International Journal of Academic Management Science Research (IJAMSR)
ISSN: 2643-900X
Vol. 6 Issue 12, December - 2022, Pages: 16-23

Relationship between University Entrepreneurial Education, Vocational Skill Acquisition Programme, Perceived Family Support, Proactive Personality and Entrepreneurial Intention of undergraduates of Nigerian University

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Abstract: *The National Universities Commission (NUC) mandated that Nigerian universities and higher education institutions provided students with Entrepreneurship Education (EEd) as a subject. The University of Ibadan Centre for Entrepreneurship and Innovation was subsequently founded to give students access to entrepreneurial knowledge, abilities, and awareness. The Department of Adult Education launched the Vocational Skills Acquisition Programme (VOSAP) to give students practical entrepreneurial skills. Therefore, this study sought to investigate the relationship between University Entrepreneurial Education, Vocational Skill Acquisition Programme, Perceived Family Support, Proactive Personality and Intention of undergraduates in Nigerian university. The study adopted correlation design and purposive sampling technique was used to select final year students studying at Department of Adult Education. The following instruments were employed; The EEd, VOSAP, Perceived Family Support (PFS), Proactive Personality (PP) and Entrepreneurial Intention (EI). In addition to content validation and trial testing of the instruments, ten undergraduates who were not a part of the slated respondents were consulted. For University EEd, the Cronbach Alpha reliability test gave a value of 0.65, for VOSAP 0.67, and for PFS; emotional support (0.62), appreciative support (0.60), instrumental assistance (0.67), informative support (0.66), PP (0.71), and EI (0.69). The results showed that undergraduates have level of entrepreneurial intention. It also showed that university education (β = .244, P <.05), VOSAP (β = .362, P <.05), perceived family support (β = .404, P <.05), and proactive personality (β = .501, P <.05), respectively had significant correlations with entrepreneurial intention of undergraduates. Entrepreneurial Education, VOSAP, Perceived Family Support, Proactive Personality had significant joint contribution to their entrepreneurial intention ($F_{(4; 38}$ =64. 940, Adj. R^2=0.699), accounting for 69.9% of its variance. In order to maintain undergraduates' attention, universities should offer entrepreneurial seminars, training, and real projects and universities should also work with their in-house entrepreneurship centers to help undergraduates develop an original company plan as part of their degree.*

Keywords: University Entrepreneurial Education, Undergraduates, Vocational Skill Acquisition Programme, Perceived Family Support, Proactive Personality and Entrepreneurial Intention

Introduction

Entrepreneurship is becoming increasingly popular among today's youth as it serves as an avenue to creating job opportunities while making contribution to economic growth. Entrepreneurship plays more important role in growth, innovation, and job creation than previously recognized due to the need to prepare students for the modern workplace and lifestyle (Sharaf, El-Gharbawy & Ragheb, 2018). Universities support economic activities as well as knowledge and technical development as the driving force in regional economies (Kadiyono, Sulistiobudi, & Zulhijah, 2019) (Fernández Pérez, Montes-Merino, Rodrguez-Ariza, & Galicia, 2019). Emerging countries consider entrepreneurship to be the most effective way to deal with problems mass unemployment, lack of economic recovery, and inadequacy in the private and public sectors (Karimi, Biemans, Lans, Chizari, & Mulder, 2014). Researchers have found that entrepreneurship levels of university students can alleviate the employment pressure faced by countries (Atilla & Kunday, 2016). According to the 2012 Global Entrepreneurship Monitor (GEM), Nigeria is one of the world's most enterprising countries. The Federal Government of Nigeria mandated Higher Education Institutions (HEIs) to incorporate Entrepreneurship Education (EEd) as a mandatory subject for all students in 2007/2008 academic session (Aliu, 2008 cited in Olorundare & Kayode, 2014) resulting in the inclusion of EEd in the curriculum of universities and other tertiary institutions in Nigeria.

Many universities now have centres for entrepreneurship education. The University-Private Sector Collaboration (UPSC) Sub-committee of the MacArthur Grant Implementation Committee at the University of Ibadan founded the Center for Entrepreneurship and Innovation in 2002. The Programme for Entrepreneurship and Innovation (PEI) was created in June 2005 and the Centre for Entrepreneurship and Innovation was officially established in June 27 when the University of Ibadan senate approved its

establishment. Additionally, the National Universities Commission (NUC) informed all universities of the following presidential directions in April 2008:

> to urgently pursue a programme to ensure that their graduates actively partake in a general course in entrepreneurial studies as part of their learning opportunities while in school.

Subsequently, General English Studies (GES) 301 (Introduction to Entrepreneurship Skills) was incorporated into the University curriculum. All university students will graduate from this course with marketable entrepreneurial abilities that will enable them to pursue self-employment after graduation. In addition to the entrepreneurial education provided to students of the University of Ibadan, the Department of Adult Education has been mandated by the NUC Visitation Panel to include Vocational Skills Acquisition Programme (VOSAP) in its curriculum for all Adult Education students which was approved by the Senate in 2014. The Senate approved the Vocational Skills Acquisition Programme in 2014, and it began the same year in the Department of Adult Education's Extra Mural unit. Hat making, fashion design, photography, graphical arts, computer training, barbing, makeup, gele tying, soap making, pomade, and detergent were taught to all students from 200 to 400 levels in the practical training. The VOSAP is designed to offer students with entrepreneurial abilities, as required by the NUC for inclusion in the curriculum for Adult Education approval. Previous research in Nigeria, by Iriobe (2022) have found that vocational training has a significant impact on entrepreneurial intentions.

An integrated entrepreneurial education and vocational training programme may have a positive impact on trainees' knowledge and skills in a given career (Gielnik, Frese, Bischoff, Muhangi & Omoo, 2016). The impact of vocational training on people's lives is transformational (Takawira, 2020). As a result, VOSAP also provides students with the necessary training and skills to succeed in the world of business in the near future, along with technical knowledge. The development of entrepreneurial motivation and abilities is critical, hence, entrepreneurship education is required in order to foster students' interest in starting a firm, also known as entrepreneurial intention (Agung, Mukhadis, Sutadji, & Purnomo,2018). The ambition to create a new firm and choose a different career path beyond traditional employment are both considered entrepreneurial intentions (Ward, Hernández-Sánchez & Sánchez-Garca 2019b; Yi, 2020). VOSAP primarily include the incorporation of theoretical entrepreneurship courses into undergraduate curricula and the development of entrepreneurship-related events that the Department hosts every year for 200 to 400 level students. These events are intended to foster a pro-entrepreneurial mindset among these students and provide them with entrepreneurship knowledge so that they consider entrepreneurship as a realistic career option after graduation.

Theory of Planned Behaviour (TPB) has been used in recent years to explain university students' entrepreneurial intentions (Entrialgo & Iglesias, 2016) as well as the eight personality traits. However, the study's focus shifted away from TPB and eight personality traits to examine how exposure to university entrepreneurial education, VOSAP, proactive personality and perceived family support may influence entrepreneurial intention, particularly among university undergraduates about to graduate from the system.

The term entrepreneurship has been defined differently by scholars. Croci (2016) defined entrepreneurship as a discipline in which one can operate independently and interdisciplinary, whereas Hessels and Naudé, (2019) describes entrepreneurship as the intersection to development economics. The generation of jobs, innovation, and economic growth all depend heavily on entrepreneurship (Laguía, Moriano & Gorgievski, 2019; Cardella, Hernández-Sánchez & Sánchez García, 2020). This implies entrepreneurship serves as a gateway to empowering someone with skills to be self-employed, involves discovering opportunities, setting up organisations, undertaking risks, and managing economic uncertainty in order to create wealth.

A person's entrepreneurial behaviour to launch their own firm plays a crucial influence in the growth of their entrepreneurial intention (Shinnar, Hsu, Powell, & Zhou, 2018). The original concept, idea, and the plan to formulate and launch new companies as per entrepreneurial choice are included in entrepreneurial intention (Obschonka, Hakkarainen, Lonka, & Salmela-Aro, 2017). Entrepreneurship focuses on having entrepreneurial ambitions before establishing a business because this establishes the starting point for a new venture. The entrepreneurial intention describes the desire to carry out entrepreneurial behaviour (Duong, Nguyen, Ngo, Nguyen, & Nguyen, 2020).

The term perceived family support simply refers to a person's perceptions of having emotional, instrumental, information, and praise from family members when it comes to beginning a new business. One type of social support that has been shown to affect entrepreneurial intention is family support. (Edelman, Manolova, Shirokova & Tsukanova, 2016). According to Sarafino and Smith (2014), family support has different components, such as emotional support (expressing feelings, showing empathy, and paying attention to someone else) and appreciation support (positively evaluating the thoughts, feelings, and actions of others, shown through showing respect for family members). Informational support can include knowledge, advice, direction, and feedback on how to handle a particular situation. Instrumental support, which entails family members as a source of assistance and unwavering support, can take the form of supervision, meeting personal requirements, financial assistance, or assistance in completing a task. In

the literature on entrepreneurship, perceived financial assistance from family has been acknowledged as a motivation to establish a business (Bhandari, 2016). Ozaralli and Rivenburgh (2016) have already said that children from families with entrepreneurial occupations have the potential to get specific business skills, confidence, experience, and vision, all of which contribute to the desire to start a new firm.

Proactive personality refers to the capacity to make a change in their environment in spite of practical limitations imposed by their environment (Laguía, Moriano & Gorgievski, 2019). Proactive personality types recognize opportunities in adversity and take the necessary actions to overcome these possibilities until they reach their intended goal (Kumar & Shukla, 2019). An assertive personality is critical in predicting entrepreneurial aspirations and behavior, according to earlier study (Neneh, 2019b). As a result, people with high proactive personality levels are more likely to be motivated to actively plan and carry out actions to accomplish their goals. Proactive personality plays a crucial role in the development of an entrepreneurial intention to entrepreneurial behaviour, and proactive personality and entrepreneurial intent have a good relationship because the personality approach to entrepreneurship has gradually revealed that different personality traits are involved in shaping entrepreneurial intention and subsequent actions (Hu, Wang, Zhang & Bin, 2018).

Taking advantage of information that leads to the achievement of business creation objectives is what entrepreneurial intentions are, according to Phong, Thao, & Nguyen (2020). In order to start a new business, entrepreneurs must have entrepreneurial intentions prior to actually starting the business (Alkhatib, Al-Aiad, Mustafa, & Alzubi, 2020). As explained by Nathani and Dwivedi (2019), entrepreneurial intentions stem from people's hopes, wishes, and desires that affect their decision to pursue entrepreneurship. One of the most significant determinants of entrepreneurship is entrepreneurial education. Individuals' knowledge and abilities are enhanced as a result of entrepreneurship education, which makes a substantial difference in students' entrepreneurship intentions (Israr & Saleem, 2018). According to a review of the research, students who attended entrepreneurship programmes have a very high likelihood of starting their own enterprises (Akarue & Eyovwunu, 2014; Umar & Abubakar, 2015). In a study conducted by Oguntimehin and Olaniran (2017), the relationship between students' exposure to EEd and their career entrepreneurial intentions was investigated, and the findings revealed that EEd has a significant impact on students' entrepreneurial intentions.

Research Question

One research question was posed:

1. What is the level of entrepreneurial intentions among undergraduates of a Nigerian University?

Hypothesis

One research hypothesis was formulated and tested at the 0.05 level of significance.

HO_1: There is no significant relationship between undergraduates' entrepreneurial education, Vocational Skill Acquisition Programme, perceived family support, and proactive personality and their intention

Methodology

This study adopted correlation design. The population consisted of all final year students in the University of Ibadan. The sample of the study was made up of final year students in Department of Adult Education Department who received entrepreneurship education as a required course at the 300 level (GES 301 (Introduction to Entrepreneurial Skills) (theoretical aspect) as well as VOSAP (Vocational Skills Acquisition Programme) (practical aspect) 200 to 400 levels, with the idea that they are more likely to establish their own businesses in the future after graduation from the university.

The purposive sampling technique was used to select the participants. The instrument titled *The University Entrepreneurial Education, VOSAP, Perceived Family Support, Proactive Personality and Entrepreneurial Intention Questionnaires* was employed to collect data from the sample. The six statements on the Entrepreneurial Intention Scale which was derived from Lián and Chen (2009), are rated on a four-point Likert scale from Strongly Agree (1) to Strongly Disagree (4). The University Entrepreneurial Education Scale was a self-structured questionnaire having 4 items on a Likert Scale of 1 to 4, with 1 being Strongly Agree and 4 being Strongly Disagree (4). The VOSAP Scale was a self-structured questionnaire having 4 items assessed on a Likert scale of 1 to 4, with 1 being Strongly Agree and 4 being Strongly Disagree (4). Perceived Family Support Scale was adapted from Sarafino and Smith (2014) having four subscales of Family Support; Emotional Support (4items), Appreciative Support (3items), Instrumental Assistance (3 items) and Informative Support (3 items). The Likert Scale, which ranges from Strongly Agree (1) to Strongly Disagree (4), is the scaling paradigm utilised in the Family Support Scale. Proactive Personality consisting 10 items scale by previous researchers, Seibert, Crant, and Kraimer, (1999) which was adapted and modified to measure proactive personality.

The instruments were subjected to content validity measurement, which involves face validity for this study. The items are presented in straightforward language for the respondents' benefit in terms of face and content validity. They are also logically and

systematically organized in accordance with the research question and hypothesis to be addressed and tested. Ten undergraduate students who were not scheduled as respondents participated in the pilot study. For University Entrepreneurial Education, the Cronbach Alpha reliability test gave a value of 0.65, for VOSAP 0.67, and for Perceived Family Support; emotional support (0.62), appreciative support (0.60), instrumental assistance (0.67), informative support (0.66), proactive personality (0.71), and entrepreneurial intention (0.69). The conclusion holds that the tool is appropriate, adequate, and dependable for the study.

Results and Discussions

There were 42 respondents revealing that 59.8% of the respondents were female and 40.5% were male. Most of the respondents were still young; 73.8% belonged to age group of 20-24years and 26.2% of the respondent belong to age group of 25-29years which is still service year for mobilisation. Almost all the respondents 95.2% were single while 4.8% were married. About 73.8% the respondents were Christians while 26.2% were Muslims.

Research Question 1: What is the level of entrepreneurial intentions among undergraduates of a Nigerian University?

Table 1 ***level of Entrepreneurial Intentions among Undergraduates of a Nigerian University***

N	Items	LEVEL of EI HIGH(H)	LEVEL of EI LOW(L)	$\bar{x}$	S.D
1	I am willing to go to any length to become an entrepreneur	38 (90.5%)	4 (9.5%)	3.08	0.91
2	My professional goal is to become an entrepreneur	37 (8.1%)	5 (11.9%)	3.17	0.82
3	I will make every effort to start and run my own firm	40 (95.2%)	2 (4.8%)	3.15	0.85
4	I am determined to start a business in the future	40 (95.2%)	2 (4.8%)	3.09	0.84
5	I have seriously considered starting a business	39 (92.9%)	3 (7.1%)	3.08	0.80
6	I have the firm intention to start a business someday	41 (97.6%)	1 (2.4%)	3.03	0.91

Weighted Mean 3.00

Table 1 shows that 90.5% respondents have high level of entrepreneurial intention (EI) as they expressed that they are willing to go to any length to become an entrepreneur while 9.5% respondents have low EI, 88.% respondents have high level of entrepreneurial intention (EI) as they expressed that their professional goal is to become an entrepreneur while 11.9% respondents disagreed, 95.2% respondents agreed that they will make every effort to start and run their own business while 4.8% respondents have low EI, 95.2% respondents have high level of entrepreneurial intention (EI) as they expressed that they are determined to create a business in the future while 4.8% respondents have low EI, 92.9% respondents have high level of entrepreneurial intention (EI) as they expressed that they have very seriously thought of starting a business while 7.1% respondents have low EI,, 97.6% respondents have high level of entrepreneurial intention (EI) as they expressed that have the firm intention to start a business someday while 2.4% respondents have low EI. The results showed mean scores ranging from 3.03 to 3.17, with a weighted mean of 3.00. The results imply that undergraduates of a Nigerian University have a high level of entrepreneurial intentions. This result corroborates the findings of Phong, Thao, & Nguyen (2020) that entrepreneurial intention is taking advantage of information that leads to the achievement of business creation objectives. In order to start a new business, entrepreneurs must have entrepreneurial intentions prior to actually starting the business (Alkhatib, Al-Aiad, Mustafa, & Alzubi, 2020).

Hypothesis Testing

There is no significant relationship between undergraduates' entrepreneurial education, Vocational Skill Acquisition Programme, Perceived Family Support, Proactive Personality and their intention

Table: 2a *Multiple Regression Analysis Showing the Joint Contribution of Undergraduates' Entrepreneurial Education, Vocational Skill Acquisition Programme, Perceived Family Support, Proactive Personality and their intention*

R	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
.756	.799	.699	7.4227

A N O V A

Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	641.220	4	82.360	64. 940	.000	Sig.
Residual	349.219	38	25.096			
Total	990.439	42				

Table: 2b *Multiple Regression Analysis Showing the Relative Contribution of Undergraduates' Entrepreneurial Education, Vocational Skill Acquisition Programme, Perceived Family Support, Proactive Personality and their intention*

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta		
(Constant)	20. 264	.555		5. 771	.000
University Entrepreneurial Education	1.379	.019	. 244	2. 067	.022
Vocational Skills Acquisition programme	2.422	.023	.362	2.529	.007
Perceived Family support	4.107	.023	.404	10.415	.000
Proactive Personality	3. 931	0.39	.501	8.931	.000

Table 2a details the interaction of the four independent factors (university EEd, VOSAP, perceived family support, and proactive personality) on the prediction of the dependent variable, (undergraduates' intention to start their own business). The table also displays the multiple correlation co-efficient (R =.756 and multiple R2 of.699). This indicates that when the four predictor variables were combined, they explained 69.9% of the variation. At =0.05, the composite contribution's significance was assessed. The data also reveals that the regression's analysis of variance produced an F-ratio of 64.940 (significant at 0.05 level).

Table: 2b shows the relative contribution of the four independent variables to the dependent variable, expressed as beta weights, namely: university education ($\beta = .244$, $P < .05$), VOSAP ($\beta = .362$, $P < .05$), perceived family support ($\beta = .404$, $P < .05$), and proactive personality ($\beta = .501$, $P < .05$), respectively. The result shows that the independent variables were significant and contributes to entrepreneurial intention among undergraduates in a Nigerian University. The finding provides evidence that exposure to University Entrepreneurial Education influences Entrepreneurial Intentions of university students This finding corroborates earlier research by Oguntimehin and Olaniran (2017) which looked at how exposure to entrepreneurship education affected students' inclinations to pursue entrepreneurial careers in Ogun State-owned universities. This may be explained by the fact that university students are taking the GES 301 course which aims to teach them how to understand the connection between business, entrepreneurship, innovation, and creativity; analyse the historical perspective of entrepreneurship in Nigeria and relate it to the current trend of unemployment, underemployment, and job dissatisfaction; identify the role of entrepreneurship in personal, national, and global economic recession; and select possible business ideas.

Therefore, exposure to entrepreneurial education in higher institutions may have encouraged their desire to launch a business in the future. As a result, entrepreneurship education boosts people's knowledge and abilities while also having a substantial impact on students' inclinations to pursue entrepreneurship (Israr &Saleem, 2018). Entrepreneurship education at the university provides undergraduates with the knowledge and abilities needed to launch their own business. It is hardly surprising that the participants had access to entrepreneurship education provided for all undergraduates enrolled in 300-level courses. It showed that students' entrepreneurial intentions are highly influenced by entrepreneurial education.

The findings also revealed that vocational skills programme influence entrepreneurial intention. This is consistent with previous research in Nigeria, by Iriobe (2022) who found that vocational training has a significant impact on entrepreneurial intentions. An integrated entrepreneurial education and vocational training programme may have a positive impact on trainees' knowledge and skills in a given career (Gielnik, Frese, Bischoff, Muhangi & Omoo, 2016), which is consistent with the VOSAP programme implemented by the Department of Adult Education, which includes entrepreneurship development programme and the introduction of a number of practical skill-oriented courses to prepare students for a career as entrepreneurs. Perceived Family Support influenced undergraduate's Entrepreneurial Intention. Research study supports the conclusion of this study which indicates that the goal to launch a business was identified in the literature on entrepreneurship as receiving perceived financial support from the family (Bhandari, 2016). This demonstrates that undergraduates are more likely to engage in future entrepreneurial activity when they believe they will be able to obtain family support in the form of practical support, emotional support, informational support, and appreciation support.

This suggests that students' Entrepreneurial Intentions are influenced by Proactive Personalities. This result supports Neneh (2019b) contention that Proactive Personality was a key factor in predicting Entrepreneurial Intentions and behaviours. This suggests that undergraduates have a proactive mentality that may eventually impact their choice to pursue entrepreneurship. This study lends credence to Hu, Wang, Zhang, & Bin, (2018) results that Proactive Personality and Entrepreneurial Intentions are positively correlated. This shows that undergraduates with proactive personalities would be interested in founding sustainable business enterprises, and that these students might be inspired to put their Entrepreneurial Intentions into practice.

Conclusion

This study found that undergraduates' Entrepreneurial Intentions were influenced by EEd, VOSAP, Perceived Family Support, and Proactive Personalities. In order to improve the intentions and successful entrepreneurial behaviour of undergraduates, the National Universities Commission (NUC) mandated that all universities include Entrepreneurial Education in their curricula. This has increased entrepreneurial awareness among undergraduates who may want to engage in various businesses or create a firm.

Recommendations

The formation of an entrepreneurial mentality should be a necessary course topic in universities curriculum and across all academic streams since universities through EEd have encouraged students to start new firms and contribute to the economy of the country and the development of the society. In order to maintain undergraduate' attention, universities should offer entrepreneurial seminars, training programmes, and real projects. Universities should also work with their in-house entrepreneurship centres to help undergraduates develop business plans for startups as a part of their requirements to earn a degree. Universities should also work with large businesses in the private sector of the economy to provide industrial attachments that will help undergraduates embrace cutting-edge technologies and integrate digital technologies into the study of entrepreneurship.

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