

EFFECT OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURSHIP INTENTION AMONG NYSC MEMBERS IN NIGER STATE

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Abstract

Despite integrating entrepreneurship education into university curricula and the NYSC's SEAD program to foster entrepreneurial intention, Nigeria's unemployment rate continues to rise. This study examined the effects of entrepreneurship education on entrepreneurship intentions among NYSC members in Niger State. 2024 NYSC members of batch B stream 1 make up the research population. One thousand, six hundred (1600) NYSC members make up the study population, according to NYSC Secretariat in Niger State. Using the sample size formula of Slovens (1970), a sample size of three hundred and twenty (320) NYSC members were selected. These NYSC members were selected using the convenience non probability sampling technique. Multiple Regression and correlation analysis was used to analyzed the data collected through surveys. The results of the three hypotheses demonstrate that the institutional setting, content, and pedagogy of entrepreneurship education have a positive and significant impact on entrepreneurship intention among NYSC members in Niger State ($P = 0.000 < 0.05$). Therefore, the study concludes that among NYSC members in Niger State, entrepreneurship education significantly influences their propensity to pursue entrepreneurship. The study recommended that in order to improve entrepreneurial intention, SAED should incorporate specific entrepreneurial courses into its curriculum to develop entrepreneurial knowledge and skills, such as business planning, entrepreneurial finance, creativity and innovation, problem solving and decision making, critical thinking, and marketing.

Keywords: Entrepreneurship Education, Entrepreneurship Education Institutional Setting, Entrepreneurship Education Content, Entrepreneurship Education Pedagogy, Entrepreneurship Intention.

1.1 Introduction

Nigeria's university massification has led to a quadrupling of annual graduates, raising the percentage of unemployed graduates relative to other categories. In response to the growing unemployment rates among young people and recent graduates, Nigerian education planners mandated Entrepreneurship Education (Reuben, Chukwudi, Robert, MaryAnn, Chidiogo, and Onuobia, 2022). Scholars have recognized that entrepreneurial education can help reduce unemployment among recent graduates (Tizazu, 2016). One of the key determinants of entrepreneurial intention is entrepreneurship education (EE) (Paray & Kumar, 2020). Indeed, according to Hoang, Le, Tran, and Du (2020), EE is now a tool used by policymakers to promote entrepreneurship and boost people's intention to launch a firm. Elnadi and Gheith (2021) assert that entrepreneurial behavior develops from entrepreneurial intention, which is a difficult and prolonged process. In order to become an entrepreneur and launch and grow new projects or enterprises that can reduce graduate unemployment and underemployment, it is crucial to first cultivate entrepreneurial intention (EI). Nonetheless, one of the most prevalent issues in emerging nations is unemployment; in Nigeria, for example, the graduate unemployment rate was 5.3% in Q4 2022 (NLFS, 2023).

To solve the persistent issue of graduate unemployment, instruction stakeholders enacted legislation making entrepreneurship education mandatory for all higher schools in Nigeria. The National Youth Service Corps (NYSC) also created a policy requiring entrepreneurship education to be taught in all of its orientation camps nationwide. In 2012, the Nigerian Federal Government launched Skill Acquisition and Entrepreneurship Development (SAED) to tackle the issue of unemployment. The mandate of SAED is to collaborate with agencies and stakeholders, advance and influence policies related to youth empowerment, organize, inform, and train over 200,000 corps members every year, cultivate in them a sense of self-sufficiency concerning job creation and entrepreneurial endeavors, train the corps members, and, lastly, create policies that will bolster the programs (Umar, Okafor & Nweke, 2022). Through entrepreneurship education, young SAED program graduates are expected to launch their own companies and recruit employees following graduation.

Entrepreneurship education is the process by which an institution tries to impart knowledge to students in order to help them develop an entrepreneurial mindset, values, and ability to become autonomous, creative, and inventive people (Galloway and Brown, 2021). A person's attitude and competences toward entrepreneurship may be developed through entrepreneurship education (Boahemaah, Xin, Dobge & Pomegbe, 2020). According to Hahn et al., Lv, Chen, Sha, Wang, An & Chen (2021) entrepreneurship education is a type of practical education that develops a lot of creative talent with a foundational understanding of entrepreneurship and constantly adds fresh energy to the nation's innovation and entrepreneurship. EE is defined as any educational process or program that develops entrepreneurial attitudes and skills, including the development of certain human attributes (Mohammed, Nadeem, Umair, Elsadig & Alhassan, 2021).

Entrepreneurship is seen as essential in industrialized nations for improving job prospects, industry management, corporate management, and new product development business growth globally. According to published research, students who participate in entrepreneurship education programs seem to be more likely to develop an interest in entrepreneurship and launch enterprises of their own (Agbonna, 2022). Similar to this, insufficient resources for education, inept teachers, a lack of tools and resources for learning, and a negative attitude toward technical and vocational education can all have an impact on entrepreneurship education and potentially inspire entrepreneurial intent (Kulo, Agbogo, & Okudarie, 2017).

Bird (1988) introduced the concept of entrepreneurial intention, characterizing it as a psychological state that drives an individual to invest a substantial amount of time, effort, and focus on achieving a certain goal. "Entrepreneurial intention" describes an individual's personal desire to start their own business. It includes tendencies toward conduct as well as a mindset of "willingness to venture" (Hong, Ching-Hung & Yuanyuan, 2020). The desire and psychological preparation of a person to launch a new company is known as entrepreneurial intention (Esfandiar, Sharifi-Tehrani, Pratt & Altinay, 2019).

The most accurate indicator of behavior is intention (Ajzen, 1991). An individual's intentions reveal their readiness or plans to partake in a specific conduct. Accordingly, the prediction of actions is the ultimate goal of intentions (Mat, Sorayah, Noor, Merlyn, Hairul & Iklima, 2017). According to Yeboah, Kumi, and Jacob (2013), entrepreneurial intention is influenced by a variety of characteristics, including personality traits, perceived feasibility, age, culture, gender, religion, education, and training.

Furthermore, research study carried out by Boahemaah, Xin, Dobge & Pomegbe (2020); Mediany & Audi (2022); Yiran, Min, Xin & Jingyi (2022); Deng & Wang (2023); Wang, You, Wang, Wang, Lai & Su (2023); Fadli, Muchtar, & Qamariah (2018); Al Ghafri, F. & Malik, M. (2021); Agbonna (2022) and Arinze, (2019) on the effect of entrepreneurship education on entrepreneurship intention indicate a strong impact between the two variables. However, none of these study focused on NYSC members in Nigeria especially when the country is battling with high rate of graduate unemployment. Only research study carried out by Arinze (2019), focused on NYSC members in Nigeria, but not in Niger State. It is on this note that this research study is designed to examine the effect of entrepreneurship education on entrepreneurship intention among NYSC members in Niger State.

1.2 Statement of the Problem

Nigeria has attempted to reduce the rate of unemployment by including entrepreneurship education, which encourages entrepreneurial intention, into the curriculum of universities and the NYSC, but the rate of unemployment has continued to rise (Agbonna, 2022). In the second quarter of 2020, Nigeria's unemployment rate was 27.1%, meaning that around 21,764,614 (21.7 million) people in the country were jobless. The rate of underemployment and unemployment in

Nigeria is 28.6%. This represents the total number of jobless or underemployed Nigerians as of the second quarter of 2020. This may be seen in a report that the National Bureau of Statistics provided with unemployment figures.

When the NYSC SAED program was first implemented in 2012, the unemployment rate was 10.6%, with young unemployment coming in at 6.64% (NBS, 2019). Twelve years after the program's start, the overall unemployment rate was 13.% in the second quarter of 2024 according to data from the National Bureau of Statistics (NBS, 2024). This suggests that there might be a problem with the SAED program's conception or implementation. It is projected that the program will instruct some 200,000 corps members in entrepreneurship education each year (Umar, Okafor & Nweke, 2022).

Previous studies such as Otache, Edopkolor, Sani, and Umar (2024) employed a repeated-measures t-test and serial mediation analysis to study Entrepreneurship education and entrepreneurial intentions: Do entrepreneurial self-efficacy, alertness and opportunity recognition matter? The study, revealing that EE significantly enhances entrepreneurial self-efficacy, alertness, opportunity recognition, and EIs. Additionally, these three factors independently and collectively mediate the impact of EE on EIs. The study highlights their role as critical pathways through which EE fosters EIs, offering valuable insights for policymakers and higher education institutions. However, the research did not specify the time interval between the pretest and post-test, despite using a paired-sample t-test to assess changes in students' EIs after exposure to EE. The study also, did not perform normality test.

Boahemaah, Xin, Dobge, and Pomegbe (2020) examined explored how undergraduate students' intentions to start their own businesses were affected by entrepreneurship education. The study sample, consisting of 255 undergraduate agriculture science students from the College of Agriculture Education, Mampong - University of Education, Winneba, Ghana, was surveyed quantitatively. The findings showed that the two main elements that positively impact entrepreneurial inclinations are human characteristics and entrepreneurship education. Additionally, among undergraduate students, entrepreneurship education mitigates the impact of individual variables on their entrepreneurial interests. In conclusion, entrepreneurship education is crucial in preparing and advancing students' entrepreneurial knowledge and igniting undergraduate students' interest in entrepreneurship when applied to agriculture science students. Nevertheless, the researchers did not provide sampling technique they employed in their investigation and failed to perform normality test

Mediany and Audi (2022) used Multiple Linier Regressions to investigate the relationship between entrepreneurship education and students' intentions to become entrepreneurs. The study's findings indicates that entrepreneurship education significantly increases entrepreneurial intention, entrepreneurial self-efficacy significantly increases entrepreneurial intention, and entrepreneurial self-efficacy mediates the relationship between entrepreneurship education and entrepreneurial intention. However, the study failed to conduct collinearity test.

Yiran, Min, Xin and Jingyi (2022) used Multiple Linier Regressions to examine how entrepreneurship education affects college students' intentions to start their own businesses as well as the moderating roles that personality and family economic status have on this relationship. Based on the findings, college students' intents to start their own business are favorably impacted by entrepreneurship education; proactive personalities negatively moderate this connection, and family economic status positively moderates it. But the methodology for determining the study's sample size was not disclosed by the researchers.

Deng and Wang (2023) employ PLS-SEM to examine the impact of EE on students' EI across different demographic factors. Their findings indicate that EE significantly enhances EI, with a stronger effect on women, helping to reduce the gender gap in entrepreneurship. However, it widens the entrepreneurial aptitude gap between rural and urban students, as urban students benefit more. Additionally, EE is particularly effective in private colleges due to their application-focused approach. Notably, the study does not perform normality test.

In addition, research by Mediany & Audi (2022); Yiran, Min, Xin & Jingyi (2022); and Deng & Wang (2023) did not disclose the methodology utilized in determining the sample size for their studies. Similarly, Boahemaah, Xin, Dobge & Pomegbe (2020); Wang, You, Wang, Wang, Lai & Su (2023); and Al Ghafri, F. & Malik, M. (2021) did not disclose the methodology utilized in estimating the sampling technique for their studies. Likewise, Arinze (2019) study's scope is restricted to NYSC members in Anambra State, whereas Fadli, Muchtar & Qamariah (2018) and Agbonna (2022) similarly did not do any pre-regression tests to verify the normality of their data. To close this gap, this study investigates how entrepreneurship education affects entrepreneurship intention among NYSC members in Niger State.

1.3 Research Objectives

The main objective of this research is to examine the effect of entrepreneurship education on entrepreneurship intention among National Youth Service Corps (NYSC) members in Niger State. The specific objectives to be achieved are:

- i. To examine the effect of Entrepreneurship Education Institutional Setting on Entrepreneurship Intention among NYSC members in Niger State;
- ii. To investigate the effect of Entrepreneurship Education Content on Entrepreneurship Intention among NYSC members in Niger State; and
- iii. To assess the effect of Entrepreneurship Education Pedagogy on Entrepreneurship Intention among NYSC members in Niger State.

1.4 Research Hypotheses

The following null hypotheses shall guide the study:

H₀₁: Entrepreneurship Education Institutional Setting has no significant effect on Entrepreneurship Intention among NYSC members in Niger State.

H₀₂: Entrepreneurship Education Content has no significant impact on Entrepreneurship Intention among NYSC members in Niger State.

H₀₃: Entrepreneurship Education Pedagogy has no significant effect on Entrepreneurship Intention among NYSC members in Niger State.

2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

The Literature Review and Theoretical Framework section provides a comprehensive analysis of existing studies relevant to the research topic, identifying key themes, gaps, and contributions in the field. It explores foundational theories and conceptual models that underpin the study, offering a theoretical lens through which the research problem is examined. By synthesizing previous findings and theoretical perspectives, this section establishes the basis for the study's hypotheses and research framework.

2.1 Concept of Entrepreneurship Education

Entrepreneurship education is the process by which an institution tries to impart knowledge to students in order to help them develop an entrepreneurial mindset, values, and ability to become autonomous, creative, and inventive human beings (Galloway and Brown, 2021). A person's attitude and competences toward entrepreneurship may be developed through entrepreneurship education (Boahemaah, Xin, Dobge & Pomegbe, 2020).

Entrepreneurship education is a type of applied learning that develops a lot of creative talent with a foundational understanding of entrepreneurship and keeps adding fresh energy to the nation's innovation and entrepreneurship (Lv, Chen, Sha, Wang, An & Chen, 2021). Entrepreneurship education, according to Hahn, Minola, Bosio, and Cassia (2019), is a sort of experiential learning that fosters a great deal of creative talent with a fundamental grasp of entrepreneurship and continuously injects new life into the country's innovation and entrepreneurship.

Entrepreneurship education is one type of education that assists people in developing better attitudes and abilities toward business. A person's attitude is formed via entrepreneurship education to be driven, positive, and perceived as having entrepreneurial control (the ability to act), in addition to being motivated and enthusiastic about entrepreneurship. The knowledge and skills acquired will help the entrepreneur secure opportunities and acquire and oversee resources (Lucy, Li, Courage & Wisdom, 2020). This study operationalized definition of Entrepreneurship education is a structured learning process designed to develop students' entrepreneurial mindset, attitudes, and competencies through applied and experiential learning. It fosters creativity, innovation, and self-reliance by equipping individuals with the necessary knowledge, skills, and motivation to identify opportunities, manage resources, and engage in entrepreneurial activities.

2.1.1 Dimensions of Entrepreneurship Education

- i. **Entrepreneurship Education Institutional Setting:** according to Fayolle, (2013), the effectiveness of entrepreneurship education is significantly impacted by these institutional factors, as they determine how well programs can stimulate entrepreneurial skills among students. The institutional setting of entrepreneurship education encompasses the specific characteristics and resources within an educational institution that influence the design and delivery of entrepreneurship programs. These characteristics include the institution's culture, structures, mechanisms, and available resources, all of which play a critical role in fostering effective entrepreneurship education (Fayolle, Gailly, & Lassas-Clerc, 2006). For instance, the presence of business incubators, financial support initiatives, and dedicated spaces for entrepreneurial development are essential components of an institutional setting that supports student entrepreneurship (Jones et al., 2018). OECD (2015), The concept of Entrepreneurship Education Institutional Setting also known as the learning environment may be viewed via the lens of entrepreneurial environmental aspects, including instructors' professional attitudes and perceptions, physical and mental rooms, and collaboration with the surrounding community. Physical rooms include things like classrooms, school buildings, corporations, and the internet, among other things. The term "mental room" describes the subject matter, strategies, tactics, and environments that educators employ. This covers the nature of the tasks and whether they support and promote the initiative, responsibility, and creativity of the pupils. A learning environment is also shaped by the attitudes and perspectives of teachers toward information, learning theories, learning styles, and the ingenuity of pupils in their own learning process. Instructors understand how their attitudes and views about their work affect the learning environment that their students experience (Garba & Abubakar, 2019).
- ii. **Entrepreneurship Education Content:** Entrepreneurship education content encompasses the curriculum and instructional materials designed to equip learners with the knowledge, skills, and attitudes necessary for entrepreneurial success. This includes foundational concepts of entrepreneurship, opportunity recognition, business planning, financial literacy, marketing strategies, and the development of personal attributes such as creativity, resilience, and risk-taking. The aim is to foster an entrepreneurial mindset that enables individuals to identify opportunities, innovate, and effectively manage business ventures. According to Ereh, Ini, and Andelehe (2019), a well-structured entrepreneurship education curriculum with practical experiences can significantly enhance graduates' self-employment capabilities. The lessons and academic material taught in schools, as well as a particular course or program, are referred to as curriculum content. It is the information, abilities, and attitudes that educators convey in classrooms, in topics, or through extracurricular activities. The new concepts and activities that make up the curriculum may encourage the learning of new abilities. Students are required to gain these skills and information. The curriculum focuses on the what, why, and how of

teachings. These curricular components serve as the guide for creating and implementing entrepreneurial curricula. This need to be the foundational curriculum for all Nigerian students at all educational levels (Ereh, Anthony & Ikpo, 2019). According to Brown (2000), the materials for entrepreneurship education are included in the curriculum for both teaching and learning. Entrepreneurship education has its own curriculum, just like any other topic.

- iii. **Entrepreneurship Education Pedagogy:** refers to the instructional strategies and methods used to impart entrepreneurial knowledge, skills, and values to students. According to Nabi *et al.*, (2020), it focuses on active learning, problem-solving, and experiential activities that encourage creativity, critical thinking, and the practical application of entrepreneurial concepts. These pedagogical approaches often involve case studies, simulations, group projects, and interaction with entrepreneurs, enabling students to develop both theoretical knowledge and practical skills needed for entrepreneurial success (Jones & English, 2023). The goal is to create a learning environment that fosters entrepreneurial attitudes, motivates students to start businesses, and prepares them for the dynamic challenges of entrepreneurship (Gorman *et al.*, 2021). Pedagogy refers to the processes and practices or methods of teaching and learning, encompassing, among other things, overall educational purposes, values, and aims in communicating courses and subjects to the student (Rabi'u and Kibuuka, 2017). It includes knowledge about techniques or methods used in the classroom, the nature of the target audience and strategies for evaluating student understanding. A teacher with deep pedagogical knowledge understands how students construct knowledge and acquire skills and how they develop habits of mind and positive dispositions toward learning (Koehler & Mishra, 2009).

2.2 Concept of Entrepreneurship Intention

According to Ajzen (2020), entrepreneurial intention is an assumption that aims to reflect the motivating variables that impact actions, such as our willingness to attempt and our level of effort in that circumstance. "Entrepreneurial intention" describes an individual's personal desire to start their own business. It includes tendencies toward conduct as well as a mindset of "willingness to venture" (Hong, Ching-Hung & Yuanyuan, 2020).

According to Esfandiar, Sharifi-Tehrani, Pratt & Altinay (2019), entrepreneurial intention is the desire and psychological preparedness of an individual to launch a new company. When we talk about Entrepreneurship, we mean working for ourselves or starting a new business (either by acquiring an existing one or building a new one). EI, according to Mohammed, Ibrahim, Selamat, Ismail, and Kadir (2021) and Badri & Hachicha (2019), is the personal dedication to a new endeavor in addition to the research of information and other tools in order to develop a business. Wang, Sun, and Wu (2021) claim that people's goal to carry out thoughtful ideas or decisions is reflected in their entrepreneurial ambition. The urge to focus efforts and take proactive action as

an entrepreneur because it has been identified as a psychological-phenomena is known as entrepreneurial intention (Purwati, Hamzah & Suhermin, 2020).

Operational Definition of Entrepreneurial Intention (EI) for the Study is seen as an individual's psychological readiness, commitment, and desire to start or engage in entrepreneurial activities. It reflects a person's personal motivation to create a new business, either through starting from scratch or acquiring an existing one, and encompasses their willingness to take action, apply effort, and pursue entrepreneurial goals. EI is characterized by a mindset of proactive decision-making, goal setting, and focused actions toward entrepreneurship (Ajzen, 2020; Esfandiar et al., 2019; Hong et al., 2020; Mohammed et al., 2021; Purwati et al., 2020; Wang et al., 2021).

2.2.1 Determinants of Entrepreneurship Intention

According to Herdjiono, Puspa and Maulany (2017), the determinants of entrepreneurship intention are:

- i. **Family Environment:** It has been demonstrated that the family is the most important institution for fostering pupils' awareness of entrepreneurship. Family history has been found to be the most significant factor determining early socialization and, in turn, the formation of an entrepreneurial mindset. Parents who are entrepreneurs develop strong drive and the independent spirit of self-employment in their children from an early age (Matthews & Moser, 1995).
- ii. **Self-efficacy/ confidence:** Wood and Bandura (1989: 408) claim that the word "self-efficacy" originates in organizational research (Bandura, 1997). It is defined as having faith in one's ability to muster the will, mental tools, and actions required to meet certain demands in a given scenario. Wood & Bandura (1989) defined self-efficacy as the belief in one's own competence to begin and carry out the course of action necessary to achieve certain goals. It is a component of perceived behavioral control (Ajzen, 2002).
- iii. **Motivation:** An individual can be motivated by both internal and external stimuli (Chang, Eckman, & Yan, 2011). Entrepreneurship and intentions are linked in that an individual is more likely to pursue entrepreneurship if learning about it provides them a significant boost, such the opportunity to start their own business. According to Syam, Akib, Yunus, and Sitti Hasbiah (2018), they will see that their battle to transform themselves is growing more acute.
- iv. **Opportunity Identification (OI):** Opportunity identification is the capacity to recognize potential customers, seize opportunities, comprehend customer needs, and so on. During the process of generating company ideas, people come up with a variety of concepts that could turn into actual opportunities. According to Sampene, Li, Agyeman, Robert, Nicholas, Moses, and Salomon (2021), business ideas with the highest likelihood of success are selected for evaluation. Opportunities are generated by the aggregation of entrepreneurial goals and activities rather than by entrepreneurs themselves, claim Li, Murad, Ashraf, Syed, and Riaz (2020).

By synthesizing these four determinants - family environment, self-efficacy, motivation, and opportunity identification - this study creates a robust EI scale that comprehensively captures the various factors influencing entrepreneurial intentions. Each determinant contributes to an individual's readiness to engage in entrepreneurship, offering valuable insights into how entrepreneurial intentions develop and how they can be nurtured and strengthened. The combination of these factors provides a holistic understanding of what drives individuals to pursue entrepreneurial ventures and creates a foundation for further research and development of effective entrepreneurship education programs.

2.3 Review of Empirical Literature

Boahemaah, Xin, Dobge, and Pomegbe (2020) examined explored how undergraduate students' intentions to start their own businesses were affected by entrepreneurship education. The study sample, consisting of 255 undergraduate agriculture science students from the College of Agriculture Education, Mampong - University of Education, Winneba, Ghana, was surveyed quantitatively. The findings showed that the two main elements that positively impact entrepreneurial inclinations are human characteristics and entrepreneurship education. Additionally, among undergraduate students, entrepreneurship education mitigates the impact of individual variables on their entrepreneurial interests. In conclusion, entrepreneurship education is crucial in preparing and advancing students' entrepreneurial knowledge and igniting undergraduate students' interest in entrepreneurship when applied to agriculture science students. Nevertheless, the researchers did not provide sampling technique they employed in their investigation. By employing the convenience sample approach, this study closes the gap.

Mediany and Audi (2022) investigated the relationship between entrepreneurship education and students' intentions to become entrepreneurs; (2) understanding the relationship between entrepreneurship education and students' self-efficacy; (3) understanding the relationship between students' self-efficacy and their intentions to become entrepreneurs; and (4) identifying the relationship between entrepreneurship education and students' intentions to become entrepreneurs as mediated by self-efficacy. A quantitative technique combined with a descriptive analytical strategy was the research methodology employed. 356 Probolinggo City public high school students received questionnaires via an online survey. Kolmogorov-Smirnov, Multicollinierity, Heteroscedasticity, Simple, Multiple, and Multiple Linier Regressions, as well as the Sobel Test, are the analytical techniques employed in this work. The study's findings are demonstrated by the data, which indicate that entrepreneurship education significantly increases entrepreneurial intention, entrepreneurial self-efficacy significantly increases entrepreneurial intention, and entrepreneurial self-efficacy mediates the relationship between entrepreneurship education and entrepreneurial intention. The methodology utilized to determine the study's sample size was not disclosed by the researchers, though. By applying Slovin's sample size estimation approach, our study closes this gap.

Yiran, Min, Xin and Jingyi (2022) examine how entrepreneurship education affects college students' intentions to start their own businesses as well as the moderating roles that personality and family economic status have on this relationship. An analysis of 326 surveys using validated measures was conducted to test the hypotheses among a sample of Chinese college students in Tianjin. Based on the findings, college students' intents to start their own business are favorably impacted by entrepreneurship education; proactive personalities negatively moderate this connection, and family economic status positively moderates it. But the methodology for determining the study's sample size was not disclosed by the researchers. Through the use of Slovin's sample size estimate approach, this research closes this gap.

Deng and Wang (2023) assess how EE affects the EI of various college student groups based on factors such as gender, household registration, type of school, and poverty status. According to benchmark regression results, EE significantly raises students' EI. The following are the results of the heterogeneity analysis. EE first affects women's EI more significantly, which can narrow the gender gap in entrepreneurship. Second, the difference in entrepreneurial aptitude between students from both rural and urban areas will grow as EE is more successful in raising urban students' EI. Third, since private colleges tend to be application-focused, EE has raised the EI of students from these institutions. However, the researchers failed to state the method used in estimating the sample size for their study. This research close this gap by using Slovin's sample size estimation method.

Wang, You, Wang, Wang, Lai, and Su (2023) investigated how entrepreneurial self-efficacy affected entrepreneurial goals and the moderating effect of psychological capital. Sample data was gathered by distributing electronic questionnaires via the internet to students at a few Guangxi institutions. The 757 valid sample data points were tested using a structural equation model. The findings indicated that: (1) there are notable differences in the entrepreneurial intentions of college students based on gender and whether or not their family has a business; (2) entrepreneurship education significantly positively affects entrepreneurial intentions; (3) entrepreneurial self-efficacy fully mediates the relationship between entrepreneurial intention and self-efficacy; and (4) higher psychological capital can positively regulate the relationship between entrepreneurial self-efficacy and entrepreneurial intention. However, the researchers failed to disclose the sampling technique used for their study. This study closes the gap by using convenience sampling technique.

Fadli, Muchtar, and Qamariah (2018) examined the impact of entrepreneurship education on the intention to start a business. 4279 students from the University of Sumatera Utara's faculties of business, public health, and engineering who were enrolled in the 2015 and 2016 batches and had previously taken entrepreneurship courses. The findings indicate that entrepreneurship education significantly and favorably influences entrepreneurial intention. Generally speaking, enhancing entrepreneurship education should be the main goal in order to raise the intention to start a business. Nevertheless, prior to validating their assumptions, the researchers neglected to

determine whether their data were normal. Skewness and Kurtosis are used in this study to bridge the gap.

Al Ghafri, and Malik, (2021) examine how students at the University of Nizwa, the second-biggest university in the nation, feel about starting their own business after participating in entrepreneurship education, a national effort. A poll was conducted with the whole cohort (N=349) of students enrolled in the University of Nizwa's mandatory Entrepreneurship course (MNGT100) for the Fall 2019–2020 semester. The results demonstrate how entrepreneurial education might have a favorable impact on students' aspirations to pursue entrepreneurship. Strengthening and improving entrepreneurship education will further boost the students' entrepreneurial inclinations, hence the findings have significance for both academia and policy. But sampling technique the researchers employed for their investigation was kept a secret. Convenience sampling is used in this study to close the gap.

Agbonna (2022) examined the connection between undergraduate students' intentions to pursue entrepreneurship and their education in entrepreneurship at a few public and private colleges in Ogun State, Nigeria. For this study, a survey research design was used. 17,659 final-year students from public and private universities in Ogun State made up the study's population. Both random and stratified sampling strategies were used in the investigation. The "Entrepreneurship Education and students' Entrepreneurial intention" structured questionnaire, consisting of 2440 items, yielded a response rate of 76.92%. Cronbach's Alpha reliability coefficients for the main constructs were obtained, and the instrument was verified. The study's conclusion showed that there are statistically significant disparities in respondents' perceptions of entrepreneurial intention at public and private universities. [$F(1,1875) = 363.439 \pm F(1,1875) = 134.614, p < 0.05$]. Additionally, there was a noteworthy distinction between the entrepreneurial aspirations of students at certain public and private colleges in Ogun State and their education in the field of entrepreneurship. According to the study's findings, students in undergraduate programs in Ogun State, Nigeria, who attended public and private universities, had a beneficial impact on their intention to pursue entrepreneurship. The study suggested that in order to assist undergraduate students' entrepreneurial intention at universities, several elements should be implemented, including infrastructure, university support, suitable teaching strategies, and curriculum that supports students' entrepreneurial intention. But before putting their data to the test, the researchers neglected to check whether their data were normal. This study uses Kurtosis and Skewness to narrow the gap.

Arinze (2019) investigated the impact of entrepreneurship education on the intention of recent Nigerian college graduates to pursue entrepreneurial endeavors. The influence of four proxy independent factors on entrepreneurial intention—creativity, risk-taking, opportunity recognition, and innovation skill—was investigated. The research objectives guided the formulation of four research questions and hypotheses. In keeping with the investigation, pertinent literature was reviewed. Data from a sample of 361 National Youth Service Corps members who were sent to Anambra State during the 2017–2018 service year were gathered using the survey technique. In

order to evaluate performance and determine the significance of the link between the study's independent and dependent variables, multiple regression analysis was used to examine survey data. Four of the study's alternate hypotheses were approved. According to the study's conclusions, entrepreneurship education should be promoted by introducing Nigerian graduates to more real-world business concepts like taking calculated risks, seeing opportunities, and being creative.

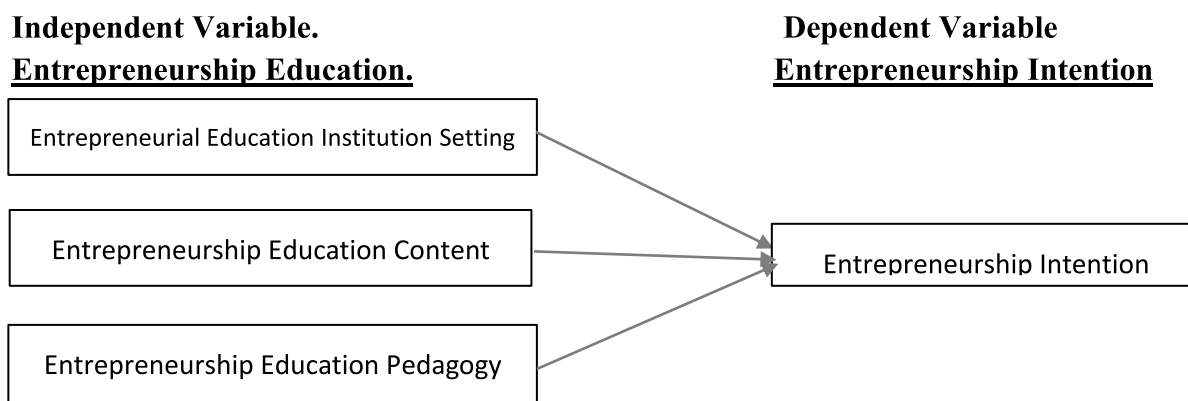
2.4 Theoretical Framework

The theoretical framework underpinning this study is the theory of planned behavior by Ajzen (1991). In order to study the intention to engage in entrepreneurial activity, Ajzen (1991) developed the theory of planned behavior (TPB). According to Ajzen (1991, 2011), the Theory of Planned Behavior (TPB) asserts that behavioral performance is contingent upon motivation (intention) and capacity (behavioral control). The intention to carry out the desired conduct is also the immediate preceding of behavior, according to the TPB; the greater the intention, the more probable it is that the desired behavior will materialize (Ajzen, 2020). Psychological entrepreneurial self-efficacy (ESE) (Porfirio et al., 2018).

As a result, entrepreneurship education for NYSC members plays a crucial role in bolstering their potential entrepreneurial beliefs, expanding their understanding of other factors influencing behavior, and potentially strengthening their attitudes by enhancing psychological traits like trust and risk aversion.

2.5 Conceptual Model

Fig. 2.1 above illustrates the relationships between proxies of entrepreneurship education and entrepreneurship intention, both directly and indirectly. The relationship suggests that a range of proxies of entrepreneurship education, such as entrepreneurship education content, entrepreneurship education institutional setting and entrepreneurship education pedagogy, have an effect on entrepreneurship intention.



Source: Researcher's Computation, 2024

Fig. 2.1: Relationship Between Entrepreneurship Education and Entrepreneurship Intention

3.1 Methodology

This study uses a quantitative research design based on surveys. Descriptive and inferential statistics can be used to analyze the quantitative data that the survey design gathers. The National Youth Service Corps (NYSC) members from the 2024 batch B stream 1 who have been deployed to Niger State made up the study population. One thousand six hundred (1600) NYSC members were sworn in at the orientation camp, according to the Niger State NYSC Secretariat. The NYSC members who took part in the orientation camp's Skills Acquisition and Entrepreneurship Development (SAED) program were the target population for the survey. Using Slovin's (1960) sample size calculation, 320 NYSC members were selected for the sample size selection. Convenience non-probability sampling was employed in the study to select respondents. The main instrument used to collect data was questionnaire. There were two sections to the questionnaire. While Section B concentrates on survey variables based on statements of a 5-point Likert scale, Section A concentrates on the biodata of the respondents. The entrepreneurship education institutional setting and entrepreneurship education content were adapted from the works of Fred, Sunday, Kelechi, Mercy, Adeshola, Emmanuel, Chibogu, and Temitope (2021) while entrepreneurship education pedagogy was adapted from the work of Rabi'u and Kibuuka (2017)—make up the independent variables (entrepreneurship education). The dependent variable also includes the intention to pursue entrepreneurship, which is adapted from the works of Sari, Widjaja, Heryadi, Satriadi, and Ausat (2022).

3.2 Research Instrument

The questionnaire items were assessed and face-validated by the supervisor to guarantee the validity of the study instrument. In order to evaluate the survey's reliability, 35 NYSC members in Niger State participated in a pilot project. The instrument's reliability was tested and retested using Cronbach alpha. The study's reliability was examined using the test-and-retest methodology. Cresswell (2003) states that a Cronbach alpha score of 0.70 or above is regarded as reliable. Consequently, the variables satisfy the reliability scale previously described, as seen in Table 1 below.

3.3 Operational Definition of the Study Variables

Table 3.2 Definitions of the Study Variables

S/N	Variable Name	Variable Type	Definition	Source
1	Entrepreneurial Intention (EI)	DV	Entrepreneurial intention refers to an individual's goal to start and manage a high-growth business in the future.	Abu Shriha, AL-Shboul, & Abaddi (2024)
2	Entrepreneurship Education	IV	Entrepreneurship education is a type of applied learning that develops a lot of creative talent with a	Lv, <i>et al.</i> , (2021)

			foundational understanding of entrepreneurship and keeps adding fresh energy to the nation's innovation and entrepreneurship.	
3	Entrepreneurship Education Institutional Setting (EEIS)	IV (Proxy)	The institutional setting of entrepreneurship education encompasses the specific characteristics and resources within an educational institution that influence the design and delivery of entrepreneurship programs.	Fayolle, (2013)
4	Entrepreneurship education content (EEC)	IV (Proxy)	Entrepreneurship education content encompasses the curriculum and instructional materials designed to equip learners with the knowledge, skills, and attitudes necessary for entrepreneurial success.	Ereh, <i>et al.</i> , (2019)
5	Entrepreneurship Education Pedagogy (EEP)	IV (Proxy)	it focuses on active learning, problem-solving, and experiential activities that encourage creativity, critical thinking, and the practical application of entrepreneurial concepts.	Nabi <i>et al.</i> , (2020),

Source: Researcher's computation

3.4 Reliability Test

The reliability test is a statistical procedure used to assess the consistency and stability of a measurement instrument or scale over time, ensuring that the results are dependable and can be replicated under similar conditions. Table 1 shows the study reliability test.

Table 1: Reliability Test

Variables	Number of Items	Reliability Value
Entrepreneurship Education Institutional Setting (EEIS)	4	0.711
Entrepreneurship Education Content (EEC)	4	0.896
Entrepreneurship Education Pedagogy (EEP)	4	0.733
Entrepreneurship Intention (EI)	6	0.798

Source: Researchers Computation

3.2 Method of Data Analysis

The data collected was analyzed using quantitative data analysis techniques. Numerical data was presented in tabular form using frequency tables and percentage analyses. The Statistical Package for Social Science (SPSS Version 23) was used to code, input, and analyze the questionnaire data. For every independent and dependent variable, correlations, means, and standard deviations were calculated. A regression model was then used to regress the intention to pursue entrepreneurship on the three independent variable. Additionally, multiple regression analysis (MRA) was used in the study. The description of the regression model was adapted from the work of Fred, Sunday, Kelechi, Mercy, Adeshola, Emmanuel, Chibogu, and Temitope (2021). However, the researchers regression model is presented below:

$$EI = \alpha + \beta_1 EEIS + \beta_2 EEC + \beta_3 EEP + e$$

Where:

α : Constant; EI= Entrepreneurship Intention; EEIS: Entrepreneurship Education Institutional Setting; EEC: Entrepreneurship Education Content; EEP: Entrepreneurship Education Pedagogy; e: Error Term

4.1 DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1.1 Normality Test

To make sure the data were collected in a normally distributed manner, the study used skewness and kurtosis to evaluate the distribution's normality. Hair, Black, Barbn, and Anderson (2010) state that for a data set to be well distributed, its skewness and kurtosis values should be between -2 and +2 and -7 and +7, respectively. Consequently, Table 2 below shows that the data meet the previously established assumptions.

Table 2: Normality Test using Kurtosis and Skewness

Variables	Skewness	Kurtosis	Decision
Entrepreneurship Education Institutional Setting (EEIS)	-0.047	-0.716	Normal
Entrepreneurship Education Content (EEC)	-0.625	-0.419	Normal
Entrepreneurship Education Pedagogy (EEP)	-0.600	-0.093	Normal
Entrepreneurship Intention (EI)	-0.147	-1.389	Normal

Source: Researchers Computation using SPSS

4.2 Correlations Test

Table 2 Correlations Test

		EEIS	EEC	EEP
EEIS	Pearson Correlation	1	.848 ^{**}	.752 ^{**}
	Sig. (2-tailed)		.000	.000
	N	315	315	315
EEC	Pearson Correlation	.848 ^{**}	1	.664 ^{**}
	Sig. (2-tailed)	.000		.000
	N	315	315	315
EEP	Pearson Correlation	.752 ^{**}	.664 ^{**}	1
	Sig. (2-tailed)	.000	.000	
	N	315	315	315

The aforementioned matrix reveals a positive linear relationship between entrepreneurship education institutional setting (EEIS), entrepreneurship education content (EEC), entrepreneurship education pedagogy (EEP), and entrepreneurship intention (EI). Specifically, EEIS shows strong positive correlations with EEC (.848) and EEP (.752), while EEC has a notable positive relationship with EEP (.664). All correlations are significant at the 0.01 level. Additionally, the correlations indicate that entrepreneurship education institutional setting, content, and pedagogy are significantly associated with entrepreneurship intention, with correlation values of .848, .752, and .664, respectively. These results suggest a strong, positive connection between the dimensions of entrepreneurship education and entrepreneurial intention.

4.3 Test of Hypotheses

H₀: Entrepreneurship Education has no significant effect on Entrepreneurship Intention among NYSC members in Niger State.

Table 4: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.853 ^a	.809	.808	1.525	.191

a. Predictors: (Constant), EEP, EEIS, EEC

b. Dependent Variable: EI

The correlation between entrepreneurship education and entrepreneurial intention is 85.3%, according to the R value of 0.853. Additionally, the R Square value of 0.809 shows that over 80% of the variability of the dependent variable (entrepreneurship intention) can be explained by the independent variable (entrepreneurship education proxies).

Table 5: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7192.718	3	2397.573	1031.371	.000 ^b
	Residual	722.965	311	2.325		
	Total	7915.683	314			

a. Dependent Variable: EI

b. Predictors: (Constant), EEP, EEIS, EEC

The F value of 1031.371 and P value of 0.000 in Table 5 demonstrate that the model is statistically significant. Consequently, differences in the dependent variable of entrepreneurial intention are reflected in differences in the independent variables of entrepreneurship education pedagogy, content, and institutional context.

Table 6: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Tolerance	VIF
1 (Constant)	6.611	.532		12.418	.000	5.564	7.659		
EEIS	.647	.095	.411	6.812	.000	.460	.833	.581	2.375

EEC	.442	.107	.288	4.138	.000	.232	.652	.761	6.454
EEP	.349	.094	.270	3.704	.000	.164	.535	.355	8.060

a. Dependent Variable: EI

The multiple linear regression findings used to evaluate the assumptions are shown in Table 6.

The first hypothesis state that entrepreneurship education institutional setting has no significant effect on NYSC graduates entrepreneurial intention in Niger state. The result in table 6 shows that the coefficient of entrepreneurship education institutional setting is .647, t-statistic value of 6.812 and a p-value of .000. This means that for every additional unit increase in entrepreneurship education institutional setting, there will be a corresponding .647 units in entrepreneurial intention among NYSC graduates in Niger state. With this finding, it implies that entrepreneurship education institutional setting has significant effect on NYSC graduates entrepreneurial intention in Niger state.

The second hypothesis state that entrepreneurship education content has no significant effect on NYSC graduates entrepreneurial intention in Niger state. The result in table 6 shows that the coefficient of entrepreneurship education content is .442, t-statistic value of 4.138 and a p-value of .000. This means that for every additional 1 unit increase in entrepreneurship education content, there will be a corresponding .442 units in entrepreneurial intention among NYSC graduates in Niger state. With this finding, it implies that entrepreneurship education content has significant effect on NYSC graduates entrepreneurial intention in Niger state.

The third hypothesis state that entrepreneurship education pedagogy has no significant effect on NYSC graduates entrepreneurial intention in Niger state. The result in table 6 shows that the coefficient of entrepreneurship education pedagogy is .349, t-statistic value of 3.704 and a p-value of .000. This means that for every additional 1 unit increase in entrepreneurship education pedagogy, there will be a corresponding .349 units in entrepreneurial intention among NYSC graduates in Niger state. With this finding, it implies that entrepreneurship education pedagogy has significant effect on NYSC graduates entrepreneurial intention in Niger state.

Finally, Table 6 shows that the predictors' tolerance and VIF values satisfy the requirements for non-multicollinearity. This is because a VIF value below 10 and a tolerance value over 0.1 suggest that multicollinearity among the study's predictors is absent (Pallant, 2001 and Hair *et al.*, 2014).

4.4 Discussion of Findings

The first hypothesis posits that the entrepreneurship education institutional setting has no significant effect on NYSC graduates' entrepreneurial intention in Niger State. However, the results of the study reveal a significant impact of the entrepreneurship education institutional setting on the entrepreneurial intentions of NYSC graduates. This finding underscores the critical role that the environment in which entrepreneurship education is provided plays in shaping the

entrepreneurial aspirations of graduates. Specifically, it suggests that factors such as the quality of teaching, available resources, institutional support systems, and the overall learning atmosphere have a direct influence on graduates' motivation to pursue entrepreneurial ventures. The significance of this relationship indicates that a well-structured and supportive educational setting can enhance the entrepreneurial mindset and intention of students, thereby influencing their decision to engage in entrepreneurial activities after completing their National Youth Service Corps program. This finding highlights the need for further strengthening the institutional framework for entrepreneurship education to foster a greater number of entrepreneurs in Niger State.

The second hypothesis posits that entrepreneurship education content has no significant effect on NYSC graduates' entrepreneurial intention in Niger State. However, the findings of the study reveal a significant effect of entrepreneurship education content on the entrepreneurial intentions of NYSC graduates. This indicates that the type of content delivered during entrepreneurship education plays a pivotal role in shaping the graduates' motivation to pursue entrepreneurial activities. Specifically, the curriculum, topics covered, practical applications, and the relevance of the content to real-world entrepreneurial challenges can significantly influence how graduates perceive and engage with entrepreneurship. The significant effect of entrepreneurship education content on entrepreneurial intention highlights the importance of tailoring educational content to meet the needs and aspirations of students, fostering creativity, innovation, and problem-solving skills that can ultimately drive graduates to consider entrepreneurship as a viable career path. This finding calls for a reassessment and potential enhancement of entrepreneurship education content in order to better support graduates in their entrepreneurial endeavours in Niger State.

The third hypothesis posits that entrepreneurship education pedagogy has no significant effect on NYSC graduates' entrepreneurial intention in Niger State. However, the study's findings indicate that entrepreneurship education pedagogy does indeed have a significant impact on the entrepreneurial intentions of NYSC graduates. This suggests that the teaching methods, instructional strategies, and learning approaches used in entrepreneurship education play a crucial role in shaping graduates' entrepreneurial motivations. Effective pedagogical practices, such as experiential learning, case studies, project-based learning, and interactive teaching techniques, can enhance students' understanding of entrepreneurship and boost their confidence in pursuing entrepreneurial ventures. The significant effect of entrepreneurship education pedagogy on entrepreneurial intention emphasizes the importance of adopting pedagogical approaches that engage students actively and prepare them for real-world entrepreneurial challenges. This finding highlights the need for educational institutions in Niger State to focus on improving teaching strategies in entrepreneurship education to better equip graduates with the necessary skills, knowledge, and mindset to pursue successful entrepreneurial careers.

5.1 Conclusion and Recommendations

The research methodology used in this study was survey-based. The instrument utilized was a structured questionnaire with a 5-point Likert scale for measurement. The information gathered from surveys was examined using correlation analysis and multiple regression. According to the results of the correlation, among NYSC members in Niger State, entrepreneurship intention is positively and significantly correlated with entrepreneurship education (including its institutional setting, content, and pedagogy). The results of the three hypotheses demonstrate that the institutional setting, content, and pedagogy of entrepreneurship education have a positive and significant impact on the intention of NYSC members in Niger State to pursue entrepreneurship ($P = 0.000 < 0.05$). Therefore, the study concludes that among NYSC participants in Niger State, entrepreneurship education significantly influences their propensity to pursue entrepreneurship.

However, the following recommendations were put forward:

- i. Instructors of entrepreneurship should make sure to use their knowledge and expertise to inspire students' dedication to learning about entrepreneurship, with a focus on entrepreneurship development.
- ii. To increase the country's youth's entrepreneurial motivation, SAED's administration must actively market their entrepreneurship assistance programs. Along with putting a strong emphasis on business qualities like leadership and entrepreneurship, they should also create courses that will be more experiential than primarily academic.
- iii. In order to improve entrepreneurial intention, SAED should incorporate specific entrepreneurial courses into its curriculum to develop entrepreneurial knowledge and skills, such as business planning, entrepreneurial finance, creativity and innovation, problem solving and decision making, critical thinking, and marketing.

5.2 Suggestion for Further Study

Based on the findings of this study, the following suggestions for further research can be made:

- i. **Investigating the Impact of Entrepreneurship Education on Long-Term Entrepreneurial Success:** Future studies could explore how the significant effects of entrepreneurship education institutional setting, content, and pedagogy influence the long-term success and sustainability of businesses started by NYSC graduates. This would help understand whether the entrepreneurial intentions developed during the education process translate into actual business outcomes and lasting entrepreneurial ventures.
- ii. **Comparative Analysis of Entrepreneurship Education in Different Regions:** Given the focus on Niger State in this study, future research could conduct a comparative analysis of entrepreneurship education and its effects on entrepreneurial intention in other states or regions of Nigeria. This would provide a broader understanding of the regional differences in how institutional setting, content, and pedagogy influence graduates' entrepreneurial intentions across diverse educational environments.

- iii. **Examining the Role of Post-Education Support Systems:** While this study focused on the effects of entrepreneurship education, future research could investigate the role of post-education support systems, such as mentorship, access to funding, and networking opportunities, in influencing the entrepreneurial intentions and success of NYSC graduates. Understanding these external factors could help refine entrepreneurship education programs to provide better resources and support for aspiring entrepreneurs.

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