

**ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL
INTENTION OF STUDENTS: A STUDY OF COVENANT UNIVERSITY,
OTA**

**KAKI, JOY IEMBER
(20PAB02134)**

JULY, 2022

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OTA**

BY

**KAKI, JOY IEMBER
(20PAB02134)**

B.Sc Business Administration, Landmark University, Omuaran.

**A DISSERTATION SUBMITTED TO THE SCHOOL OF
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OF BUSINESS MANAGEMENT, COLLEGE OF MANAGEMENT AND
SOCIAL SCIENCES, COVENANT UNIVERSITY, OTA, OGUN STATE**

JULY, 2022

ACCEPTANCE

This is to attest that this dissertation has been accepted in partial fulfilment of the requirements for the award of the degree of Master of Science in Business Administration in the Department of Business Management, College of Management and Social Sciences, Covenant University, Ota, Nigeria.

Mr. Taiwo B. Erewumi
(Secretary, School of Post Graduate Studies)

Signature and Date

Prof. Akan B. Williams
(Dean, School of Post Graduate Studies)

Signature and Date

DECLARATION

I, KAKI, JOY IEMBER (20PAB2134) declare that this dissertation is a representation of my work and is written and implemented by me under the supervision of Dr. Augusta B. Amaihian of the Department of Business Management, Covenant University, Ota, Nigeria. I attest that this dissertation has not been presented either wholly or partly for the award of any degree in any other institution. All sources of data and scholarly information used in this dissertation has been duly referenced.

KAKI, JOY IEMBER

Signature and Date

CERTIFICATION

This is to certify that this research titled “**ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL INTENTION OF STUDENTS: A STUDY OF COVENANT UNIVERSITY, OTA**” is based on original research carried out by **KAKI, JOY IEMBER (20PAB02134)** meets the requirements and regulations governing the award of Master of Business Administration (M.Sc) degree from the department of Business Management, College of Management and Social Sciences, Covenant University, Ota, and is approved for its contribution to knowledge and literary presentation.

Dr. Augusta B. Amaihian
(Supervisor)

Signature and Date

Prof. Anthonia A. Adeniji
(Head of Department)

Signature and Date

Prof. Olusola A. Ologunde
(External Examiner)

Signature and Date

Prof. Akan B. Williams
(Dean, School of Post Graduate Studies)

Signature and Date

DEDICATION

This research work is dedicated to God Almighty, the one whom I owe my existence, well-being and achievement.

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LIST OF ABBREVIATIONS

EE: Entrepreneurship Education

TPB: Theory of Planned Behaviour

HTMT: Heterotrait-Monotrait Ratio

ABSTRACT

Entrepreneurship education has fast become very relevant subject to educational and research institutions; invariably affecting the governmental and non-governmental organisations as a tool for building student's intention to carry out entrepreneurial behaviours. Existing literature shows that Nigerian institutions have not adequately studied the transformative teaching and learning process of entrepreneurship education and student's entrepreneurial intention. This study examined the effect of entrepreneurship education on student's entrepreneurial intention in one of the top Nigerian universities with the highest alumni who have successful start-ups. A cross-sectional survey method was used for collection of data from a sample of three hundred and seventy (370) purposive, stratified, and simple random sampling methods were used. A total of three hundred and fifty-seven (357) responses were recorded representing 93% response rate. SPSS and Smart PLS statistical packages were used to carry out a descriptive and inferential analysis on the valid data collected from the student's responses. The results from the test of the hypotheses showed that entrepreneurship educator's competence significantly impacts student's entrepreneurial interest (β -0.352; p-value < 0.05); entrepreneurship pedagogy significantly impacts on student's idea generation (β -0.498;p-value < 0.05) and entrepreneurship curriculum stimulates student's opportunity identification (β -0.466;p-value < 0.05). Based on the results, the study recommended among other things that entrepreneurship educators should be certified beyond the basic business degree and more entrepreneurship aligned educators should handle the teaching of the course.

Keywords: Entrepreneurship Education, Entrepreneurial Intention, Educator's Competence, Entrepreneurial Interest, Pedagogy, Idea Generation, Entrepreneurship Curriculum, Opportunity Identification.