

**RISK TAKING PROPENSITY,
ENTREPRENEURSHIP CULTURE, PERCEIVED
BUSINESS ENVIRONMENT AND
ENTREPRENEURIAL INTENTION AMONG
TERTIARY STUDENTS IN NIGERIA**



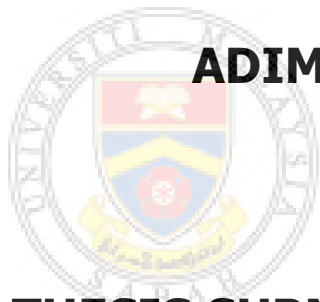
ADIMA, JULIUS OSAREMEN

UMS
UNIVERSITI MALAYSIA SABAH

**FACULTY OF BUSINESS, ECONOMICS, AND
ACCOUNTANCY
UNIVERSITI MALAYSIA SABAH
2016**

**RISK TAKING PROPENSITY,
ENTREPRENEURSHIP CULTURE, PERCEIVED
BUSINESS ENVIRONMENT AND
ENTREPRENEURIAL INTENTION AMONG
TERTIARY STUDENTS IN NIGERIA**

ADIMA, JULIUS OSAREMEN



UMS
UNIVERSITI MALAYSIA SABAH

**THESIS SUBMITTED IN FULFILLMENT FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY**

**FACULTY OF BUSINESS, ECONOMICS, AND
ACCOUNTANCY
UNIVERSITI MALAYSIA SABAH
2016**

DECLARATION

I, hereby, declare that the material in this thesis is my own except for quotations, equations, summaries, and references, which have been duly acknowledged.

26th May 2016

Adima, Julius Osaremen
DB1311001A



UMMS
UNIVERSITI MALAYSIA SABAH

CERTIFICATION

NAME : **ADIMA, JULIUS OSAREMEN**

METRICS NUMBER : **DB1311001A**

TITLE : **RISK TAKING PROPENSITY, ENTREPRENEURSHIP
CULTURE, PERCEIVED BUSINESS ENVIRONMENT
AND ENTREPRENEURIAL INTENTION AMONG
TERTIARY STUDENTS IN NIGERIA**

DEGREE : **DOCTOR OF PHILOSOPHY (ENTREPRENEURSHIP)**

VIVA DATE : **26 AUGUST 2016**



1. SUPERVISORS

Dr. Ramraini Ali Hassan

CERTIFIED BY;

UTMS
UNIVERSITI MALAYSIA SABAH

Signature

ACKNOWLEDGEMENTS

In the spirit of the appreciation, my thanks and appreciation go to God Almighty, for his faithfulness to my family and me throughout the Ph.D. journey from the commencement to the completion. In fact, his provision, protection, direction and great favor in the sight of men, authorities and the community were designed and executed to the later by him alone "Almighty God" to him alone be the glory of this Degree. I wish to express my heartfelt gratitude and admiration for those individual and groups, which God have used to sustained his plan and purpose towards me, throughout the Doctorate program. Sincerely, without their encouragement, tolerance, and understanding, the plan and purpose wouldn't have been materialized as we have today.

I am all out to convey whole heartedly my deepest regards, admiration, and thanks to my one and only one supervisor Dr. Ramraini Ali Hasan. For her patience, encouragement, direction, and almost understanding throughout the supervision. Her great supports and reliable supervision manifested throughout the duration of the program with all sense of commitment and dedication; all were found to be a critical attestation to the success completion of this thesis. History is made today that, Universiti Malaysia Sabah has used her to lift a Nation Nigeria, from the dark and blink age of entrepreneurship to both academic and entrepreneurship lime-light. Therefore, you and UMS has invoked the great favor of heaven, and the whole world will celebrate you and UMS's lifting. I will like to convey my special thanks to the immediate past and present Deans of Faculty of Business, Economics and Accountancy, Prof. Dr. Arsiah Bahron, and Prof. Dr. Rasid Mail. Also and importantly, to those whom through their dogged commitment, zeal, and encouragement help to secure approval from the minister of Sabah for permission to study in UMS. Assoc. Prof. Dr. Asmady Idris from the Faculty of Humanities, Arts and Heritage, UMS, Dr. Sulaiman Tahajudin, from the Faculty of Business, Economics, and Accountancy, and Associate Professor Dr. Patricia Matanjun, from the school of postgraduate studies.

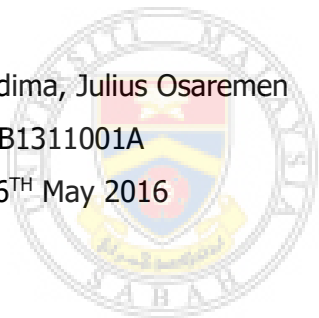
For both official and unofficial contributions to the success of this thesis, I wish to express my profound thanks to Assoc. Prof. Dr. Amran Harun from the Faculty of Business, Economics, and Accountancy, Dr. Rahimie Abd. Karim, Deputy Dean, School of Postgraduate Studies. Dr. Stephen L. Sondoh Jr, from the Faculty of Business and Economics. For their critical comments and generous encouragement. My sincere appreciation also goes to the Chief Minister of Sabah, who personally and officially granted my approval to co-habit Sabah throughout the duration of my Doctorate program. I am very grateful and appreciative to Universiti Malaysia Sabah, for their unique benefits, refinement, modeling and the international opportunity availed me to appreciate the real world outside my country and continent. It has indeed changed my perception for good. I wish to express my appreciation to my employer, Federal Polytechnic, Bida, Nigeria for their moral support and the Tertiary Education Training Fund for their financial support.

My very special gratitude and appreciation go to my family, my one and the only wife and mother of the household. Mrs. Adima T. Rachael, for her great understanding, which she practically demonstrated in prayers and virtuousness. I am graciously thankful for my children, Precious, Ivie, Isaac, and Excellent, for their obedience, adherence to instruction and their demonstration of understanding of the family course and focus. I can not but say I am indeed indebted to you all for a family. My recognition and appreciation are due to my brothers and sisters in law Mr. Jones, Mr. Bisi, Mr. Tokunbo Miss Damilola Awoniyi, for their passion, understanding, prayer and encouragement throughout the Doctoral program. My thanks and appreciation will not end, until Mr. Daniel Kenechukwu Anuo, a Nigerian business person, happily married to a local in Sabah, is acknowledged for his encouragement, prayer, and assistance, during my stay in Sabah. My golden appreciation goes to my parents, late Mr. Adima Benjamine and Mrs. Adima Agbonabhale(Aged mother) for her prayer and moral encouragement. Lastly, I sincerely registered my appreciation and recognition of the team spirit we shared as friends and academic brothers with the same goal in the journey of Ph.D. (Ibrahim, Ameer, Yusuf, Ruddy, Sherif, Wilson and Taslim. It was categorically helpful and inspiring, be in the mist of scholars with great encouragement, endurance, and patience of going through the doctorate program, I mean without them it would have been more challenging and lonely. I must say thank you all and keep the scholarly spirit.

Adima, Julius Osaremen

DB1311001A

26TH May 2016



UMS
UNIVERSITI MALAYSIA SABAH

ABSTRACT

The main objective of this thesis is to address the problem of high rate of unemployment and poverty in Nigeria, universities and polytechnics producing graduates without favourable entrepreneurial qualities, yet no commensurate effort to create industry in the circumstance and the population graduates in the country's educational scenario is on the increase on yearly basis, thereby creating gap between employment and unemployment in the country. This major issues mark the beginning of the philosophy of creating job creator as a framework consciously designed by some passionate and committed individual. Aiming to address the problem of entrepreneurial intention at tertiary institutions of higher learning. Various countries and governments around the world have launched dedicated efforts to align the economic power sharing through the creation of job creators rather than job seekers among tertiary students of higher learning to curb unemployment problem in the country. By mandating a school of business and management housing entrepreneurship education in higher educational institutions to promote effectively and enhance the entrepreneurial intention of the students. This study aim to investigate the influence of independent variables in promoting entrepreneurial intention among tertiary students in Nigeria, by examining the impacts the entrepreneurship education variables have on the entrepreneurial intention. And also, to examine perceived favorable business environment moderation on the relationship between entrepreneurship education and entrepreneurial intention among tertiary students, as investigated. The respondent of this study constitutes 642 students from universities and polytechnics taking entrepreneurship studies in Nigeria. Structured questionnaire instrument is used for this study in examining the population. And of which 600 usable questionnaires and subjected to data screening mechanism that eliminate 73 outliers using Mahalanobis distance technics, yielding to 527 usable dataset of respondent for the study, as collected from six tertiary institutions stratified into three strata. The Partial Least Square Structural Equation Modeling (PLS-SEM) (comprising the measurement model and the structural models) as a statistical tool used to analyze the data. The result revealed positive support for risk taking propensity, course content and cultural factor on the entrepreneurial intention among students of tertiary institutions in Nigeria. And interestingly, the moderating effect of perceived importance of favorable business environment was reported to have a positive influence on the relationship between the risk-taking propensity, to entrepreneurship education and entrepreneurial intention of the student. Having showcased the direct effect of the bound variables and the moderating influence as well, the implications and conclusions are drawn, and recommendations offered towards the ends of this work.

Keywords: Entrepreneurship education, entrepreneurial intention, favorable business environment, job creator, job seekers and unemployment

ABSTRAK

KECENDURUNGAN MENGAMBIL RISIKO, BUDAYA KEUSAHAWANAN, TANGGAPAN PERSEKITARAN PERNIAGAAN DAN NIAT KEUSAHAWANAN DI KALANGAN PELAJAR PENGAJIAN TINGGI DI NIGERIA

Objektif utama tesis ini adalah untuk menangani masalah kadar pengangguran yang tinggi dan kemiskinan di Nigeria, universiti dan politeknik yang mengeluarkan graduan tanpa kualiti keusahawanan yang bersesuaian, dan tiada usaha yang sepadan bagi mewujudkan industri dalam keadaan tersebut dan populasi graduan dalam senario pendidikan negara yang semakin bertambah dari tahun ke tahun seterusnya mewujudkan jurang di antara pekerjaan dan pengangguran dalam negara. Isu utama ini menandakan permulaan terhadap filosofi dalam mewujudkan penyedia pekerjaan sebagai rangka kerja yang direka oleh individu yang bersungguh-sungguh dan komited bagi tujuan menangani masalah niat keusahawanan di institusi pengajian tinggi. Pelbagai negara dan kerajaan di seluruh dunia telah melancarkan usaha yang berdedikasi dalam perkongsian kuasa ekonomi melalui kewujudan penyedia pekerjaan berbanding pencari pekerjaan di kalangan pelajar di institusi pengajian tinggi mengekang masalah pengangguran di dalam negara. Dengan mandat yang diberikan kepada sekolah perniagaan dan pengurusan dalam menawarkan pendidikan keusahawanan di institusi pendidikan tinggi bagi menggalakkan secara efektif dan meningkatkan niat keusahawanan pelajar. Kajian ini bertujuan untuk menyelidik pengaruh pemboleh ubah tidak bersandar dalam menggalakkan niat keusahawanan di kalangan pelajar pengajian tinggi di Nigeria dengan mengkaji kesan pemboleh ubah pendidikan keusahawanan terhadap niat keusahawanan. Dan juga, mengkaji penyederhanaan tanggapan persekitaran keusahawanan yang disenangi terhadap hubungan di antara pendidikan keusahawanan dan niat keusahawanan di kalangan pelajar pengajian tinggi seperti yang dikaji. Responden kajian ini terdiri daripada 642 pelajar daripada universiti dan politeknik yang mengambil pengajian keusahawanan di Nigeria. Instrumen soal selidik berstruktur digunakan dalam kajian ini bagi menyelidiki populasi tersebut. Dan daripada 600 set soal selidik yang boleh digunakan dan tertakluk kepada mekanisme penyaringan data yang menyingkirkan 73 outliers menggunakan Mahalanobis distance technics, menghasilkan hanya 527 set data responden yang boleh digunakan dalam kajian ini, seperti yang dikutip daripada enam institusi pengajian tinggi distrata kepada tiga strata. Partial Least Square Structural Equation Modeling (PLS-SEM) (merangkumi model pengukuran dan model berstruktur) adalah alat statistik yang digunakan untuk menganalisis data-data kajian. Dapatan kajian menunjukkan bahawa terdapat sokongan positif terhadap kecenderungan mengambil risiko, kandungan kursus dan faktor budaya terhadap niat dan minat keusahawanan dalam diri pelajar institusi pengajian tinggi di Nigeria. Lebih menarik lagi, kesan penyederhanaan terhadap tanggapan kepentingan persekitaran keusahawanan yang disenangi dilaporkan mempunyai pengaruh positif terhadap kecenderungan mengambil risiko terhadap pendidikan keusahawanan dan niat keusahawanan pelajar. Melalui kesan langsung yang ditunjukkan oleh pemboleh ubah yang berkenaan dan juga pengaruh penyederhanaan. Implikasi dan kesimpulan yang dibuat dan cadangan yang ditawarkan pada akhir kajian ini.

Kata kunci: *Pendidikan Keusahawanan, niat keusahawanan, persekitaran perniagaan yang menggalakkan, pencipta pekerjaan, pencari kerja dan pengangguran.*



UMS
UNIVERSITI MALAYSIA SABAH

TABLE OF CONTENTS

	Page
TITLE	i
DECLARATION	ii
CERTIFICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	vi
<i>ABSTRAK</i>	vii
TABLE OF CONTENTS	ix
LIST TABLES	xiv
LIST FIGURES	xv
ABBREVIATIONS	xvi
APPENDICES	xvii
CHAPTER 1: INTRODUCTION	
1.1 Background of the Study	1
1.2 Statement of Problem	3
1.3 Research Questions (RQ)	7
1.4 Research Objectives (RO)	8
1.5 Scope of Study	8
1.6 Significance of Study	11
1.6.1 Practical Significance	11
1.6.2 Theoretical Significance	14
1.7 Operational Definition of Terms	16
1.8 Summary	17
CHAPTER 2: LITERATURE REVIEW	
2.1 Introduction	19
2.2 Concepts of Entrepreneurship	19
2.3 Entrepreneurship Education at Higher Education	28
2.3.1 Concept of Entrepreneurship Education	37

2.3.2	Earlier Studies on Entrepreneurship Education and Intention	40
2.4	Research Theoretical Framework and its Underpinning Theory	43
2.4.1	Theory of Planned Behaviour	43
2.4.2	Ajzen's TPB Conceptual Framework and Entrepreneurial Intention	44
2.4.3	Self-Efficacy by Albert Bandura	46
2.4.4	Entrepreneurship Serious Games theory	49
2.5	Research Variables of the Study	51
2.5.1	Risk-Taking Propensity	51
2.5.2	Course Content in entrepreneurship education	58
2.5.3	Pedagogy in entrepreneurship education	73
2.5.4	Entrepreneurship Culture	96
2.5.5	Perceived Importance of Favourable Business Environment	104
2.5.6	Entrepreneurial Intention	116
2.6	Relationship of Independent Variable and Entrepreneurial Intention	126
2.6.1	Risk taking propensity and entrepreneurial intention	126
2.6.2	Course Content in entrepreneurship education and Intention	128
2.6.3	Pedagogy in entrepreneurship education and Intention	130
2.6.4	Entrepreneurship culture and entrepreneurial intention	135
2.7	Implications for the current study	140
2.8	Summary and Conclusion of Chapter	141

CHAPTER 3: RESEARCH METHODOLOGY

3.1	Introduction	142
3.2	Research Frameworks	142
3.2.1	Conceptualization of Research Frame and Hypotheses Regarding the Applicability of Ajzen's Model	143
3.3	Research Hypotheses Development	148
3.3.1	Risk taking propensity	148
3.3.2	Course Content in entrepreneurship education	149
3.3.3	Pedagogy in entrepreneurship education	150
3.3.4	Entrepreneurship culture	150

3.3.5	Perceived Importance of Favourable Business Environment	151
3.4	Research Design/Approach	152
3.4.1	The research design	152
3.4.2	Exploratory research design	152
3.4.3	Descriptive research design	153
3.4.4	Hypothesis testing research design	153
3.4.5	Qualitative research method	153
3.4.6	Mixed method	154
3.4.7	Quantitative Research Method	155
3.5	Measurements or Instruments	158
3.5.1	Questionnaire and its Design	161
3.5.2	Administration of the Questionnaire	162
3.5.3	Field trip study	164
3.6	Unit and Individual unit of Analysis	164
3.7	Research Population, Sample size & Sampling Technique	165
3.7.1	Research Population	165
3.7.2	Sample Size	167
3.7.3	Sampling Technique	169
3.8	Pilot Test Study	171
3.9	Data Analysis Method	175
3.10	Summary	177

CHAPTER 4: RESULTS

4.1	Introduction	179
4.2	Response rate	179
4.3	Data Screening and Preliminary Analysis	180
4.3.1	Missing Value Analysis	181
4.3.2	Assessment of Outliers	183
4.3.3	Normality Test	187
4.3.4	Multicollinearity Test	188
4.4	Common Method Variance Test	190

4.5	Demographic Profile of the Respondents	192
4.6	Descriptive Analysis of the Latent Constructs	195
4.7	Assessment of PLS-SEM Path Model Results	196
4.8	Assessment of Measurement Model	197
4.8.1	Individual Item Reliability	197
4.8.2	Internal Consistency Reliability	197
4.8.3	Convergent Validity	198
4.8.4	Discriminant Validity	201
4.9	Assessment of Significance of the Structural Model	203
4.9.1	Hypothesis Test Assessment of the model	204
4.9.2	Using The Variance Explained Assessment of the Endogenous Latent Variables	207
4.9.3	Using The Effect Size Assessment (f^2)	208
4.9.4	Using the Predictive Relevance Assessment of the model	209
4.10	Testing Moderating Effect	210
4.10.1	Relationship between Risk Taking Propensity and Entrepreneurial Intention	211
4.10.2	The Determining of the Moderating Effects Strength	212
4.11	Summary of Findings	213
4.12	Summary of Analytical steps employed in this investigation	214
4.13	Summary	215

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1	Introduction	217
5.2	Recapitulation of the Study's Findings	217
5.3	Discussion	219
5.3.1	The Influence of Entrepreneurship Education on EI of Students	219
a.	Risk Taking Propensity and Entrepreneurial Intention	219
b.	Course Content and Entrepreneurial Intention	221
c.	Pedagogy and Entrepreneurial Intention	222
d.	Entrepreneurship culture and Entrepreneurial	223

	Intention	
5.4	Moderating Effect of Perceived Favourable Business Environment	223
5.4.1	Moderating Effect of PIFBE on the Relationship between the independent variables and entrepreneurial intention	
5.5	Implication of the Study	227
5.5.1	Theoretical Implications	228
5.5.2	Practical Implications	232
5.5.3	Methodological Implications	233
5.6	Limitations and Future Research Directions	235
5.7	Conclusion	239
	REFERENCES	242
	APPENDICIES	284



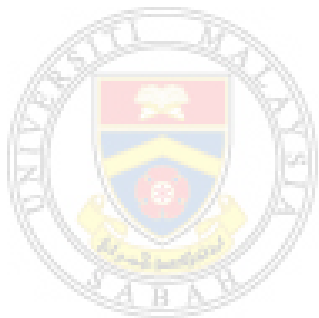
UMS
UNIVERSITI MALAYSIA SABAH

LIST OF TABLES

		Page
Table 3.1:	Instruments	159
Table 3.2:	Research populations	167
Table 3.3:	Number of strata	167
Table 3.4:	Reliability Statistics of the Pilot Study	173
Table 3.5:	Demographic Profile of Respondents in the Pilot Study	174
Table 4.1:	Total and Percentage of Replaced Missing Values	182
Table 4.2:	Total of Detected and Deleted Outliers	184
Table 4.3:	Correlation Matrix of the Exogenous Latent Constructs	189
Table 4.4:	Tolerance and Variance Inflation Factors (VIF) Multi-collinearity Statistics	189
Table 4.5:	Common method variance Test	191
Table 4.6:	Demographic Characteristics of the Respondents (n=527)	194
Table 4.7:	Descriptive Statistics for Latent Variables	195
Table 4.8:	Loadings, Average Variance and Composite Reliability Extracted	200
Table 4.9:	Extracted Variance Correlations and Sq. Roots of Average Variance	201
Table 4.10:	Cross Loading	202
Table 4.11:	Hypotheses Test	204
Table 4.12:	Variance Explained in the Endogenous Latent Variable	207
Table 4.13:	Effect Sizes of the Latent Variables on Cohen, (1988) Recommendation	208
Table 4.14:	Construct Cross-Validated Redundancy	209
Table 4.15:	Strength of the Moderating Effects Based on (Cohen, 1988; Henseler & Fassott, 2010a) Guidelines	213
Table 4.16:	Summary of Hypotheses Testing	214
Table 4.17:	Summary of all the analytical approaches adopted	215

LIST OF FIGURES

	Page
Figure 3.1: Research Framework	141
Figure 3.2: Conceptualized Research framework & Hypothesis Using TPB Model	147
Figure 4.1: Histogram and Normal Probability Plot	188
Figure 4.2: A Two-Step Process of PLS Path Model Assessment	197
Figure 4.3: Measurement model	199
Figure 4.4: Structural Model with Moderator (Full Model)	204
Figure 4.5: Relationship between Risk Taking Propensity and Entrepreneurial Intention	212



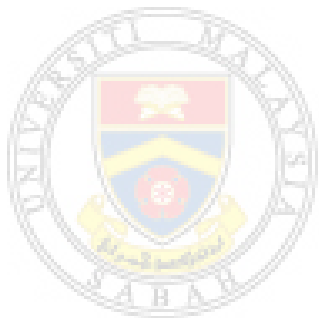
UMS
UNIVERSITI MALAYSIA SABAH

ABBREVIATIONS

ND	-	National Diploma
HND	-	Higher National Diploma
BSC	-	Bachelor of Science
MBA	-	Master of Business Administration
PGD/MPD	-	Postgraduate Diploma/Master of Philosophy
PH.D	-	Doctor of Philosophy
EI	-	Entrepreneurial Intention
RTP	-	Risk Taking Propensity
CC	-	Course Content
PED	-	Pedagogy
EC	-	Entrepreneurship Culture
DE	-	Demography
PENV	-	Perceived Environment
PIFBE	-	Perceived Importance of Favorable Business Environment
IV	-	Independent Variable
MV	-	Moderating Variable
DV	-	Dependent Variable

LIST OF APPENDIX

	Page
APPENDIX A: PILOT TEST STUDY QUESTIONNAIRE	284
APPENDIX B: ADMINISTERED QUESTIONNAIRE FOR THE ACTUAL STUDY	293
APPENDIX C: INTRODUCTORY LETTER FROM FACULTY TO INSTITUTION UNDER STUDY	305
APPENDIX D: ALL OUTLIERS OUTPUT (DELETED MISSING VALUE)	306
APPENDIX E: SMART PLS OUTPUT – MEASUREMENT MODEL	307
APPENDIX F: BLINDFOLDING PROCEDURE OUTPUT	308
APPENDIX G: DECISION ON PH.D. PROPOSAL DEFENSE BY THE PANEL REVIEWER COMMITTEE	313



UMS
UNIVERSITI MALAYSIA SABAH

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The genesis of entrepreneurship practice in most countries has a direct relationship with the trend of economic disposition of such countries; more often, it takes into account the per capital income of its citizenry. However, the per capital income of the individual can only be guaranteed with a steady source of gainful employment, which some country economic position is unable to provide as a right for her population. This singular factor also casts variations in measuring the economic strength, competitiveness, gross domestic product, and employment supply in the labour market. The saturation of labour market that manifests itself with unwholesome characteristics as economic meltdown, downsizing, retrenchment, and reform, further compounded with low or negative levels of entrepreneurial interest and intention among tertiary institution graduates. A plausible and passionate commitment to addressing the problem of entrepreneurial intention at the tertiary institution of higher learning among nations saw the need for entrepreneurship education to promote entrepreneurial intention. First of his kind, the United States led new orientation of entrepreneurship education in 1949 built upon sustainable philosophy as a discipline. The spread of this noble effort has and is spreading across the world, various countries and governments have muted dedicated efforts to align the economic power sharing through the creation of job-creators rather than job-seekers for its citizenry.

Most of the institutions of higher learning are charged to contribute to the noble objective, with a mandate to infect the neutral mind with entrepreneurial intent, and to groom, nurture, motivate and develop the intention to act on a plan. To disseminate entrepreneurial knowledge in order to start a business venture, students need to be equipped with the requisite entrepreneurial experience, as

echoed by (Muir and Langford 1994; O’Gorman et al. 2006). Synchronizing entrepreneurship with the education life-circle, within the academic discipline noted, that the concept was first heard in 1949, emerging in a book and published in a journal as "Exploration in Entrepreneurial History" at Harvard University. Entrepreneurship has been characterized by the success story of growth, development, and responsiveness to the different environments of various countries, such as Australia, Canada, Germany, Europe, Finland, Malaysia, and Nigeria. Its importance has spread to universities and polytechnics, such as Harvard University, University of Tampere, Research Centre for Vocational Education, University of Herblike, University of Malaysia Sabah and federal polytechnic bids. Affecting and enhancing entrepreneurial intention among tertiary students, by channelling entrepreneurial knowledge (skill and competency) through the well-conceived pedagogical approach and dynamic course content in a real world feel, where real-world business challenges, ambiguity, and uncertainty as risk are used for both learning and familiarity. The relegation and late focus on an entrepreneurship course as a discipline in the extant research literature is synonymous with increasing unemployment, incessant job loss, increased youth crime, forced and underage retirement, downsizing, and rationalization of the productive labor force as suffered by most countries. The overwhelming acceptance in embracing the discipline can be deduced from the pivot position it occupied in both individual and countries' economic development setting. Also, existing research records highlight entrepreneurship education with positive impact factors in various countries, by different authors and organizations around the world. Enterprise has played both strategic and mediating roles between nations and poverty, unemployment and economic downturn, and competency, skill shortage among graduates, and the employment market. Entrepreneurship discipline has earned for itself an exalted position as "core of cores" by Gibb (2002b), while United Education Science and Cultural Organization (UNESCO) sees entrepreneurship as the last but sure hope for a poverty eradication program. Irina (2012) maintained that if poverty is to be combated successfully in developing countries, entrepreneurship should form the principal instrument to battle poverty and unemployment in the developing countries, and this includes Nigeria. The oil boom and high preference for science, engineering, and technology in Nigeria has greatly contributed to the late acceptance of entrepreneurship discipline; therefore,

the long negative effect side is manifesting itself in Nigeria as high unemployment, poverty, mass exodus of tertiary graduates to other countries in the search for greener pastures, and high rate of crime and criminality. Also to be noted among the various impediments confronting entrepreneurship practices in Nigeria is the socio-cultural issue. The disposition of the country Nigeria toward entrepreneurship careers was to associate them with less value toward contributing to the nation's development compared to other sectors and disciplines, which in the long run developed a negative mindset of the populace, including the tertiary students in Nigeria universities and polytechnics. The course was never regarded as relevant or available to be studied in any universities, except in polytechnics where some treat the course as an elective or, better still, as a one-course unit. The mindset gap created between tertiary students and entrepreneurial intentions as a career choice by the past governments through its disposition needs urgent attention for effective job creation with the view to reduce graduate unemployment in Nigeria's economy.

1.2 Statement of Problem

The growing relevance and importance of the entrepreneurship field of study, in both local and international settings, has overshadowed the limitation and perennial challenges as problems of qualified, competent personnel in the profession. Only a few universities in the world are attempting to offer entrepreneurship programs at the Ph.D. level. The demand is growing for academic research exploration, mentorship, expertise skill, detailed guidance toward cutting edge research, and innovation to meet the most complex real-world challenges that seek real-world solutions in the enterprise environment, while experts to meet these demands are hard to find. The expert skill lacking in the discipline accounts for the folding-up of most of the already-established ventures in both public and private enterprise in Nigeria; public consultation of skilled, expert advice is outright absent in both public and tertiary institutions, where entrepreneurship knowledge and advice are supposed to be dispensed. The entrepreneurial teaching skills lacking in the tertiary institutions has resulted in producing entrepreneurship graduates without confidence, entrepreneurial self-efficacy, risk-taking propensity, and courage to face the real world environment and managed business venture, but rather producing job seekers. The manifestation of producing graduates without requisite entrepreneurial

qualities is evidenced in employable graduates moving to Australia and the UK, where employers and captains of industries openly complain of skill mismatches between the graduates and job specifications. The direct impact of this gap on the students is that institutions are producing graduates who lack the capacity to develop new business start-ups, and it could also result in changing the course of students' careers from job-creators to job-seekers. This lack of confidence, entrepreneurial self-efficacy, created in the mindset of the students is logically driving the potential entrepreneurs and their entrepreneurial intentions into opting for paid jobs, and as this ugly scenario continues among entrepreneurship graduates, the gap between employment and job supplies in the labour market become negatively related to entrepreneurial intention, negatively related to employment and economic development, and if not urgently addressed from the root, it is capable of leading to permanent poverty and erosion of nation dignity arising from permanent unemployment

The existing gap between the employment and unemployment rates of the countries and continent could be described as a setback-loop on both local and global perspectives. The long-term unemployment, which has negatively affected the social cohesion and hindrances to economic growth, has also adversely influenced the economic activity of other trading countries, therefore making it capable of decreasing the demand for imported goods and services, meaning that unemployment in one country has the connotation of global impacts to other nations. The world economic recession of 2007–2008 brought in remarkable vast global unemployment, which the international labor organization (ILO) estimated to increase from 178 million in 2007 to 197 million in 2012 with a peak at 212 million in 2009. The adverse dispersal impacts of this singular incident are yet to be recovered from by most nations in the world. The rate of unemployment in the United States rose up to 9.6% in 2010, though with a steady decrease that rested at 7.7% in 2013. In European countries, the unemployment picked at 9.6% in 2009 with a continued increase to 10.1%, 10.7%, and 11.7% in 2010, 2011, and 2012 respectively. Greece and Ireland are not exempted; their unemployment rate in 2008 started at 7.7% later went up to 9.4% in 2009, 12.5% in 2010, and 17.3% in 2011 with a staggered estimate of 23.8% in 2012. It is worthy to know that Ireland started with 6.3% in

2008 and rested in 14.8% in 2012, and while Spain's situation was not spared from this plague, its unemployment rate started with 8.3% in 2007 and struck at 24.9% in 2012. The United Kingdom was also not spared from unemployment rate with the weak steady growth of 5.4% in 2007 to 7.9% in 2010 to 8.1% in 2012.

Also, Nigeria and some other developing countries in Africa have their sad stories of unemployment to showcase to the world. Therefore, this research cannot have a better time than now to ignite the move to curb the ugly trend of the unemployment situation in Nigeria and other parts of the world. As this has dragged or thrown the human life, the economy, the human dignity, and ethical value of the human race to the winds, creating a mindset that poverty is a way of life for developing countries. The degree of the active workforce without jobs in the countries around the world differs in volume and content. Nigeria's context reflects 4.3% of the labor force in 1985, rose up to 5.3% in 1986 and 7.0% in 1987. However, it dropped to 5.1% in 1988 due to the structural adjustment program adopted by the then government. Most of the unemployed workforce rose to 8.7% in 1985, 9.1% in 1986, 9.8% in 1987 and 9.3% in 1988. It was recorded that the unemployment rate was not much felt in the rural areas. The extended family always continues to offer support to the unemployed members so that the unemployed force constitutes mainly of the graduates and young school leavers who form the bulk of the active labor force in the economy, and this is made up of 35–50 youths in the economy.

Although it is hard to calculate the actual workforce of Nigeria's labor force due to the absence of census data, it could be mathematically estimated from self-employed peasant farmers, who are hardly captured in the labor force data ever since. Past efforts to address this multi-dimensional problem of unemployment by the previous government and organization resulted in the introduction of the National Directorate of Employment. It is a project anchored by the Federal Republic of Nigeria in 1986. The National Directorate of Employment (NDE) is one of the agencies consciously saddled with the responsibility to empower young school graduates with start-up ventures in different professions like tailoring, carpentry, photography, and mechanics. The goal of generating employment for the beneficiaries and the future youths is backed up with enabling acts as legal mandates to the agency to

design and implement programs that combat mass unemployment. However, other programs were instituted to drive this unemployment after NDE, including the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) and the National Poverty Eradication Program (NAPEP), as organized bodies to assist the institution and operation of small and medium scale enterprise, allowing them to stand and flourish, making them economically healthy for expansion and for generating employment as well.

These excellent programs and projects failed due to their mechanical and unscientific approaches. Especially in an environment where population growth has grossly exceeded the job creation, resulting in job shortage, unemployment, and social problems on the increase. The National Bureau of Statistics report indicates that over 40 million Nigerian are unemployed, and 45 percent of this population brackets are between 15–40 years as youths.

Lastly, the need to combat or tackle the unemployment and poverty spread in Nigeria also caught the attention of the Supreme Court where Justice of Apex court Alfa Balgore chaired a panel that strongly recommended the adoption of 2005 conference report that NAPEP and NDE be merged and strengthened to tackle unemployment and poverty in Nigeria. No impact or significant records of these various programs in reducing either unemployment rate or can minimize the rate of social crime that has characterized the global scene. Critical thinking nations and institution of higher learning are beginning to ask questions, like: (“Where did we miss it? and Where did we not do it right? We owed ourselves and our nation the right to do it right because if we must do it now, we must learn to do it right”). With this in mind, the current courses and programs in various schools of higher learning, designed to produce job-creators as entrepreneurs for the already over-populated society with job-seekers, need to be examined. Relating the entrepreneurial intention of the would-be entrepreneurs to the existing problems, it becomes necessary to consider the role of entrepreneurship education in promoting the entrepreneurial intention among tertiary students in an unemployment-ravaged and developing country or economic melt-down nation. Examine the efficacy of the designed course content and pedagogy as means of impacting entrepreneurial