



**DETERMINANTS OF ENTREPRENEURSHIP INTENTION:
THE MODERATING ROLE OF SELF-EFFICACY**

By

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Abstract

This study examines the determinants of entrepreneurial intention among the final year science students of Nigerian universities. Primarily the study explored the direct effects of entrepreneurship education, entrepreneurship orientation and the role of self-efficacy as a potential moderator on the relationship between these determinants and entrepreneurship intention. Partial Least Squares (PLS) path modeling was employed to test the study hypotheses. Based on a sample of 350 final year science students of the faculty of science Kaduna State University, the results provided support for most of the hypothesized relationships of the study. In particular, the study found that there is a significant negative relationship between entrepreneurship education and entrepreneurship intention, there is also a significant negative relationship between entrepreneurship orientation and entrepreneurship intention. Furthermore, the study also established the moderating effect of self-efficacy on the relationship between entrepreneurship education and entrepreneurship intention as well as the relationship between entrepreneurship orientation and entrepreneurship intention. The study recommends that, university regulatory policy makers, are to design a curriculum for entrepreneurship education to suit the interest of science students so as to become more innovative, creative and productive elements for entrepreneurship development. There is also the need for National University Commission to extend the period of Student Industrial Work Experience Scheme (SIWES) to all science students in order to inculcate the spirit of entrepreneurship education during SIWES.

Keywords: entrepreneurial education, entrepreneurship intention, entrepreneurial orientation, nigerian universities

1. Introduction

Entrepreneurship as a field of research has attracted researchers, agencies and policy makers. The main reason for this interest group is as a result of the increasing need for entrepreneurs whose efforts in creating novel ideas and making such ideas into lucrative businesses would boost country's economic development (Turker & Selcuk, 2009). On the other hand, the rising concern in the issue of entrepreneurship includes the rising rate of unemployment and poverty which became clear during the post economic slump era of the early 1980's; the slowdown or decline of the agricultural market activities and the recognition of the capacity of small and medium sized businesses to provide a far-flung employment and job opportunities to prevent unemployment and eradicate poverty (Alarape, 2009).

Furthermore, governments, policy makers, academicians as well as other interest groups believed that entrepreneurship is significant for economic improvement and sustainability (Keilbach, Tamvada, & Audretsch, 2008; Zeleam, Temtime, & Pansiri, 2004). As such, most of the policymakers lay emphasis



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on inspiring and motivating entrepreneurship as it is closely associated with innovation and contributes towards economic growth and wealth creation (Orhan & Scott, 2001).

Presently, small businesses are seen as the drivers for entrepreneurship activities, creative and competitive power towards economic growth and development. In order to encourage greater involvement in entrepreneurial activities, policymakers, researchers, and pedagogues need to highlight the factors influencing behavior and ways to energize entrepreneurial intentions (Turker & Selcuk, 2009). However, one of the challenges facing most of the developing countries of the world today is how to gainfully employ their teeming youths.

The rising rate of unemployment among graduate youths as a result of setbacks in getting jobs that matched with their professions and anticipations has become the main goal of intense research to both academicians as well as managers (Aliman & Jalal, 2013). Furthermore, an asymmetry that exists between the ratio of demand for labor and that of the total number of graduates seeking for jobs also causes to a strong level of the rate of unemployed youth (Ismail, 2011). Therefore, this becomes a major challenge facing developing nations. For example, in Nigeria, every year myriad of youths are graduating from various colleges and universities without matching job opportunities for them (Akanbi, 2013).

The issue of entrepreneurship programs in Nigeria has been unwavering because of instability within a political setting and poor executions of socioeconomic policies of consecutive government, and poor implementation have contributed to the problem of high level of unemployment in the economy (Ogundipe, Kosile, & Ogundipe, 2012). Losses in human capital can be attributed by the increase in the number of unemployed youths in the nation (Lawanson, 2007). Human capital is the set of skills required for effective job performance. The higher an individual stay unemployed the lower the human capital of that person. That means human capital diminishes when someone is unemployed (Awogbenle & Iwuamadi, 2010). Perhaps, the main challenge facing unemployed youths is their use for political and military goals (Awogbenle & Iwuamadi, 2010). These youths become goons in the society by engaging in anti-social and hidden political activities.

Similarly, statistics shows that Nigerian economy is going through unemployment, as the persistent rise of the labour force outstrip the employment opportunities (National Bureau of Statistics, 2014). Furthermore, the majority of the unemployed population is predominantly youths who are mostly senior secondary school certificates and graduates of higher institutions. Research has shown that the rate of unemployment rose from 7.5 percent, in 2014, to 8.2 percent in 2015 (Nigeria Bureau of Statistics, 2015). Hence, the need for entrepreneurial intentions to be harnessed amongst the youths so that they become self-employed and contribute to economic growth.

As a result of the aforementioned statement, the country experienced decline in the productivity level, high level of inflation, high rate of poverty, and various forms of violence among the youth (Agbim, Oriarewo & Owocho, 2013). Therefore, this pushed the government to inaugurate diverse policies as well as programs aimed to reduce poverty by encouraging skill attainment, inspire innovation spirit, as well as self- independent among the youth (Agbim et al., 2013). Some of these programs include; "Community Bank, Directorate of Food Roads, and Rural Infrastructure (DFRRI), National Directorate of Employment (NDE), People's Bank, Better Life for Rural Women, Family Support



Program, National Poverty Eradication Program (NAPEP), Small and Medium Enterprise Development Agency of Nigeria (SMEDAN)” (Awogbenle & Iwuamadi, 2010). Recently the introduction of entrepreneurship development as a curriculum in every tertiary institution across the country (Ekpe & Mat, 2012).

Many Universities and polytechnics were established in Nigeria to produce qualified and skill manpower for government, private sectors and also for self-reliance to achieve sustainable growth in the economy (Ekpe & Mat, 2012). Unfortunately, most of the curriculum does not have entrepreneurial contents which could have encouraged many students to be self-reliant after graduation (Okafor, 2011). The rate of unemployment among youth in Nigeria kept increasing. Hence, the Federal Government of Nigeria under the Federal Ministry of Education introduced and made it compulsory for every University to develop Entrepreneurship Development Education/Programs in its curriculum. Despite the efforts made by the government, majority of the students who undergo entrepreneurial programs do not implement their education into self-reliance (Ekpe & Mat, 2012). This indicates that being self-reliant relates to individuals' intention rather than education. Therefore, investigating and understanding individuals' intent to start a business would be significant to both academics as well as policy makers.

According to Azjen (1991) Intention is the forecasters of executing a precise behavior. The Theory of Planned Behavior (TPB) shows that individual intention is the best way to predict a behavior; hence entrepreneurial intentions is the best way for understanding the process of entrepreneurship (Kickul & Krueger, 2004). This study will investigate determinants of students' entrepreneurial intention along with the moderating role of self - efficacy.

2. Literature Review and Hypotheses Development

Entrepreneurial Education and Entrepreneurial Intention

Students' participation in entrepreneurial classes will significantly raise their perceived feasibility of being self-employed (Peterman, 2000). In the same vein, Katz (2007) proposed that entrepreneurial education can increase values by raising the possibility of being successful in new business. Furthermore, in a study conducted by Gerba (2012) among 156 Ethiopian students from business and engineering fields highlighted that those students who undergo entrepreneurship training possess a high level of intention to start a business after graduation.

Fatoki (2014) conducted a similar study in South African University to measure the level of undergraduate students' entrepreneurial intention. His study focused on 180 final year business students in the Department of Business Management. The findings revealed that students from the business management field show a significant level of intention to be self-employed. This result is consistent with earlier findings (Gerba, 2012; Grubb III, Harris, & MacKenzie Jr, 2006; Souitaris, et al., 2007), where they discovered that students from the field of business management have a high favourable view in an entrepreneurial career. This indicates that entrepreneurial training will be the main aspect of having an attitude in entrepreneurship as well as intention towards becoming an entrepreneur in the near future (Fatoki, 2014). Therefore, based on the above discussion, the present study proposed the following hypothesis:

H₁: There is a negative significant relationship between entrepreneurship education and entrepreneurship intention among Nigerian students.



2.2 Entrepreneurial Orientation and Entrepreneurial Intention

Several studies were carried out on entrepreneurial orientation at the firm level to measure the performance of the firm (Lumpkin & Dess 1996; Richard, Barnett Dwyer, & Chadwich, 2004; Richard, Wu, & Chadwich, 2009; Wang, 2008). Most of these studies were conducted based on the five dimensions suggested by Lumpkin & Dess (1996) these are; ability to innovate, desire to take risks, having autonomy, competitive aggressive, and lastly proactiveness. Their findings indicate that firms whose scores on these dimensions shows their level of performance would also be high. Thus, there is a significant relationship between entrepreneurial orientation and the performance of the firm. However, these dimensions were later suggested to be applying at an individual level in order to measure the level of entrepreneurial orientation of the individual (Bolton & Lane, 2012).

This is because individual traits do not change much over a period of time; hence it would determine the possibility for someone to start a business (Rauch & Frese, 2007; Zhao, et al., 2010). Therefore, realizing student's entrepreneurial orientation would assist in making the students' team more integrated (Bolton & Lane, 2012). Moreover, a recent study carried out by Bolton and Lane (2012) on 1,100 Mid-South University students found that, the desire to take risks, proactive innovation is all correlated with entrepreneurial intention measurement, hence can be used to measure student's intention to be self-employed.

A study conducted by Marques, João and Ferreira Lages (2013) in health sector, where they studied 367 health care professionals (HCP). The study investigates their entrepreneurial orientation and their motivations to become entrepreneurs. Thereby comparing entrepreneurial HCP 's with non-entrepreneurial HCP 's cognitive and psychological features. Their result found that those who start up business possess certain psychological attributes that assist their entrepreneurial activities. To be specific, Health Care Professionals with an intention to be self-employed in the near future can be regarded as people who have certain qualities such as creative, self-achievers, innovative, and having social status. Based on the aforementioned discussions the present study proposed the following hypothesis:

H₂: There is a negative significant relationship between entrepreneurial orientation and entrepreneurial intention among Nigerian students.

2.3 Self-Efficacy as a Moderator in the Relationship between Entrepreneurial Education, Entrepreneurial Orientation and Entrepreneurial Intention.

The relationship between self-efficacy and intention to be self-employed have widely discussed in the literature. For instance, studies confirmed that those who possess a high level of self-efficacy would equally possess a high degree of intention to start a business (Segal, Borgia. & Schoenfeld, 2002; C. Wang, Wong, & Lu, 2002). This indicates that people, whose self-efficacy is very high, may have the tendency to have a worthy idea (Wilson. *et al.*, 2007).

In a longitudinal study, Naktiyok, Karabey, and Gulluce (2010) surveyed 245 University students in Turkey. The findings revealed a positive relationship between entrepreneurial self-efficacy and student's intention to be self-reliant. Their study also compared students from Turkey and U.S.A in terms of Self- efficacy and intention to start a business. The result shows that the sample from U.S.A shows higher than that of Turkey. More recently, Olakitan (2014) carried out another study among 228 students in one of the private Universities in Oyo state, to be self-employed.



Drawing from Bandura's self-efficacy theory (1986) to advance the argument that self-efficacy might moderate the relationship between entrepreneurial education, entrepreneurial orientation on entrepreneurial intention. The core tenet of the self-efficacy theory is that individuals low in self-efficacy may likely exhibit certain behaviour whenever they get opportunity to do so. Theoretically, self-efficacy might moderate the relationship between these constructs in several ways. The foregoing contributions lead to the following hypotheses:

H₃: Self-efficacy will moderate the relationship between entrepreneurial education, entrepreneurial orientation and entrepreneurial intention.

3. Methodology

This study employed questionnaires in the process of data collection. The population of this study covers the entire Final year students of the Faculty of Science, Kaduna State University. In that regard, a total of 1222 final year students constitute the population of the study in line with the standard for determining an appropriate sample size from a given population by Krejcie and Morgan, (1970), the sample size is 297. In order to compensate for the possible non-responses Salkind (1997) revealed that the sample size may be increased by at least 40%.

Considering the above argument, and taking into consideration the population of this study, the sample size of 297 was increased by 18% as Salkind (1997) suggested. Adding this number gave a total of 350 in order to account for uncooperative respondents and unusable questionnaires. This was done because people in Nigeria are reluctant to complete questionnaires (Adomi, Ayo, & Nakpodia, 2007). Thus, a final sample size of 350 was used in this study.

Of the 450 questionnaires that were issued to the participants, a total of 231 respondents sourced from these students filled and subsequently returned the distributed questionnaires. After data collection and the sorting of the returned questionnaires, a total of 11 responses were excluded from the analysis due to incompleteness. As a result, a total of 220 questionnaires were finally retained for analysis. The unit of analysis was individual because the respondents were the final year students of the faculty of science, Kaduna State University. PLS path modeling (Wold, 1985) using Smart PLS 2.0 M3 software (Ringle, Wende, & Will, 2005) was employed for data analysis.

3.1 Profile of the Respondents

The description of the study sample was analysed in this section. Therefore, Table I presents the background information of 220 respondents who participated in the current survey. The respondents comprised final year students in Kaduna State University. The demographic characteristics examined in this study include gender, age group as shown in Table 1.



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Table 1.
Demographic Information for the Respondents

Category	Frequency (N=220)	Percentage (Total = 100)
Gender		
Male	111	54.8
Female	1	45.2
Less than 5 years	11	3.9
5 – 10 years	27	9.6
11 – 15 years	80	28.5
16 – 20 years	113	40.2
Above 20 years	50	17.8

Source: Author's Compilation, 2024

As shown in Table 1, about 54.8% of the respondents were male leaving 45.2% as female. This is actually a fair representation of both genders considering that at least 60% and 40% of the population of the students in the study were male and female respectively, with a substantial number of males in school enrolment to female (National Population Commission, 2006). In terms of age grouping, about 82.2% of the respondents were less than 21 years of age and 17.8% were above 20 years of age. The age distribution of the respondents fairly reflected the age distribution of the studied students.

3.2 Variables and Variable Measurement

3.2.1 Entrepreneurship Intention

Entrepreneurial intention is operationalized as the willingness of a person to behavior, to involve in entrepreneurial activities, or to be self-reliant (Dohse & Walter, 2010). In the context of this study, entrepreneurial intention is measured with four items adapted from (Liñán & Chen, 2006) to measure students' entrepreneurial intention. Five points Likert scale was used for ranking the items where 1 = strongly disagree, 2 = disagree, 3 indifferent, 4 agree, and 5 strongly agree.

3.2.2 Entrepreneurship Education

Entrepreneurship education is operationalized as a skill or knowledge by which individual possesses in a given field over a period of time (Ekpe & Mart, 2012). The measurement of entrepreneurial education was adopted from (Ooi *et al.*, 2011). The scale was anchored on a five-point Likert scale with 1 = strongly disagree, 2 = disagree, 3 indifferent, 4 = agree, and 5 strongly agree. Students were asked to rate their responses in relation to entrepreneurial education

3.2.3 Entrepreneurship Orientation

It is operationalized as the strategy-making processes that provide organizations with a basis for entrepreneurial decisions and actions (Rauch, Wiklund, Lumpkin, & Frese, 2009). Entrepreneurship orientation was measured with 3 items ranging from 1 strongly disagree to 5 strongly agree adopted from Elenurm, Ennulo and Laar (2007). Self-efficacy is operationalized as a task specific construct (Bandura, 1982). Six items were adapted from Ehrlich, Noble, and Jung (2000) to measure entrepreneurial self-efficacy. These items were anchored on a 5- point Likert ranging from 1 strongly disagree to 5 strongly agree.

4. Results and Discussions

This study adopted a two-step process in evaluating the report of the PLS-SEM path results as Henseler, Ringle and Sinkovics (2009) suggested. PLS models do not follow any distributional normality assumptions of the observations in their procedures for estimating parameters. Therefore, the traditional parametric-based techniques for significance testing are not appropriate in PLS (Chin, 2010). Thus, the two-step process employed in this study included: 1) the assessment of a measurement model, 2). the assessment of a structural model (Hair, Hult, Ringle & Sarstedt, 2014; Hair et al., 2012; Hair, Sarstedt, Ringle & Mena, 2009).

4.1 Measurement or Outer Model

In assessing the measurement model, this study judiciously follows the suggestions of Flair elal., (2014), Hair et ai. (2011) and Henseler et cii. (2009), which involves determining individual item reliability, internal consistency reliability, convergent validity and discriminant validity. After conducting the PLS-SEM algorithm, of the 29 manifest variables from the original 3 constructs, only 13 items were finally retained for further analysis as shown in Figure 1 and Table 2.

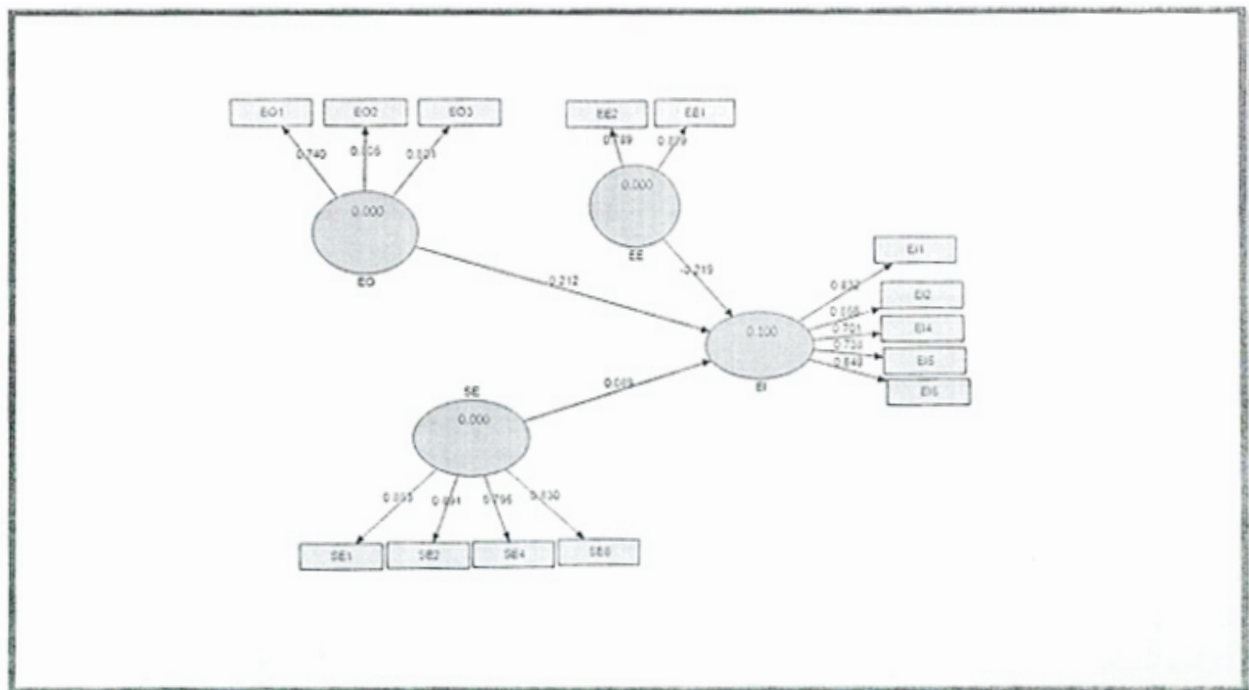


Figure 1: Measurement Model

4.1.1 Convergent Validity

In assessing the convergent validity in this study, the recommendation of Fornell and Larcker (1981) was followed. The convergent validity was assessed by examining the Average Variance Extracted (AVE) of each latent variable. To achieve the above course of action (i.e., adequate convergent validity), Chin (1998) was of the view that the AVE of each latent construct should be .50 or above the minimum threshold. As shown in Table 2, the AVE values had loadings greater than the minimum threshold of .50 in relationship to all the constructs; hence, an adequate convergent validity was arrived at.



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Table 2

Loadings, Composite Reliability and Average Variance Extracted and Cronbach 's Alpha

Latent construct	Indicators	Loadings	Composite Reliability	Average Extracted	Variance
Entrepreneurship Education	EE1	0.8994	0.8994	0.7153	
	EE2	0.7885			
Entrepreneurship Orientation	EO1	0.7395	0.8253	0.6120	
	EO2	0.8049			
	EO3	0.8009			
Self-Efficacy	SE1	0.8632	0.9091	0.7148	
	SE2	0.8915			
	SE4	0.7946			
	SE6	0.8296			
Entrepreneurship Intention	E11	0.8315	0.8967	0.6360	
	E12	0.8560			
	E14	0.7008			
	E15	0.7379			
	E16	0.8487			

Note: EE = Entrepreneurship Education; EO = Entrepreneurship Orientation; SE = Self Efficacy; E1= Entrepreneurship Intention

4.1.2 Discriminant Validity

In this study, discriminant validity was ascertained based on the suggestions of Chin (1998) and Fornells and Larcker (1981) by comparing the indicator loadings with other reflective indicators in the cross - loading table, as well as using the square root of the AVE of the construct. As arule of thumb for ascertaining and evaluating discriminant validity, a score of .50 or more has been suggested as the threshold for the values of AVE of a construct (Fornell & Larcker, 1 98 1).The second criterion is that the square root of the AVE should be greater than the correlations among the latent construct (Fornell & Larcker, 1981).

As shown in Table 2, the values of the AVE ranged from .6 and .71, suggesting acceptable values. Additionally, Table 3 also shows the correlations among the latent constructs, which were compared with the square root of the AVE shown in boldfaced type. Table 3, further revealed that the square root of the AVE was all greater than the correlations among the latent variables, and hence, suggested adequate discriminate validity (Fornell& Larcker, 1981).

Table 3

Latent Variable Correlations and Square Roots of Average Variance Extracted

te: Entries shown in bold represent the square root of the average variance extracted.

	1	2	3	4
1. EE	0.85			
2. EI	-0.22	0.80		
3. EO	0.04	-0.22	0.78	
4. SE	0.06	0.06	0.07	0.85



Additionally, as Chin (1998) and Hair et. al., (2011) has pointed out; discriminant validity can be ascertained by comparing the indicator outer loadings with cross-loadings. To achieve this objective, Table 4 was used to compare the manifest variable loadings (shown in bold face) with other reflective indicators. It shows that all indicators' loadings were found to be greater than the cross loadings, and as such suggested an adequate discriminant validity to warrant further analysis.

Table 4*Cross loadings*

	EE	E1	EO	SE
Eel	0.8994	-0.2165	0.0496	0.0377
EE2	0.7885	-0.1539	0.0213	0.0648
E11	-0.1777	---	-0.1946	0.0430
E12	-0.0921	0.8560	-0.2416	0.0531
E14	-0.1565	0.7008	-0.1145	0.0200
E15	-0.1958	0.7379	-0.1973	0.0643
E16	-0.2554	0.8487	-0.0981	0.0560
E01	-0.0172	-0.0532	0.7395	0.0829
E02	0.0653	-0.1858	0.8049	0.0440
E03	0.0205	-0.1901	0.8009	0.0620
SE1	0.0072	0.0564	0.0517	0.8632
SE2	0.0327	0.0440	0.0627	0.8915
SE4	0.0777	0.0581	0.0502	0.7946
SE6	0.0768	0.0454	0.0811	0.8296

Source: Author's Compilation, 2024

4.2 Structural or Outer Model

In assessing the structural model, the significance of the construct as well as the relevance of the coefficient were taken into consideration. The t-values were used in either supporting or disproving the study's hypotheses. In this study, the path coefficients were estimated using t-statistics and the probability values. Therefore, the significance level of the t-values was assessed by a one-tailed distribution (Chin et al., 1996; Churchill, 1979; Sharma, 2000). In line with Churchill (1979) and Sharma (2000), in a situation in which a one-tailed statistical test is carried out, the significance level of a t-value of 1% is greater than or equal to 2.326, at 5% is greater or equal to 1.645 and at 10% is greater or equal to 1.282. Any t-value lesser than the stated values is said to be insignificant.



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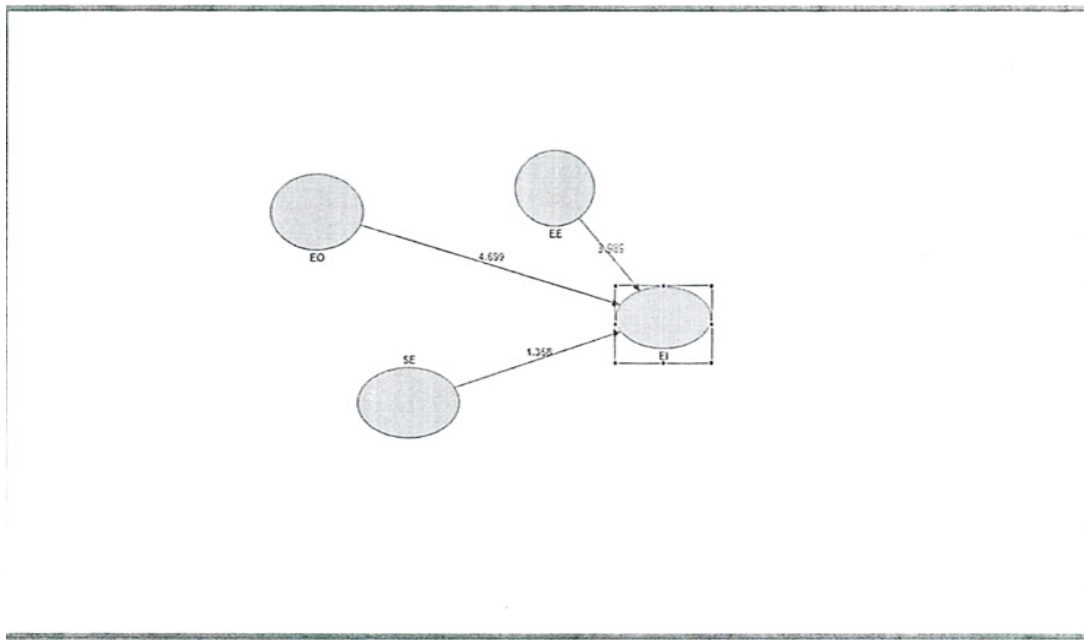


Figure 2. Structural Model

Table 5
Structural Model Results (Direct Effect)

Hypotheses	Relationship	Beta Values	Standard Error	T Statistics	P - values	Decision
H1	FE -> EI	-0.2189	0.0549	3.9890***	0.0000	Supported
H2	EO -> EI	-0.2121	0.0451	4.6990***	0.0000	Supported

Note: ***Significant at 0.01 (1-tailed), **significant at 0.05 (1-tailed), *significant at 0.1 (1-tailed);

At the outset, Hypothesis 1 predicted that entrepreneurship education is negatively related to entrepreneurship intention. Result (Table 5, Figure 2) revealed a significant negative relationship between entrepreneurship education and entrepreneurship intention ($\beta = -0.2189$, $t = 3.9890$, $p < 0.01$), supporting Hypothesis 1. In addition, hypothesis 2 predicted that entrepreneurship orientation is negatively related to entrepreneurship intention. Result (Table 5 Figure 2) revealed that there is a negative relationship between entrepreneurship orientation and entrepreneurship intention ($\beta = -0.2121$, $t = 4.6990$, $p < 0.01$), supporting Hypothesis 2.

Table 6
Results of Moderating Effects

Hypotheses	Relationship	Beta Values	Standard Error	T Statistics	P - values	Decision
H3	EE * SE -> EI	-0.0975	0.0684	1.4269*	0.0773	supported
H4	EO * SE -> EI	0.1115	0.0858	1.2995*	0.0973	supported

Source: Author's Compilation, 2024



It could be recalled that Hypothesis 3 stated that self-efficacy moderates the relationship between Entrepreneurship Education and Entrepreneurship Intention. As expected, the results shown in Table 6, indicated that the interaction terms representing Entrepreneurship Education and Entrepreneurship Intention by self-efficacy ($\beta = -0.0975$, $t = 1.4269$, $p > 0.05$) Hence, Hypothesis 3 was fully supported. Table 6 also shows that the relationship between Entrepreneurship Education and Entrepreneurship Intention is stronger (i.e. more negative) for individuals with high self-efficacy than it is for individuals with low self-efficacy.

Similarly, Hypothesis 4, which stated that self-efficacy moderates the relationship between entrepreneurship orientation and entrepreneurship intention, such that the relationship is dampens (i.e. weaker negative) for individuals with high self- efficacy than it is for individuals with low self-regulatory efficacy ($\beta = 0.1115$, $t = 1.2995$, $p > 0.05$). The moderating effect of self-efficacy on the relationship between entrepreneurship orientation and entrepreneurship shows a weaker negative relationship between entrepreneurship orientation and entrepreneurship intention for individuals with high self-efficacy than it is for individuals with low self-regulatory efficacy.

4.3 Discussion

Based on the result obtained in this study entrepreneurial orientation is negatively related to intention to become an entrepreneur. The statistical finding shows the beta value of -0.2121 between the two variables. This indicates that, the higher the individual entrepreneurial orientation such as risk taking, reactiveness and innovativeness the lower their intention to become entrepreneurs. Moreover, the findings also show the significant relationship between Entrepreneurial Orientation and Entrepreneurial Intention with the p value of $0.0000 < 0.05$. Conversely, this result is not consistent with (Marques et al., 2012; Udding & Bose, 2012). However, the result might be due to the fact that the study was conducted at the faculty of science and respondents view at the time of responding. Gerba (2012) argued that students from business related fields have more intention to start business than other students. This is because they were taught on how to manage risk, be proactive, and be innovative and overall management of small businesses unlike the science students that were taught on theory basis without practical and no feasible motivation to back up the theory learnt.

On the other hand, there is a negative relationship between entrepreneurship education and entrepreneurial intention. This research supports the hypothesis with the negative relationship between entrepreneurial education and entrepreneurial intention. The results indicate a beta coefficient value of -0.2189 which suggest that the increase of entrepreneurship related education will lead to a lower students' intention to become entrepreneurs. Furthermore, the findings also indicate a significant as well as negative relationship between entrepreneurship education and intention to become entrepreneur with the p -value of $0.000 < 0.01$. Hence the present result justified and also supports the hypothesis.

Furthermore, this result is the outcome of the necessary training and skills supposed to be provided during the entrepreneurial classes. The education regarding entrepreneurship also does not assists the participants by preparing them to handle the future uncertainties, and also helping students to be the future entrepreneurs since they were students from faculty of sciences who were mainly taught theories without practical, regarding small business management, as well as risk management



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On the interacting effect, self-efficacy moderates the relationship between Entrepreneurship Education and Entrepreneurship Intention. This result supports and proves that self-efficacy moderates the relationship between entrepreneurship education and entrepreneurship intention. It indicates that the interaction terms representing Entrepreneurship Education and Entrepreneurship Intention by self-efficacy = -0.0975, $t = 1.4269$, $p > 0.05$) was statistically significant. Hence, Hypothesis 3 was fully supported.

Self-efficacy moderates the relationship between Entrepreneurship orientation and Entrepreneurship Intention. The current research supports the hypothesis that self-efficacy moderates the relationship between Entrepreneurship orientation and Entrepreneurship Intention. Moreover, the result shows that Self-Efficacy dampens the negative relationships that exist between entrepreneurship orientation and entrepreneurship intention that is the relationship is weaker (i.e. reduce negativity) for individuals with high self-efficacy than it is for individuals with low self-regulatory efficacy ($\beta = 0.19$, $t = 3.92$, $p < 0.01$).

5. Conclusion

The current study has offered additional evidence to the growing body of knowledge concerning the moderating role of self-efficacy on the relationship between entrepreneurship education, entrepreneurship orientation and entrepreneurship intention. Results from this study lend support to the key theoretical propositions. In particular, the current study has successfully answered all the research questions and objectives despite some of its limitations. Therefore, the study concludes that: The absorption of science graduate into self-employment is rather disappointing, although they have the least chance and narrow scope of employment among graduates.

Finally, this study has added valuable theoretical, practical, and methodological contributions to the growing body of knowledge in the field of business related, particularly Entrepreneurship development. This study employed only two variables (entrepreneurship education and entrepreneurship orientation) as antecedents of students' intention to start businesses and one moderating (self-efficacy) variable. Besides, there might be other variables which may lead to entrepreneurial intention of students. Thus, others should consider such variables and applied it to Nigerian undergraduate. Similarly, future studies should introduce mediating variable in the present framework, as this would further the understanding of student's intention to be self-employed.

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