13.289 | 104 | .000 | .769 | .058 | .654 | .884 |



Table 2- Cont.

| Independent Samples Test | | | | | | | | | | | |
|--------------------------|-------------|-----------|---------|------|-------|--------|------|------|------|------|------|
| Non | Equal | variances | 155.104 | .000 | 4.362 | 109 | .000 | .409 | .094 | .223 | .595 |
| Exposure | assumed | | | | | | | | | | |
| | Equal | variances | | | 5.358 | 98.401 | .000 | .409 | .076 | .258 | .561 |
| | not assumed | | | | | | | | | | |

Source: Field study

Table 2 was used to compare the significant difference between entrepreneurial behaviours of undergraduate students exposed to entrepreneurship education and those that are not. Using Levene's test for equality of variance, undergraduate students exposed reveals ($F = 129.750, \alpha = .000$) while undergraduate students that are not exposed shows ($F = 155.104, \alpha = .000$). Therefore, it can be concluded that there is a significant difference between the undergraduate students exposed to entrepreneurship education and those that are not in term of their entrepreneurial behaviour. This is because the sig.t is less or equal to .05 ($\text{Sig- } t < \alpha$). The null hypothesis is thereby rejected.

The ANOVA table below (see table 3) was used to further determine the difference between and within the undergraduate students exposed to entrepreneurial outcomes namely entrepreneurial spirit (ES), entrepreneurial behaviour (EB) and entrepreneurial skill (EES). This is to show the extent of entrepreneurship education either base on exposed or not on the three major dependent variables of the study. The finding depict that the difference between and within undergraduate students exposed to entrepreneurship education and those that are not in term of entrepreneurial spirit is significant ($F = 4.969, \alpha = .028$). Similarly, the difference in entrepreneurial behaviour based on entrepreneurship education as a result of exposure within and between the groups is also highly significant ($F = 6.132, \alpha = .015$).

Furthermore, the difference between and within the groups as a result of exposure to entrepreneurship education on entrepreneurial skill is significant ($F = 4.969, \alpha = .028$). Thus, entrepreneurial behaviour in the groups is the most significant when compare to other entrepreneurial outcomes such as entrepreneurial spirit and entrepreneurial skill based on undergraduate exposed to entrepreneurship education between and within the groups.



Table 3 - Difference between and within the Groups on Entrepreneurial Outcomes

| | | ANOVA | | | | |
|-----|----------------|----------------|-----|-------------|-------|------|
| | | Sum of Squares | Df | Mean Square | F | Sig. |
| ES | Between Groups | 2.339 | 1 | 2.339 | 4.969 | .028 |
| | Within Groups | 48.951 | 104 | .471 | | |
| | Total | 51.290 | 105 | | | |
| EB | Between Groups | 3.383 | 1 | 3.383 | 6.132 | .015 |
| | Within Groups | 57.376 | 104 | .552 | | |
| | Total | 60.759 | 105 | | | |
| EES | Between Groups | 2.339 | 1 | 2.339 | 4.969 | .028 |
| | Within Groups | 48.951 | 104 | .471 | | |
| | Total | 51.290 | 105 | | | |

Source: Field study

Hypothesis 2: There is no significant differential influence of entrepreneurship education on the acquisition of entrepreneurial process among University graduates different levels.

Table 4- Summary of Multiple Regression Analysis between the predictor variables (levels, courses and institutions) on the outcome of entrepreneurial skill acquisition

| Model Summary | | | | |
|---------------|-------------------|----------|-----------------|------------------------------|
| Model | R | R Square | Adjusted Square | R Std. Error of the Estimate |
| 1 | .394 ^a | .155 | .146 | .424 |

a. Predictors: (Constant), Institution, Courses, Level

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 8.784 | 3 | 2.928 | 16.280 | .000 ^b |
| | Residual | 47.839 | 266 | .180 | | |
| | Total | 56.622 | 269 | | | |

a. Dependent Variable: EBAE

b. Predictors: (Constant), Institution, Courses, Level

Source: Field study



The table 4 shows the outcome of entrepreneurial education on behaviour of university graduates after the acquisition. Going by the result presented ($R^2 = 15.5$), three independent variables made a joint contribution of 15.5% to the prediction of entrepreneurial behaviour after acquisition. Also, the result of the analysis of variance (ANOVA) that was done on multiple regression data produced an F-ratio value of 16.280 which was significant at 0.05 alpha levels.

Table 5 - Relative differential influence of the independent variables to the prediction of entrepreneurial behaviour after entrepreneurship education acquisition

| Coefficients ^a | | | | | |
|---------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model | Unstandardized Coefficients | | Standardized Coefficients | | |
| | B | Std. Error | Beta | T | Sig. |
| 1 (Constant) | 4.559 | .122 | | 37.521 | .000 |
| Level | .171 | .030 | .674 | 5.729 | .000 |
| Courses | -.006 | .035 | -.011 | -.184 | .854 |
| Institution | -.793 | .114 | -.809 | -6.949 | .000 |

a. Dependent Variable: EBAE

Source: Field study

From the results display in table 5 above, only one of the independent variable (courses) does not contribute significantly to entrepreneurial behaviour after entrepreneurship education acquisition by university undergraduates ($\beta = -.011$, $t = -.184$, $p = > .05$). The differential influence of level as an independent variable to the prediction of entrepreneurial behaviour after entrepreneurship education acquisition among university undergraduates at different levels is positively significant ($\beta = .674$, $t = 5.729$, $p = < .05$). Again, there is a negative significant contribution of institutions to entrepreneurial behaviour after entrepreneurship education among university graduates ($\beta = -.809$, $t = -6.949$, $p = < .05$). It can be concluded that out of the three independent variables used to measure the differential influence of entrepreneurial behaviours after entrepreneurship education among the university undergraduates, it is only the levels that acted as a good predictor. This is because the contribution is positively significant. The null hypothesis is thereby rejected. The various entrepreneurship exposure of 400 level of study in the two institutions was significant in predicting entrepreneurial process of entrepreneurial spirit, skills and translates into business formation.



Discussion of Findings

The study found that significant difference exists between the students exposed to entrepreneurship education and those not exposed to entrepreneurship education (EE) in the two universities studied. The student exposed to EE revealed $F=129.780$, $\alpha=.000$ while those of student not exposed is $F=155.104$, $\alpha=.000$. The sig.t is less or equal to .05 ($\text{sig.t} \leq \alpha$). This suggests that the 400 level students are already venturing into a business or have intention of starting a business after graduation rather than seek employment in formal sector. Similarly these students demonstrated the ability to identify obstacle at different stages of the business. These are possible because these categories of student had been exposed to entrepreneurship education.

This buttress the prescription and findings of other studies that universities education is capable of instilling entrepreneurial behaviour (entrepreneurial spirit, skill and business formation among undergraduate (Awe & Genty, 2017; Oguntimrehin & Olaniran, 2017; Onuma, 2010; Middleton 2010; Kuratko, 2003.) The 400 level students in both institutions were high in the entrepreneurial process of entrepreneurial spirit (ESP) and entrepreneurial skill (ES). These confirm that EB is a process and more than just business formation. It can also be taught. The two institutions inculcated these processual abilities in the students through their entrepreneurial courses taught to the students as they peaked at 400 level of study. These processual factors are in line with the works of Awe & Genty, 2017; Oguntimrehin & Olaniran, 2017; Middleton, 2010; and Kuratko, 2003. The motivation to start business by the undergraduate corroborated Anyebe (2017) of what the content of entrepreneurial education should contain.

The study in hypothesis 2 also shows that entrepreneurial behaviour between and within group is highly significant than entrepreneurial skill and spirit $F=6.132$, $\alpha=.015$; $F=4.969$, $\alpha=.028$; $F=4.969$, $\alpha=.028$. This suggests that the EE concentrated more on business formation and less attention is focused on ES and ESP. Another explanation could be that ES and ESP are acquired from the environment rather than just only in school which might account for the weak significant difference between 100 level and 400 level students. The environment, especially the wide unemployment in the country could engender encouragement from the family and the larger society for all levels of undergraduates.

EE predicting EB at 15.5 per cent show that other factors contributed 84.5 per cent. The other factors could be the family inclinations, government support and other work organisation as found by Ajzen (1988, 1991) theory of planned behaviour (TPB) as



important in cultivating ES and ESP. This also confirms the call for collaboration between the town and gown in ensuring youth self-employment through entrepreneurship. (Pitan; Shadare & Elegbede; Onuma , 2017; Oguntimehin & Olaniran, 2017). However there was no difference in the influence of courses offered and institution attended on EE outcomes between the students of the two institutions. This suggests that the content of EE peaked at 400 level of study and accounted for the differences in within group of the two institutions. The difference observed was in the exposure of students at the different levels of academics in the two institutions.

V. Conclusion

The study examined the differences in exposure of undergraduate students to entrepreneurship education (EE) and the effect of that on their entrepreneurial behaviour (EB) and how acquisition of such education leads to entrepreneurial spirit (ESP), entrepreneurial skill (ES) and behaviour among the 100 level and 400 level students of two high ranking institutions in Nigeria. The 400 level students of both institutions demonstrated high level of EB than their 100 level counterparts. This revealed that the various entrepreneurial exposures garnered by this academic level was sufficient to drive EB more than the students in 100 academic level who had few or no exposure at all to EE. The significant difference observed therefore results more from EE.

The various experiential exposures (teaching, practical, exhibition fair, networking and internship) the 400 level students had, provided the motivation for them to start businesses or the intention to start one after graduation. The institutions attended and the differential and number of courses offered in the two institutions did not have differential effect on EB. It is the exposure to teaching, practicum and other experiential exposures up to 400 level of study that accounted for the differences in EB within group of each institution. That is ,it is not the courses titles or the number but the activities carried out in them up to the 400level of study that predicted EB These revealed that the two institutions' entrepreneurial activities students at 400 level of study were exposed to were significant enough in driving entrepreneurship among them after graduation.

The environment is also instilling the need for entrepreneurship into the students, as there is no significant difference in the students exposed more to EE in their demonstration of ES and ESP. However academic level highly predicts EB in the two institutions. The university system plays a significant role in contributing to youth employment through the entrepreneurship education their students are exposed to. The



exposures of the students in the institutions under study were found to drive entrepreneurial behaviour especially among the graduating ones who were more exposed to relevant teaching, experiential/vocational skills practicum fair and internship. Some of the students have formed businesses of their own. Those who had not have the intention of doing so after graduation. They have the capacity to write business plan, and ability to identify obstacles at every stage of a business they identified. Beyond the behaviour, ES and ESP were acquired through EE in the institutions which corroborated studies that EB, ESP and ES are not natural or inborn in human but can be taught and learnt. The two institutions robustly demonstrated these.

VI. Recommendation

The following are recommended based on the findings of the study.

The vocational/ practical exposure of students should be made robust such that the students should be able to produce or render services within the schools for both within market and larger markets. This will reinforce the entrepreneurial spirit and skills of students undergoing entrepreneurship studies. The economies of pitching a business will be known to the students at this stage, making it easy for them to practice and generate employment after graduation.

The university entrepreneurship educational programme should strongly support entrepreneurial skills development of students through funding, provision of workshops and market for the products of the enterprises.

Institutional supports from the governments at all levels and their agencies like Small and Medium Enterprises Development Agencies of Nigeria (SMEDAN) for funding, logistics and internship placement. This will go a long way in expanding the scope of skills the students can acquire

The corporate world (the town) collaboration with the universities in terms of endowment and internship placement will enhance acquired skills of tertiary institutions' undergraduates.

A call for all universities in Nigeria to institute entrepreneurship education that can drive entrepreneurial process in a more practical ways is advocated. It is suggested that research should investigate how entrepreneurial intention among undergraduates translate to entrepreneurial behaviour after graduation.



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