

Published with Open Access at **Journal BiNET**

Vol. 07, Issue 02: 427-436

**International  
Journal of Business, Management and Social Research**Journal Home: [www.journalbinet.com/ijbmsr-journal.html](http://www.journalbinet.com/ijbmsr-journal.html)

## Effect of higher education on entrepreneurial intents of university students in south east Nigeria

**Muogbo, Uju S. and Eze Solomon Uchechukwu**

Entrepreneurship Studies Department, Chukwuemeka Odumegwu Ojukwu University, Anambra State Nigeria.

✉ Corresponding author: [ujususan@gmail.com](mailto:ujususan@gmail.com) (Muogbo).

Article Received: 20.12.2019; Revised: 27.02.2020 and Published online: 14 March 2020.

### ABSTRACT

*This study examined effect of higher education on entrepreneurial tutoring in university college students in Nigeria. The aim of this work is to consider the impact of individual norms, observed behavioral control, risk-taking propensity and character individualities on innovative intents of high school students in South-East, Nigeria. Relevant theoretical and empirical literature were reviewed. This research was underpinned on Theory of Planned Behavior (TPB). The study used frequencies, graph, and mean in the study design. The study population comprises of 1187 students from Faculty of Management Sciences (Business Administration precisely) of the five State Universities in South-East regions. The statistical formula devised by Borg and Gall (1973) was employed to have a sample size of 369. The data generated were analyzed using simple percentage while the formulated hypotheses were tested with Multiple Regression Analysis (MRA). From the investigation it was discovers that Character traits have a confident strong noteworthy impact on innovative intents of university students in southeast. Perceived attitude control and individual norms has an encouraging effect on entrepreneurial intents of students in south-East. This study concludes that entrepreneurship tutoring/training has a confident strong effect on innovative intentions of university students in southeast, Nigeria. The study recommends that students ought to consider their personal character before trying into business since the behaviors can determine the entrepreneurial purposes and ultimately entrepreneurial success. Entrepreneurial training and mentoring need to educate student on level of risk involves in entrepreneurship in other to increase awareness towards embracing entrepreneurship and reduce over dependence on government and other policy makers.*

**Key Words:** *Entrepreneurship education, Entrepreneurial Intents, Individual norms, Planned behaviour, Observed behavioral norms*

**Cite Article:** Muogbo, Uju S. and Uchechukwu, E. S. (2020). Effect of higher education on entrepreneurial intents of university students in south east Nigeria. International Journal of Business, Management and Social Research, 07(02), 427-436.

**Crossref:** <https://doi.org/10.18801/ijbmsr.070220.45>



Article distributed under terms of a Creative Common Attribution 4.0 International License.

## I. Introduction

Advancement of innovative culture in Nigeria can't be exaggerated as the nation's colleges produce huge volumes of graduates every year who are prepared to be workers; in any case, the pace of jobless graduates continues raising every year. Kigotho (2015) uncovered that 25% of African college graduates are jobless, while 60% of the statistics are the youth. Venturing further, Wijnberg (2015) asserted that around 600,000 Nigerian college graduates are right now jobless inferable from absence of enterprising ability and intrigue. However, creating and recognizing young entrepreneur is a procedure that requires the contribution of higher education foundations. Society presently assesses how training, gave by higher institutions, reacts to social and financial needs. Wu (2008) affirmed that higher education impacts on students as for their self-improvement, change in disposition and change inability. Entrepreneurship means the enthusiasm and ability of someone to decide a prospect individually or inside an organization and accept that opportunity to build a brand-new value or accomplish a monetary achievement. Entrepreneurship is all about people choices and activities for starting and running an enterprise or participating in tactical decision makings in an enterprise. Entrepreneurial attitude comprises of abilities as willingness for taking risks and being independence. With these views above, this study tends to research the impact of higher education on entrepreneurial intents of University college students in Southeast.

### Problem statement

It has been found out that yearly, colleges graduates' students who doesn't have any employment opportunities at the marketplace. Students' graduates with the intents of getting a salaried employment, as a result the unemployment of Nigerian graduates has turn out to be a first-rate countrywide hassle. The duration between graduation and employment has persevered to prolong and has end up a foundation of frustration for Nigerian graduates. In the cutting-edge occasions, it is asserted that one of the viable options is for these graduates to emerge as entrepreneurs, however, developing sustainable entrepreneurs entails education process. Koe et al. (2012) said that entrepreneurs can gain knowledge therefore entrepreneurs aren't born but can be developed. Despite the numerous benefits of entrepreneurship and the availability of diverse training in Nigerian colleges, many youths are observed roaming from location to region on the lookout for higher activity without willingness to take entrepreneurship sports (Akanbi, 2013; Mahammed and Haruna 2016; Aliyu and Bambale, 2016). This suggests that entrepreneurship engagement is not just a function of education but much more of intent. This is due to the fact intentions can foretell human behaviour especially while the behavior is unusual, hard to study or comprises irregular time gaps (Krueger and Brazeal, 1994). Therefore, the states of mind that precedes action has confirmed to be a primary predictor of entrepreneurial attitude. Precisely, Autio et al. (2001) confirmed that intents give a clarification for approximately thirty percentage (30%) of the variance in behavior. It therefore assumes that entrepreneurship training will not completely drive humans into entrepreneurship except their intentions are clearly settled towards self-employment.

### Objective of the study

The major goal of this study is to investigate the effect of higher education on entrepreneurial intents of university students in South East Nigeria. Specific objectives include to:

- Investigate the effect of individual norms on entrepreneurial intents of students in Nigeria
- Examine the effect of observed behavioral control on entrepreneurial intents of college students in South East

### Research questions

The research questions are as follows:

- To what extent does individual norms influence entrepreneurial intents of students in southeast
- To what extent does observed behavioral control affect entrepreneurial intents of university students in southeast

### Hypotheses

These hypotheses guided this study:

- **H<sub>1</sub>**: Individual norms has no effect on entrepreneurial intents of students in southeast
- **H<sub>2</sub>**: Observed behavioral control has no impact on entrepreneurial intents of university students in southeast

## II. Review of literature

### Conceptual framework

**Higher education:** Nicolaides (2011) said that, those higher institutions are custodians of knowledge and play an important position in developing the nation. Another researcher, Zegeye (2013), described higher education as a place that has a potential to layout and expand curriculum that meets the demands of college students in addition to the desires of ever-evolving industry. Higher institutions provide numerous qualifications like: Higher National Diplomas, Bachelor's Degrees, Honors and Postgraduate programmes (Masters and Doctorates). These qualifications are furnished by universities and as an end result, people studying there can create their future or their very own careers, which include entrepreneurial careers (Remeikiene et al. 2013). Higher education has a tendency of changing an individual's perception, as soon as familiar with the characteristics of business enterprise and is therefore capable of influencing a person's prosperity by becoming an entrepreneur thru several channels (Henley 2007; Pihkala and Miettinen 2004; Wu2008; Nabi et al 2010). Higher education has been found to have a fantastic effect on people however there may be an element of negative impact. Knowledge and training reduce the chance of business ownership because students become aware of the effort required to emerge as an entrepreneur and therefore are no longer interested (Lee et al. 2011). The number one objective of higher education is to create a prepared mind. The students who graduate with prepared minds create new businesses and greater jobs. The study conducted by Remeikiene et al (2013) on entrepreneurial intentions of economics and mechanical engineering students after finishing their debut qualifications. The results of the survey discovered that economics students are of the view that education has encouraging effect on their ambition of entrepreneurship, whilst mechanical engineering college students reveal that entrepreneurial education hardly ever contributes to their intentions (Remeikiene et al 2013).

**Entrepreneurial intentions:** For the most part, ambition is the psychological state before executing behaviour (Krueger, 2005). Consequently, an entrepreneurial expectation is engaged with the tendency of an individual to start an innovative enthusiasm for future (Davidson, 1995). It is a key determinant of the activity of new venture creation directed by exogenous factors, for example, family foundation, position in one's family, guardians' occupation, instruction and coaching (Bird and Jelinek, 1988). Thompson (2009) depicted enterprising expectation as "a self-recognize conviction by an individual that mean to set up another venture and deliberately plan to do so later. Pittaway and Cope (2007) proposed that further research on entrepreneurial ambition should be associated to employability in small and medium enterprises to give a legitimization this is more than simply affordable. Innovative aim is a perspective that individuals wish to create another organization or another driver inside existing organizations (Bird and Elinek, 1988). Purposefulness subsequently acts as a power that pushes innovative developments and conduct. It offers way to somebody intrigue and decides experience one gets way of life. As indicated by Pulka et al. (2014), innovative goal has a helpful result on students' entrepreneurial mentality and stay one of the colossal thought processes regarding why an undergraduate may furthermore choose to be a business person. This, hence, requires educational authorities to utilize more prominent inspiration and share accomplishment stories with undergraduates to urge them to become businesspeople.

### Theoretical framework

**Theory of reasoned action:** The theory of reasoned action (ToRA or TRA) aims to clarify the connection among frames of mind and behaviours inside human activity. It is particularly used to foresee how people will act mainly dependent on their prior attitudes and behavioural intentions. A person's aim to take part in a chosen conduct depends absolutely on the result the individual expects will come as a result of performing the behaviour. Created by Fishbein and Ajzen (1967), the theory got from past studies in social psychology, coaxing models, and attitude theories. Fishbein's theory proposed a connection among attitude and behaviour (the A-B relationship). In any case, pundits anticipated that attitude theory were never again indicators of human conduct. The TRA was later amended and extended by two scholars inside the next decades to triumph over any inconsistencies inside the A-B relationship with the theory of planned behaviour (TPB) and reasoned action approach (RAA). The main role of the TRA is to comprehend an individual's deliberate conduct by analysing the basic essential inspiration to perform an action. TRA states that somebody's aim to carry out a behaviour

is the standard indicator of whether they truly carry out that behaviour. Furthermore, the regularizing part (for example Social norms encompassing the act) adds to whether the individual will certainly carry out the conduct. As indicated by the theory, intention to complete a specific behaviour goes before the genuine behaviour. This intent is known as behavioural intention and is inferred on account of an observation that performing the conduct will prompt a particular result. Behavioural aim is basic to the theory because of the reality these aims "are determined by attitudes to behaviour and subjective norms" The theory of reasoned action recommend that increasingly intense goals cause quicker effort to perform the conduct, which also builds the opportunity for the behaviour to be performed.

**Empirical reviews:** [Mahammad and Haruna \(2016\)](#) inspected the impact of entrepreneurial aims of college students towards entrepreneurship utilizing the total populace of 400 level undergraduates of business management in Ahmadu Bello University Zaria. The study discovered that perceived behavioral control and attitudes towards enterprise have noteworthy constructive effect on innovative goals of college undergraduates towards business enterprise while subjective norms have unimportant impact. The research prescribed that the span of the business training classes be expanded at all levels and workshops be introduced so that undergraduates will learn not only the theoretical but also the practical aspects, this will create a positive mindset, attitudes and behaviours towards entrepreneurship.

[Iakovleva et al. \(2011\)](#) researched on enterprising goals in developing and developed nations. The research tests the theory of PB in the two (2) groups of nations using Two thousand two hundred, and twenty-five (2,225) respondents from Brazil, Australia, Mexico, Canada, Romania, Czech Republic, Russia, France, Ukraine, Germany, Norway, Spain and the Netherlands. They used the factors of Attitude, Subjective Norms, and PBC. The research found that in developing nations the respondents have more grounded entrepreneurial aims more than those from developed nations. In addition, the respondents from developing nations additionally score higher on the theory's precursors of enterprising goals – attitudes, subjective norms, and perceived conduct control – than respondents from developed nations.

[Akanbi \(2013\)](#) examined family factors, character attributes and self-adequacy as determinants of innovative goal among vocational based college of education students in Oyo state Nigeria using a correlation research design for the research where the respondents comprise of 470 vocational based undergraduates in the two public Colleges of Education in Oyo state, Nigeria. With Pearson product correlation model and multiple regression model, the results found that the independent variables studied together represented 74% of the total variance in innovative intention. The outcome likewise demonstrated that Parents occupation, additional adaptation suitability, principles, neuroticism, transparency, and self-viability straightly added to the expectation of enterprising intention while family income didn't. The results of the study were talked about and it was proposed that advising experts should deal with these factors while taking care of issues relating to innovative intention among undergraduates.

[Ayodele \(2013\)](#) explored socioeconomics, entrepreneurial self-adequacy and locus of control as determinants of youths' enterprising aim in Ogun state, Nigeria. The study explored the relationship between sex, socio economic fame, age, locus of control, innovative self-adequacy and entrepreneurial intentions among few Nigerian youths. Using two hundred and ten (210) respondents randomly chosen from senior secondary school (SSS 3) classes in seven (7) secondary schools in Remo educational block of Ogun as sample for the research. Four (4) instruments were utilized for collection of information: locus of control behaviour scale, innovative self-viability scale, entrepreneurial intents scale, and demographic data collection scale. The information gathered was analysed using multiple regression analysis. It was discovered that locus of control, enterprising self-adequacy, and financial status had critical relationship with the teenagers' entrepreneurial intentions, while age and sex were not. In this manner, the requirement for School Counselors' to incorporate with the school termly direction programs, persuasive systems fit for raising entrepreneurial intents or attitude in their students was suggested.

### III. Methodology

**Research design:** The study employed descriptive research design because it constitutes the blueprint for the measurement and analysis of data (Ernest et al. 2015). This study covers state Universities, in South East of Nigeria. The population of the study covers undergraduates from faculty of management sciences (Business Administration department) of the State Universities from the five states that make up the South-East region, and the total population of the respondents is 1187 students. The table 1 below shows the study population.

**Table 01. Respondents population**

| Name of School                          | Department              | Number of Students |
|---|-------------------------|--------------------|
| Chukwuemeka Odumegwu Ojukwu University, | Business Administration | 128                |
| Enugu State University                  | Business Administration | 287                |
| Imo State University                    | Business Administration | 284                |
| Abia State University                   | Business Administration | 245                |
| Ebonyi State University                 | Business Administration | 243                |
| <b>Total</b>                            |                         | <b>1187</b>        |

Sources: Students Affairs Units.

**Sample and sampling technique:** The target population for the (5) State Universities in South-East is 1187. The statistical formula devised by Borg and Gall (1973) was employed to determine the sample size. The formula state thus:

$$n = (Zx)^2 eN$$

Where n = Sample size

N = Population Figure

e = Margin error and this case= 0.05

Z = Confidence level and for 0.05 it is 1.964

N.B. Target population manufacturing firms is 1187.

Substituting the population variables of this study into the formula above, the sample size can be neatly computed as follows:

$$n = (1.964)^2 0.05 \times 1187$$

$$n = 368.6$$

Therefore, n = 369

**Method of data collection :**The study used primary source which consists of raw data generated from responses to questionnaire by the respondents. The questionnaire is in two section A and B. The first section presents the socio demographic characteristics of the respondents while the second section comprises of questions postulated in relation with the research questions.

**Method of data analysis:** The data generated was analyze using simple percentage and frequency tables. The study employed multiple regression analysis to test the hypotheses that guided the study. A multivariate regression model was applied to ascertain the impact and significance of each of the five higher education on the innovative aims with respect to undergraduates in Nigeria. This was done using Statistical Package for Social Sciences (SPSS) version 21.0. Below is the regression model:

Formula:  $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + e$

We assumed Y = Entrepreneurial Intentions

$\beta_0$  = Constant Term

$\beta_1-4$ = Beta coefficients

$X_1$ = Subjective Norms

$X_2$ = Perceived Behavioral Control

$X_3$ = Risk-Taking Propensity

$X_4$ = Personality Traits

### Data analysis

Data gathered were presented, analyzed and interpreted. Three hundred and seventy questionnaires were given to the respondents, out of which three hundred and fifty were properly filled and found relevant to the study 10 of the questionnaires were not properly filled and 10 copies got missing.

Therefore, the analysis in this section was based on the three hundred and fifty relevant copies. The first section covers the demographic features of the respondents. The second section analyzed the data relevant to research questions.

**Descriptive analysis:** This section presents the descriptive statistics on innovative intents of college students. The purpose of the analysis is to examine the effect of higher education on entrepreneurial intents of university students. The analysis of the individual characteristics of these variables is presented in the table below:

**Table 2. Descriptive table of the variables**

| Variables                   | Mean  | Standard Deviation |
|-----------------------------|-------|--------------------|
| Entrepreneurial Intents     | 20.26 | 3.332              |
| Individual Norms            | 17.89 | 3.751              |
| Observed Behavioral control | 18.74 | 4.070              |
| Risk-Taking Propensity      | 18.25 | 3.951              |
| Personality Traits          | 17.72 | 4.365              |

Table 2 above is the summary of the statistics which provides information about the standard deviation, variance and mean used in the research work. The value for the mean for entrepreneurial intentions is 20.26 while the standard deviation is 3.332. Subjective Norms and observed conduct control noted a mean estimation of 17.89 and 18.74 with a deviation of 3.751 and 4.070 separately. Risk taking propensity and character qualities have mean estimation of 17.25 and 17.72 with a deviation of 3.951 and 4.365 individually.

**Correlation analysis:** Pearson correlation was utilized to quantify the quality and connection between independent factors. The Pearson correlation coefficient is a proportion of the excellence of a linear relationship between two factors and is signified by R. Table 3 underneath shows the synopsis of connection coefficient.

**Table 3. Correlation matrix**

|                             |                     | EI      | SN      | PBC     | RTP    | PT      |
|-----------------------------|---------------------|---------|---------|---------|--------|---------|
| Entrepreneurial Intents     | Pearson Correlation | 1       | .039    | -.394** | .498** | .536*   |
|                             | Sig. (2-tailed)     |         | .558    | .003    | .004   | .038    |
|                             | N                   | 386     | 386     | 386     | 386    | 386     |
| Individual Norms            | Pearson Correlation | .039    | 1       | .002    | -.072  | -.260** |
|                             | Sig. (2-tailed)     | .558    |         | .981    | .276   | .000    |
|                             | N                   | 350     | 350     | 350     | 350    | 350     |
| Observed behavioral control | Pearson Correlation | .004**  | .002    | 1       | .081   | -.062   |
|                             | Sig. (2-tailed)     | .003    | .981    |         | .220   | .345    |
|                             | N                   | 350     | 350     | 350     | 350    | 350     |
| Risk-Taking Propensity      | Pearson Correlation | -.498** | -.072   | .081    | 1      | .050    |
|                             | Sig. (2-tailed)     | .004    | .276    | .220    |        | .450    |
|                             | N                   | 350     | 350     | 350     | 350    | 350     |
| Personality Traits          | Pearson Correlation | -.536*  | -.260** | -.062   | .050   | 1       |
|                             | Sig. (2-tailed)     | .038    | .000    | .345    | .450   |         |
|                             | N                   | 350     | 350     | 350     | 350    | 350     |

The table 3 above shows the correlation between individual norms and entrepreneurial intents which has a value of 0.039, it indicates that individual norms has a weak influence on innovative intents. Observed attitude control recorded correlation coefficient of 0.004 with entrepreneurial intentions which shows that observed behavioral control has a moderate effect on individual intents of undergraduates in southeast. Furthermore, the correlation between risk-taking tendency and business intents recorded a correlation coefficient of -0.498. This indicates that risk-taking tendency has a negative moderate impact on innovative intents of university students in southeast. Also, Personality Traits variables recorded a correlation coefficient of 0.036 with entrepreneurial intentions. This shows that Personality Traits variables has strong impact on innovative intents of undergraduates in southeast

**Table 4. Summary of regression result**

The result of the multiple regression formulated in chapter three is presented below.

| Model | R                  | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|--------------------|----------|-------------------|----------------------------|---------------|
| 1     | 0.265 <sup>a</sup> | 0.690    | 0.504             | 3.241                      | 1.679         |

a. Predictors: (Constant), Personality Traits, Risk-Taking Propensity, Perceived behavioral control, Subjective Norms

b. "Dependent Variable": higher education.

In this table, R<sup>2</sup> measures the capacity of the effect of innovative intents on the higher education and the result indicated 0.690. This infers that 69% of the variation in entrepreneurial intentions of university students is explained by variations in personality traits, risk-taking propensity, perceived behavioral control and subjective norms. This was buttressed by adjusted R<sup>2</sup> of 0.504. Additionally, in the table 4, Durbin Watson statistics of 1.679 shows that the variables in the model are not auto correlated and that the model is reliable for predications.

**Table 5. Result of ANOVA**

|       |            | ANOVA <sup>a</sup> |     |             |       |                   |
|-------|------------|--------------------|-----|-------------|-------|-------------------|
| Model |            | Sum of Squares     | Df  | Mean Square | F     | Sig.              |
| 1     | Regression | 179.546            | 4   | 44.886      | 4.272 | .002 <sup>b</sup> |
|       | Residual   | 2384.937           | 227 | 10.506      |       |                   |
|       | Total      | 2564.483           | 231 |             |       |                   |

a. "Dependent Variable": Innovative intents

b. Predictors: (Constant), Personality Traits, Risk-Taking Propensity, Perceived behavioral control, Subjective Norms

In [table 5](#), the f-statistics value of 4.272 with f-statistics probability of 0.002 indicates that the higher education has noteworthy effect on entrepreneurial intents of undergraduates. This demonstrates that personality traits, risk-taking propensity, perceived behavioral control, subjective norms can collectively explain the variations in innovative intents of undergraduates in southeast.

**Table 6. Probability Value from the regression results and T-Statistics**

| Model |                              | Unstandardized Coefficients |            | Standardized Coefficients | T      | Sig. |
|-------|------------------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                              | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)                   | 18.311                      | 2.121      |                           | 8.632  | .000 |
|       | Subjective Norms             | .074                        | .059       | .083                      | 1.051  | .012 |
|       | Perceived behavioral control | .159                        | .053       | -.194                     | 0.014  | .003 |
|       | Risk-Taking Propensity       | .091                        | .054       | -.128                     | -2.112 | .026 |
|       | Personality Traits           | .110                        | .052       | -.140                     | 0.004  | .036 |

The above [table 6](#) displays that Personality Traits has insignificant effect on innovative intents on undergraduates. Also, risk-taking propensity variables has a negative and significant effect on entrepreneurial intents on undergraduates in south east. Furthermore, observed behavioral control has a regression coefficient of -0.091 with a probability value of 0.026.

**Test of hypotheses**

The hypotheses that guided the research were tested below using t-statistics and significance value of the individual variables in the regression result.

**Table 7. Probability value and T-Statistics**

| Model |                              | T      | Sig. |
|-------|------------------------------|--------|------|
| 1     | (Constant)                   | 8.632  | .000 |
|       | Individual Norms             | 1.051  | .012 |
|       | Perceived behavioral control | 0.014  | .003 |
|       | Risk-Taking Propensity       | -2.112 | .026 |
|       | Personality Traits           | 0.004  | .036 |

**Test of hypothesis one**

H01: Individual norms has no effect on entrepreneurial intents of students in southeast. To test this hypothesis, the t-statistics and probability value in table 7 is used. Individual norm variables recorded a t-statistics of 1.051 with a probability value of .012 which is statistically significant. Therefore, the null hypothesis is rejected and the alternate which state that individual have significant effect on entrepreneurial intents of undergraduate in south-East

**Test of hypothesis two**

Ho2: Observed behavioral control has no impact on entrepreneurial intents of university students in southeast. Observed behavioral control has a t-statistics of 0.014 and a probability value of .003 which is statistically significant. Therefore, we accept the alternate hypothesis and reject the null hypotheses which state that observed behavioral control has no impact on entrepreneurial intents of university students in south-East.

This study accessed the effect of higher education on the entrepreneurial intents of university students in south-east, Nigeria. Multiple regression analysis was used to analyze the data generated respondents. It was discovered that: Individual norms has significant effect on entrepreneurial intents of undergraduates in south-East. Personality traits plays a vital part in entrepreneurial intents of university student’s career options. The study also finds out Observed behavioral control has a positive influence entrepreneurial intent of students in south-East.

**IV. Conclusion and recommendations**

Individual norms have a significant effect on entrepreneurial intents on university students in south-East. Individual norm recorded a correlation coefficient of .012 with entrepreneurial intents. Observed behavioral control has a positive influence entrepreneurial intents of university students in south-East. Observed behavioral control and entrepreneurial intents recorded a correlation coefficient of 0.014.

Individual should take into cognizance their individual traits before engaging in one business or the other since the traits can determine if they have the motivation to run a successful business or not. Policies formulated by the government should be geared towards encouraging and promoting entrepreneurial activities in Nigeria universities. Entrepreneurial training should be built in academic curriculum of the higher institutions in Nigeria which will enhance in boosting entrepreneurial zeal of the students.

**References**

Akanbi, S. T. (2013). Familial factors, personality traits and self-efficacy as determinants of entrepreneurial intention among vocational based college of education students in Oyo state, Nigeria. *The African Symposium: An Online Journal of the African Educational Research Network* 66(13), (2).

Ayodele, K. O. (2013). Demographics, entrepreneurial self-efficacy and locus of control as determinants of adolescents' entrepreneurial intention in Ogun State, Nigeria. *European Journal of Business and Social Sciences* 1(12), 59-67.

Autio, Keeley, Klofsten, Parker and Hay (2001). Entrepreneurial intent among students in Scandinavia and in the USA. *Enterprise & Innovation Management Studies* 2(2), 145-161.

- Ajzen, I. and Fishbein, M. (1997). Understanding attitudes and predicting social behavior. Englewood Cliffs: Prentice-Hall.
- Aliyu, M. S. and Bambale, A. J. (2016). Entrepreneurship education and entrepreneurial intention of Nigerian university students: evidence from literatures. *Bayero University Kano Beginning. American Journal of Small Business* 11 (4), 37-53.
- Akanbi, P. A. and Ofoegbu, O. E. (2011). An examination of the influence of some selected situational factors on entrepreneurial intentions in Nigeria. *International Business and Management* 3(1), 189-196.
- Ajzen I. (1987). Attitudes, traits and actions: Dispositional prediction of behavior in social psychology. *Advances in Experimental Social Psychology* 20(1), 1-63.
- Ajzen I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes* 50(2), 179-211.
- Bird, B. (1998). Implementing entrepreneurial ideas: The case for intention. *Academy of Management Review*, 13 (3), 442-453.
- Davidsson, P. (1995). Determinants of entrepreneurial intentions, Working Paper 1995: 1. Jonkoping: Jonkoping International Business School.
- Ernest, K., Matthew, S. K. and Samuel, A. K. (2015). Towards Entrepreneurial Learning Competencies: The Perspective of Built Environment Students. *Higher Education Studies* 5(1), 20-30
- Fishbein, M. and Ajzen, I. (1975). *Belief, Attitude, Intentions and Behaviour: An Introduction to Theory and Research*. Boston: Addison-Wesley.
- Henley, A. (2007). Entrepreneurial aspiration and transition into self-employment: Evidence from British longitudinal data, *Entrepreneurship & Regional Development* 19(3), 253-280.
- Iakovleva, Kolvereid and Stephan. (2011). Entrepreneurial intentions in developing and developed countries. *Education & Training* 53(5), 353-370.
- Koe, W. L., Sa'ari, J. R., Majid, I. A and Ismail, K. (2012). Determinants of Entrepreneurial Intention among Millennial Generation. *Social and Behavioural Sciences* 40, 197- 208.
- Kigotho, W. (2015). Producing unemployable graduates' wastes time and money. *University world news*, 359, 1-3.
- Krueger N. F. and Carsrud A.L. (1993). Entrepreneurial intentions: Applying the theory of planned behavior. *Entrepreneurship & Regional Development: An International Journal* 5, 4, 315-330
- Krueger N.F., Reilly M. D. and Carsrud A.L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing* 15 (5), 411-432.
- Krueger, N. (1993). The impact of prior entrepreneurial exposure on perceptions of new venture feasibility and desirability. *Entrepreneurship: Theory and Practice* 18 (1), 5-21.
- Lee, L., Wong, P., Foo, M. and Leung, A. (2011). Entrepreneurship intentions: the influence of organizational and individual factors. *Journal of business venturing* 6 (1), 124-136.
- Mahammed, Y. and Haruna, T. H. (2016). Application of Ajzen model on entrepreneurial intention of business administration student in Ahmadu Bello University Zaria. *International Conference Federal University Dutsin-ma Katsina State*.
- Nicolaides, A. (2011). Entrepreneurship- the role of Higher Education in South Africa. *International Educational research* 2 (4), 1043-1050.
- Nabi, L and Krueger. (2013). British and Spanish entrepreneurial intention: A comparative study. *Revista de Economía Mundial* 33, 73-103.
- Pihkala, J. and Miettinen, A. (2004). Exploring changes in entrepreneurial intentions-a follow up study in two polytechnics. *Proceeding of International Entrepreneurship Conference, Naples, July 5-7*.
- Pittaway, L. and Cope, J. (2007). Entrepreneurship education—A systematic review of the evidence. *International Small Business Journal* 25, 477-506.
- Pulka, A. and Rikwentishe (2015). The Effects of Entrepreneurship Education on University Students' Attitude and Entrepreneurial intention. *European Journal of Business and Management* 7, 20.
- Pulka, B. M., Rikwentishe, R. and Ibrahim, B (2014). An evaluation of students' Attitude towards entrepreneurship education in some selected universities in North East Nigeria. *Global Journal of Management and Business Research* 14 (8), Version 1.0.
- Robinson, P. and M. Haynes (1991). Entrepreneurship education in America's major universities. *Entrepreneurship Theory and Practice* Spring 41-52.
- Thompson, E. R. (2009). Individual entrepreneurial intent: Construct clarification and development of an internationally reliable metric. *Entrepreneurship Theory and Practice* 33, 669-694.

- Wijnberg, C. (2015). Youth unemployment in South Africa. Available: <http://www.gogap.co.za/media/y>. (Accessed 21 April 2015).
- Wu, S. and Wu, L. (2008). The impact of higher education on entrepreneurial intentions of university students in China. *Journal of Small Business and Enterprise Development* 15, 752- 774.
- Wu, S. and Wu, L. (2012). The impact of higher education on entrepreneurial intentions of university students in China: *Journal of Small Business and Enterprise Development* 15, 14, 752- 774.
- Zegeye, B. (2013). Factors explaining students' inclination towards entrepreneurship: Empirical study of Ethiopian University Students. *Journal of Emerging Issues in economics, Finance and Banking* 1, 4, 302-320.

#### HOW TO CITE THIS ARTICLE?

##### **MLA**

Muogbo and Uchechukwu "Effect of higher education on entrepreneurial intents of university students in south east Nigeria". *International Journal of Business, Management and Social Research* 07(02) (2020): 427-436.

##### **APA**

Muogbo, Uju S. and Uchechukwu, E. S. (2020). Effect of higher education on entrepreneurial intents of university students in south east Nigeria. *International Journal of Business, Management and Social Research*, 07(02), 421-436.

##### **Chicago**

Muogbo, Uju S. and Uchechukwu, E. S. "Effect of higher education on entrepreneurial intents of university students in south east Nigeria". *International Journal of Business, Management and Social Research*, 07(02) (2020): 427-436.

##### **Harvard**

Muogbo, Uju S. and Uchechukwu, E. S. 2020. Effect of higher education on entrepreneurial intents of university students in south east Nigeria. *International Journal of Business, Management and Social Research*, 07(02) pp. 427-436.

##### **Vancouver**

Muogbo Uju S and Uchechukwu ES (2020). Effect of higher education on entrepreneurial intents of university students in south east Nigeria. *International Journal of Business, Management and Social Research*. 2020 January 07(02), 427-436.