

Entrepreneurial Intention among Business and Counseling Students in Lagos State University Sandwich Programme

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Abstract

This study investigates the impact of entrepreneurship education courses and career guidance which students are exposed to on their entrepreneurial intention and finally compare which of the course of study really develop entrepreneurial intention among the business and counseling students. Two hundred and six (206) graduating students from Departments of Guidance and Counseling and Business Education of Lagos State University, Sandwich programme were randomly selected for the study using an adapted Questionnaire titled "Entrepreneurial Intention Questionnaire (EIQ) used by Linan, (2006) based on the theory of planned behaviour approach developed by Ajzen (1991) as instrument. The findings revealed that the knowledge and skills derived from the two courses has impact on entrepreneurship intention of the respondents. However, the Counseling students show stronger entrepreneurship intention than their Business counterpart. The career guidance facilitates development of intention to become entrepreneur among Counseling students more than entrepreneurial courses has done for Business students. Nigerian students especially Business student should be exposed to career guidance to build entrepreneurship intentions. Greater efforts should be placed in enhancing the attractiveness of entrepreneurship within the educational system thorough functional vocational career guidance.

Keywords: Business Education, Entrepreneurship Education, Entrepreneurial Intention, Guidance and Counseling, Sandwich programme, Nigeria.

1. Introduction

There seem to be growing interest in entrepreneurship and entrepreneurship education all over the world. The concept of entrepreneurship has attracted policy makers, academics, industrialists, economists, university students. This is evidenced in the scores of seminars, conferences and workshop being organized at international, regional and national levels with the emphasis on the need to sensitize individuals, societies, and countries to embark on entrepreneurship. The main reason for this is that entrepreneurship is regarded as one of the best economic development strategies to develop country's economic growth and sustain the country's competitiveness in facing the increasing trends of globalization (Schaper and Volery 2004; Matley and Westhead 2005). Another reason for the growing interest in entrepreneurship include the growing rate of unemployment and poverty that becomes obvious after the economic depression of the early 1980's; the recession in the agricultural market and the realization of the ability of small medium sized enterprises to create wide-spread employment opportunities thereby militating against unemployment and poverty (Alarape, 2008). Entrepreneurship is rapidly gaining prominence worldwide because of its positive effects it has on many countries as a catalyst that creates wealth and the generation of job opportunities (Postigo and Tomborini 2002; Othman, Ghazali et al 2005; Gorol and Atsan 2006). As a matter of fact, entrepreneurship is a major engine driving the nation's economic growth, innovation and competitiveness (Scarborough and Zimmerer 2003; Kuratko and Hodgetts 2004). In recent times, most studies have shown there is a positive relationship between entrepreneurship and economic growth in terms of job creation, firm survival and technological change (Gorman, Hanlon et al 1997; Lena and Wong 2003; Karanassios et al. 2006). Theoretical and empirical investigations have emphasized the crucial roles that technological innovation and entrepreneurship play in hastening the development of today's industrialized nations. Akpomi (2009) opines that these types of investigation are now seen as crucial to the development of the third world, and they are accordingly, recognized as important components of technology policy and indigenous socio-economic planning. According to her, the present emphasis on indigenous technical innovation and entrepreneurship stems from the failure of past

attempts to stimulate third world development by borrowing or transferring advanced technology from developed nations.

The emergence of entrepreneurial drive in Nigeria could be attributed to political instability and poor implementation of socio-economic policies of successive government which led to the problem of high level of unemployment in Nigeria. To be specific, in the mid 80s, the Nigerian economy collapsed while youth and graduate unemployment assumed an unprecedented dimension. There was massive layoff of workers and early retirements as a result of glut in the world's petroleum market and the badly implemented Structural Adjustment Programmes (SAP). This became a catalyst for declining productivity rather than providing sustenance to the industries that were already downsizing or folding up. In a bid to rescue the economy from total collapse, and to combat poverty and unemployment, the Federal Government of Nigeria with the technical assistance of multi-lateral institutions like United Nations Industrial Development Organization (UNIDO), United Nations Development Programmes (UNDP) and International Labour Organization (ILO) and the Co-operation of the Organized Private Sector (OPS) implemented some entrepreneurship development programmes. Some of these entrepreneurship programmes started in the late 80s. Among these programmes were "Work-For-Your-Self programmes" implemented across Nigeria between 1987 and 1991; the Start-and-Improve-Your-Business programme introduced in 1994 and the Work-Improvement-for-Small-Enterprise (WISE) programme in 1997. However, all these efforts could not yield fruitful effort because these short-term entrepreneurial training were grossly inadequate to provide the required entrepreneurial training for the general millions of unemployed youths. The failure of short-term entrepreneurial training led to the consideration of introducing entrepreneurship education into the Nigerian educational system. Universities and colleges in Nigeria have started to offer entrepreneurship as a course in most Business studies programme, both at the first degree as well as master levels where the students took up courses on entrepreneurship or related subjects.

Scholars have identified education and training as one of these factors (Adenipekun 2004; Uwameiye and uwameiye 2006; Meittinen 2006). Li (2006) argued that education influences young people's aspirations toward entrepreneurship and advocate the need to understand the predictors of entrepreneurial intention in order to better nurture potential entrepreneurs during their university years.

Beside education, individuals who want to be entrepreneurs can also distinguish themselves from others by intentionally sourcing their own resources required for the success of the enterprise (Bird and Jelinek, 1988). According to Izedonmi and Okafor (2010) intentionality therefore acts as a force that propels entrepreneurial actions and behavior. It gives direction to someone's attention and determines experience one gets in life (Krueger, 2005). The research work of Assagioli (1973); Miller et al. (1960) threw more light on how intentions form someone behavior

Despite the career guidance and exposure to entrepreneurship education in Nigerian Universities, many graduates still find it difficult to be gainfully employed for a long time after graduation. The Vocational guidance and Entrepreneurship education the students are exposed to all along their studentship on campus seems not to be a panacea to unemployment. There is need to find out whether the vocational guidance really stir the Counseling student towards entrepreneurial involvement. It is also necessary to find out whether Business Education student really develop the entrepreneurial intention prior to their course, during or after the exposure to Entrepreneurship Education courses. There is also need to find out the effectiveness of the entrepreneurship education courses and career guidance the students are exposed to and finally compare which of the course of study really develop entrepreneurial intention among the two Departments under consideration.

The thrust of this study, therefore, was to test the following hypothesis 1-3 separately for the two samples, thereafter hypothesis 4

- H1. There is a relationship between personal attitude and the entrepreneurship intention.
- H2. There is a relationship between subjective norms and intention toward entrepreneurship.
- H3. There is a relationship between perceived behaviour control and intention toward entrepreneurship.
- H4. There is a difference in the entrepreneurial intention between students in the Department of Business and Guidance and Counseling Department.

2. Conceptual and Theoretical Framework

2.1 Concept of Entrepreneurship Education

Omelayo (2006) explains that entrepreneurship is the act of starting a company, arranging business deals and taking risks in order to make a profit through the education skills acquired. Another explanation of

entrepreneurship education is the ability to generate innovative ideals and transform them to profitable activities. It can be seen as the process of bringing together creative and innovative and coupling these with management and organizational skills in order to combine people, money and resources to meet an identified need and create wealth. Supporting the same view, Nwangwu (2007) is of opinion that entrepreneurship is a process of bringing together the factors of production, which include; land, labour and capital so as to provide a product or service for public consumption.

Paul (2005) stresses that Entrepreneurship Education is structured to achieve the following objectives;

- To offer functional education for the youth that will enable them to be self-employed and self-reliant
- Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
- To serve as a catalyst for economic growth and development.
- Offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.
- To reduce high rate of poverty.
- Create employment generation.
- Reduction in rural-urban migration.
- Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.
- To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
- Create smooth transition from traditional to a modern industrial economy.

Previous studies have shown that entrepreneurial intentions are central to understanding the entrepreneurship process due to the fact that they form the underpinnings of new establishments. Since, entrepreneurship occurs over time, entrepreneurial intentions may then be considered as the primary steps in an evolutionary trend of the entrepreneurship.

Understanding factors related to entrepreneurial intention is pivotal since intentions are reliable predictors of entrepreneurial action. The relationship between intention and action is explained by Ajzen social psychological theory of planned behaviour. This model seems to be the most comprehensive of all these models of action. In this model, intentions are pivotal as key predictors of behavior and mediators of attitudes towards the commencement of a business, subjective norms and perceived self-efficacy.

Entrepreneurial intention is an important first step in the entrepreneurship process. In social psychology, intention is considered as the most immediate and important antecedent of behavior. Intention is then a strong predictor of entrepreneurial activity. Entrepreneurial intention is one's willingness in undertaking entrepreneurial activity, or in other words become self employed. It often involves inner guts, ambition and the feeling to stand on one's feet (Gulruh et al. 2010).

2.2. *Entrepreneurial Intention*

Entrepreneurial intention deals with the inclination of a person to start an entrepreneurial activity in the future (Davidson, 1995). It is a major determinant of the action of new venture creation moderated by exogenous variables such as; family background, position in one's family, parent(s) occupation, education and training (Bird and Jelinek, 1988). Krueger (2005) identified perceived desirability and feasibility as two other critical antecedents of entrepreneurial intentions. Considering the relationship between entrepreneurial intentions and entrepreneurial actions, authorities in the field of entrepreneurship such as Shapero and Sokol (1982); Carsrud and Johnson (1988) stressed two broad categories of factors that could determine entrepreneurial intention; individuals and environment. According to them, an individual with entrepreneurial characteristics, abilities, and perceptions must find himself or herself in an environment conducive for entrepreneurial activities.

The driving force to become an entrepreneur may be plausibly considered as voluntary and conscious (Krueger et al, 2000). Therefore, it seems imperative to examine how decision is taken. There are several reasons why individual chooses to be self-employed. Some of the reasons are enumerated below;

- Desire to have economic freedom: Some choose to be self-employed on the basis of economic opportunity; to receive compensation based on merit.
- Desire to be autonomy: The desire to be free from being subservient to others, to be independent, to be

one's own boss could be the reason for developing entrepreneurial intention.

- Desire to exert authority, to have power and to make decision may have gingered some people to embark on entrepreneurship exploits.
- Self-actualization: The desire to be self-actualized, to realize one's dreams, to create something, to take advantage of his creative needs could also be the reason for developing entrepreneurial intention.

2.3 *Theoretical Framework*

Ajzen (1991) defined the theory of Planned Behaviour with the premise that much human behavior is planned and is therefore preceded by intention toward that behavior. The theory assumes intention as the immediate antecedent of behavior. Consequently, the model stresses that three key attitudes predict intention. The first attitude is towards the act. This attitude is based on the perception of the person of what he/she might think of as a desirable outcome. If someone expects that the outcome of the act is getting him or her in a better position, it will be more likely that he/she will perform the act. The second attitude is that of the subjective norm. The subjective norm reflects the extra personal influence on the decision-maker. If the people that are close to the individuals expect or respect that he/she will do the act, it is more likely he/she will do so. The third factor is the perception of the behavioural control. The extent to which someone perceives the act as feasible, it is more likely that he/she will execute it. Scholten, et al. (2004) consequently explained the three key attitudes as predictor for the intention towards entrepreneurship as follows;

2.3.1 Personal Attitude

Attitude toward entrepreneurship includes beliefs about the likely outcomes of starting a new company and the evaluations of these outcomes. Personal Attitude refers to the degree to which the individual holds a positive or negative personal valuation about being an entrepreneur (Ajzen 2001; Autio et al. 2001; Kolvereid, 1996b). It includes not only affective (I like it, it is attractive), but also evaluative considerations (it has advantages).

2.3.1 Subjective Norm

This measures the perceived social pressure to carry out—or not to carry out entrepreneurial behaviors. In particular, it would refer to the perception that “reference people” would approve of the decision to become an entrepreneur, or not (Ajzen, 2001). Image of entrepreneurship is the subjective norm that includes beliefs about the normative expectations of others and motivation to comply with these expectations.

2.3.3 Perceived Behaviourial Control

Perceived behavioural control (PBC) is defined as the perception of the ease or difficulty of becoming an entrepreneur. It refers to the sense of capacity regarding the fulfillment of firm-creation behaviors. PBC would include not only the feeling of being able, but also the perception about controllability of the behavior, beliefs about the greater the perceived control, the stronger the person's intention toward entrepreneurship is expected to be. As a rule, the more favourable the attitude and subjective norm, the greater the perceived control, the stronger the person's intention toward entrepreneurship is expected to be.

3. The Methodology and Model

The research design used was a descriptive design. Two hundred (206) graduating students from Departments of Guidance and Counseling and Business Education of Lagos State University, Sandwich students were randomly selected, using an adapted Questionnaire titled “Entrepreneurial Intention Questionnaire (EIQ) used by Linan (2006). based on the theory of planned behaviour approach developed by Ajzen (1991). EIQ used five-point likert scale to measure the level of agreement or disagreement regarding the component of the theory of planned behavior with the rating scale range from 1 as “strongly agree” to 5 as “strongly disagree”.

The level of reliability of the instrument that is the consistency of the variables is checked with the Cronbach's alpha statistics. Cronbach's alpha is an index of reliability associated with the variation accounted for by the true score of the “underlying construct” (Nunnally, 1978). Cronbach's Alpha's can only be measured for variables which have more than one measurement question.

For scales which are used as research tools to compare groups, Cronbach's alpha may be less than in the clinical situation, when the value of the scale for an individual is of interest. Table 1 displays the Cronbach's alpha value. The Cronbach's alpha's value vary from 0.714 to 0.916. McKinley et al. (1997) state that, for comparing groups, Cronbach's alpha values of 0.7 to 0.8 are regarded as satisfactory, though lower thresholds are sometimes used in literature. Nunnally (1978) has stated that 0.5 is a sufficient value, while 0.7 is a more reasonable Cronbach's alpha.

4. Empirical Results

4.1 Descriptive statistics

Table 2 shows that a total of 206 questionnaires were collected from the respondents in both Departments. 108 questionnaires were distributed to Business students and 98 questionnaires were distributed to Guidance and Counseling students. The variables consist of four interrelated elements to entrepreneurship intention (EI), which are Personal Attitude (PATT), Subjective Norms (SUBNOR), and Perceived Behavior Control (PBC). The descriptive analysis of the independent and dependent variable was conducted to obtain mean values; where the mean for EI is 14.65 which show much favorable intention toward entrepreneurship. However, from the descriptive analysis it is stated that PBC has the highest mean value that is 17.86 compare to the rest of the mean values where PATT has the mean value of 10.32, and SUBNOR has the lowest mean value which is 9.97 (Table 3). Considering the scale used, where “1” is for Strongly Agreed, the lower the mean value the more favourable the result, hence, SUBNOR show the highest favourable subjective norms

4.2 Correlation Matrix Analysis

4.2.1 Correlations for business student

To test the stated hypothesis H1-H3, a correlation analysis was conducted to determine the relationship between the variables using Pearson Product-Moment correlation coefficient at the significance level of $p < .01$ and $p < .05$. A "correlation coefficient" is a value that indicates whether there is a linear relationship between two variables. The absolute value of the correlation coefficient will be in the range 0 to 1. A value of 0 indicates that there is no relationship whereas a value of 1 indicates that there is a perfect correlation and the two variables vary together.

Table 4 below presents the result from Business Department sample which shows positive and significant relationship between independent variables PATT, SUBNOR and PBC and EI at different significant level. There is positive and significant relationship between personal attitude and entrepreneurship intention ($r = .240$) at 5% significant level. The result supports hypothesis 1 that there is a relationship, though weak in strength, between personal attitude and entrepreneurship intention. The higher the personal attitude of business students to entrepreneurship, the higher their intention toward entrepreneurship. Those who have favorable attitudes being entrepreneurs tend to show a higher intention to be involved in entrepreneurship after graduating.

The hypothesis H1 was upheld as the subjective norms also shows a positive and significant relationship with the entrepreneurship intention, ($r = .418$, $p < .01$), whereby as the perception of family and friends approve of their decision to become entrepreneur increases, they will tend to show a higher intention to be involved in entrepreneurship after graduating.

The analysis further shows that there is a positive and significant relationship between the perceived behavior control and the entrepreneurship intention ($r = .674$, $p < .01$). This infers that as the perception of control for developing a new business increase, the intention to be involved in entrepreneurship after graduating tend to be higher. This finding supports hypothesis 3. It is found that the strength of the relationship is quite high ($r = .674$) which suggest a strong correlation between the sense of being able to control the related behavior in entrepreneurship to the intention of actually being involved in entrepreneurship.

4.2.2 Correlations for Guidance and Counseling student

The analysis for the Guidance and Counseling Department sample shows that there is a positive and significant relationship between the perceived behavior control and the entrepreneurship intention only ($r = .237$,) at 5% level of significance as shown on Table 4 while personal attitude and subjective norms relationships are not significant. This result is difference from Business Department's results. The finding supports hypothesis 3 for Guidance and Counseling Department but not hypothesis 1 and 2.

4.3 Independent Samples Test

The Entrepreneurship Intention between business and Counseling students was analysis using independent sample test. Table 5 shows result from the Levene's test which enable the interpretation to be made that there is a difference in entrepreneurship intention between the Business Department and Guidance and Counseling Department students. The mean score of EI from the Business Department sample is 15.75 which is higher compared to that for Guidance and Counseling Department sample which is 13.43 and by implication Guidance and Counseling Department mean score is stronger than that of Business Department, since strongly agreed score is '1' and strongly disagreed is '5' in our instrument.

4.4 Multiple Regressions

Prior to conducting the regression analysis, the researcher inspected the collinearity statistics to ensure that there

was no violation of the assumption underlying the use of regression analysis as regards the existence of multicollinearity among the independent variables. The Tolerance was high and the Variance Inflation Factor (VIF) was low for both personal attitude and entrepreneurial intention (Tolerance = 0.713, VIF = 1.403) and perceived behavior control and entrepreneurial intention (Tolerance = 0.712, VIF = 1.402) while The Tolerance was above average and the Variance Inflation Factor (VIF) was relatively low for both subjective norm and entrepreneurial intention (Tolerance = 0.559, VIF = 1.789) indicating that there were no multicollinearity problems among the independent variables in the data. Therefore, the regression analysis was conducted to determine the contribution of the independent variables to the variance in the dependent variable. The R square value indicated that 31.5% of the variance in EI was explained by the contributions of PATT, SUBNOR and PBC (refer to table 6). Multiple regression analysis helps us understand how much on the variance in the dependent variable is explained by a set of predictors.

Regression-coefficient is an extension of bivariate correlation. Personal attitude only explain 2.6% of the variance in the intention toward entrepreneurship, while subjective norms explain -7.2% at an inverse relationship and perceived behavior control 59%. The perceived behavior control explained the most variance in intention towards entrepreneurship and significant at t-value of 8.54 (See Table 7).

5. Summary and Conclusion

The exposure to entrepreneurship courses and career guidance has implication to the development of the attitude and intention. The career guidance facilitates acceptance and support of intention to become entrepreneur among Counseling students more than entrepreneurial courses has done for Business students. The knowledge and skills derived from such two courses lead to the perceived of behavior control in entrepreneurship. From the regression analysis, PBC variable contributes the most to the variance in entrepreneurship intention where PATT and SUBNOR contribution is highly negligible to the variance in the entrepreneurship intention. However, SUBNOR is inversely related to EI

Liñán and Rodríguez, (2004) opined that studies on entrepreneurship intention leads to better understanding of what it takes to influence the attitude toward behavior, subjective norm and perceived control over behaviour related to entrepreneurship development. Going by the findings of this study, the impact of career guidance on entrepreneurship intentions of the Guidance and Counseling students is more when compared to entrepreneurship education impact on Business students' entrepreneurship intention.

It is surprising to find the Business students' sample as not having the high intention of becoming entrepreneurs. The lack of such exposure to career guidance has channels their mind to prefer employment over being an employer. Students who are exposed to entrepreneurship education ought to have more favorable views of small businesses as projected in their course of study than their to guidance and counseling counterparts. It is likely then to observe that turning the knowledge gain in their course work by the business student requires proper guidance and counseling

Nigerian students especially Business student should be exposed to career guidance to build entrepreneurship intentions. Greater efforts should be placed in enhancing the attractiveness of entrepreneurship within the educational system thorough functional vocational career guidance.

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Table 1 Showing the Cronbach's Alpha's Test Result

Variables	N of items	Cronbach's alpha
Personal Attitude	6	0.774
Subjective Norm	5	0.714
Perceived Behaviourial Control	9	0.818
Entrepreneurial Intention	7	0.916

Table 2: Frequency Table based on Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BUS	108	52.4	52.4	52.4
	G&C	98	47.6	47.6	100.0
	Total	206	100.0	100.0	

Table 3: Descriptive Statistics of Variables

	N	Minimum	Maximum	mean	Std. Deviation
PATT	206	6.00	30.00	10.3155	3.53139
SUBNOR	206	5.00	21.00	9.9709	3.45552
PBC	206	9.00	45.00	17.8641	7.55410
EI	206	7.00	35.00	14.6456	6.71043

Table 4: Pearson Correlations Analysis Results

	Business Students				Guidance and Counseling students			
	PATT	SUBNOR	PBC	EI	PATT	SUBNOR	PBC	EI
PATT	1				1			
SUBNOR	.476**	1			.602**	1		
PBC	.237*	.539**	1		.521**	.616**	1	
EI	.240*	.418**	.674**	1	.100	.031	.237*	1

Table 5^a: Independent Samples Test^a

	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
			F	Sig.	T	df	Sig. (2-tailed)	Mean Difference		
	Lower	Upper								
Equal variances assumed	.851	.357	2.512	204	.013	2.32143	.92429	.49904	4.14381	
Equal variances not assumed			2.541	199.98	.012	2.32143	.91367	.51976	4.12310	

Table 5^b : Group Statistics^b

DEPT	N	Mean	Std. Deviation	Std. Error Mean
EI BUS	108	15.7500	7.32570	.70492
G&C	98	13.4286	5.75442	.58128

Table 6a: Regression- Model Summarya

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.561 ^a	.315	.305	5.59415	.315	30.992	3	202	.000

a. Predictors: (Constant), PBC, PATT, SUBNOR; b. Dependent Variable: EI

Table 7: Coefficientsc

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	6.174	1.400		4.410	.000		
	PATT	.050	.131	.026	.379	.705	.713	1.403
	SUBNOR	-.140	.151	-.072	-.926	.355	.559	1.789
	PBC	.524	.061	.590	8.542	.000	.712	1.405

a. Dependent Variable: EI

NOTE: Sources of all the table above are by author computation using SPSS 17 version