ISSN NO.2395-0692

IJAHMS International Journal of Arts, Humanities and Management Studies

Student Perspectives on Entrepreneurship Education and Entrepreneurial Intentions at a Nigerian University

Ajala Abosede Bamidele

Achievers University, Owo Ihinmoyan Timothy, PhD Department of Business Administration, Adekunle Ajasin University,Akungba Akoko

ABSTRACT

Entrepreneurship education is thought to be a powerful tool for influencing students' learning orientation and expression of entrepreneurial implementation intentions. The purpose of this study was to investigate the effects of entrepreneurship education and learning orientation on the entrepreneurial implementation intentions of students at Achievers University in Nigeria. The survey method was used to collect data for the sequential explanatory mixed method. A total of 600 questionnaires were distributed. For analysis of the returned and valid copies of the questionnaire completed by the respondents, descriptive and inferential research methods such as mean and hierarchical multiple regression were used. The test of hypotheses results revealed that entrepreneurship content has a significant impact on students' critical thinking and the generation of business ideas (R2 =.063, F (2, 563) = 37.587, p.05; R2 =.0143, F (1, 562) = 52.706, p. 0.05); and thematic analysis validated the test of hypotheses findings. However, the thematic analysis findings also revealed that practical activities are primarily focused on vocational skill acquisition and that university support systems do not involve students at all levels. Based on the quantitative and qualitative findings, it was recommended that, in addition to vocational skill activities, the curriculum include extensive coverage of critical thinking and idea generation activities as graded components of the programme. It was also suggested that students from all levels participate in entrepreneurial development initiatives provided by their institutions. To increase the likelihood of engaging in entrepreneurial activities after graduation, students should generate viable business ideas, identify market gaps, engage in business startups, write viable business plans, and engage in product innovation. These are the main things that should be taught and learned in an entrepreneurship class.

KEYWORDS: *Entrepreneurship education, learning orientation, and entrepreneurial implementation intention are key terms.*

INTRODUCTION

Despite the country's enormous endowment of human and natural resources, the rate of graduate unemployment in Nigeria has been steadily rising. However, graduate unemployment is not unique to Nigeria or developing countries; it is a long-standing global phenomenon, and it has become a common trend in many countries to find university graduates unable to secure jobs several years after graduation (Twumasi, 2013). For policymakers and stakeholders in developed countries such as England, the United States, and Germany, is refocusing educational systems on the acquisition of

vocational and technical skills in order to improve the smooth transition into jobs for school leavers, particularly university graduates. This is because education is very important for the growth and development of any society, especially because the goals of wealth creation, poverty reduction, and value re-orientation can only be reached and kept up with through an efficient educational system that gives people the skills, knowledge, abilities, attitudes, and values they need to do their jobs well.

Entrepreneurship education in universities aims to instil entrepreneurial skills and attitudes in students in order to motivate undergraduates' entrepreneurial intentions or considerations of entrepreneurship as a career (Middleton, 2010). Despite the introduction of entrepreneurship education as a required course in Nigerian universities, aspirations for white-collar jobs and graduate unemployment have been steadily increasing. However, studies such as Aja-Okorie and Adali (2013) and Adebayo and Kolawole (2013) have found that entrepreneurship education has a positive effect on the entrepreneurial intentions of Nigerian university students. As a result, the development of entrepreneurial intentions among Nigerian university students is unlikely.

As a result, it appears that Nigerian university students are unable to translate their intentions into the achievement of entrepreneurial goals and aspirations upon graduation. It is critical to emphasise that the success of any knowledge or skill development initiative is heavily influenced by the learning orientation of the participants. As a result, given that students in Nigerian universities are unable to translate entrepreneurial intentions into the achievement of entrepreneurial goals and pursuits, exposure to entrepreneurship education may not favourably motivate students' learning orientation. Furthermore, the manifestation of actions in pursuit of a goal validates intentions and increases the likelihood of achieving a desired end result (Gollwitzer, 1993). This implies that rising graduate unemployment rates in Nigeria may be a sign that entrepreneurship programmes in Nigerian universities do not motivate students to initiate actions and behavioural responses in support of their entrepreneurial goals and aspirations upon graduation. As a result, in proposing solutions to these identified challenges, it is necessary to highlight what areas of existing literature have been covered in terms of the interplay between the components of an entrepreneurship programme, the dimensions of students' learning orientation, and the expression of actions in pursuit of entrepreneurial goals (entrepreneurial implementation intentions), in order to identify the gaps that exist.

Entrepreneurship education, in particular, is a deliberate action that should stimulate critical thinking in participants in order to generate innovative and creative business ideas (Sadeghi, Mohammadi, Nosrati, & Malekian 2013). Researchers such as Adebayo and Kolawole (2013), Dirk, Benson, and Bruce (2013), and Papadimitriou (2015) have advocated for a revision of entrepreneurship curriculum content in universities in order to bridge the gap between theory and practise, with a particular emphasis on the development of entrepreneurial intentions. However, it is necessary to determine whether the entrepreneurship curriculum content in Nigerian universities stimulates students' critical thinking and the generation of business ideas.

Similarly, the pedagogical approaches used in entrepreneurship education should foster in students a shared vision of socioeconomic problems as challenges that can be translated into viable and feasible business opportunities (Sahlberg, 2010). As a result, studies on entrepreneurship pedagogical issues in university education, such as Middleton (2010), Aja-Okorie and Adali (2013), and more recently, Nasiru, Keat, and Bhatti (2015), have recommended the design of experiential

learning activities to motivate the development of creative problem-solving abilities in order to increase students' entrepreneurial intentions. Nonetheless, given the link between pedagogical approaches and business opportunity identification, one thing that many studies haven't looked at is how the pedagogical approach used affects students' shared vision and business opportunity identification in Nigerian universities.

Furthermore, one of the primary goals of entrepreneurship education is to pique an individual's interest in becoming an entrepreneur. Thus, entrepreneurship education teaching methods should allow for tryouts through business startups in a structured environment within universities (Ahmad, Baharun, & Rahman, 2004). Arasti, Falavarjani, and Imanipour (2012), Rae and Carswell (2001), and Shepherd and Douglas (1997) have studied entrepreneurship teaching methods and their suitability for graduate students' entrepreneurial needs. However, there is very little research on how to teach entrepreneurship education and how that affects student interest and business start-ups in Nigerian universities.

The competence of an educator is a critical factor in the development of entrepreneurial skills (Hytti & O'Gorman, 2004). This implies that an educator's competence cannot be overstated, particularly because practical business skills and experience are required to instil entrepreneurial skills in students. As an entrepreneurial activity that encompasses the entire entrepreneurship process, business planning is still regarded as an important component of entrepreneurship education and training. As a result, Fiet (2000) examined the role of the educator in entrepreneurship education in general; similarly, Shulman and Shulman (2004) emphasised the role of practical business experience and training of entrepreneurship educators in motivating university students to consider entrepreneurship as a career. However, given the importance of business planning activities in instilling entrepreneurship skills in students, another implication of this research is to investigate the impact of an educator's competence on students' commitment to learning and business plan writing.

University support systems can have a significant impact on students' interest in entrepreneurship as a career. University initiatives and support systems may have a significant impact on the expression of innovativeness (Morris, Kuratko, & Cornwall, 2013). These initiatives encourage student knowledge sharing, which leads to innovations (Morris, Kuratko, & Cornwall, 2013). Reznik (2010) investigated the university environment and student entrepreneurial aspirations. Linan, Urbano, and Guerrero (2011) and Shirokova, Bogatyreva, and Galkina (2014) investigated the university environment and the formation of students' entrepreneurial intentions. Nonetheless, in the Nigerian context, it is critical to investigate the role of university support systems in motivating knowledge sharing and innovation among students. Based on what we know to be a problem, the next question is how much entrepreneurship content affects students' critical thinking and business ideas.

LITERATURE

Becker (1975) proposed the human capital entrepreneurship theory, which is based primarily on two factors: education and experience. The theory holds that knowledge gained through education and experience is a resource that is distributed differently across individuals, which informs the basis for understanding disparities in opportunity identification and exploitation (Shane & Vankataraman, 2000). Human capital factors, according to Davidson and Honig (2003) and Anderson and Miller (2003), have a positive impact on the emergence of nascent entrepreneurs.

This implies that the human capital theory of entrepreneurship establishes a foundation for the role of education in entrepreneurial development, making it especially relevant to the context of entrepreneurship education (Chandler & Hanks, 1998). In particular, Shane and Vankataraman (2000) argued in the context of this study that human capital factors are important for idea generation, opportunity recognition, and business planning. According to Anderson and Miller (2003), the components of an entrepreneurship programme play a significant role in enhancing the development of abilities associated with successful entrepreneurial outcomes.

Entrepreneurship Concept

There is no generally accepted definition of entrepreneurship that is deemed adequate, and the lack of a universal definition results in a lack of agreement on the meaning of this concept (Katz & Green, 2009; Mokaya, Namusonge, & Sikalieh, 2012). Various researchers, including Drucker (1985), Bruyat and Julien (2001), and Shane and Venkataraman (2000), have characterised entrepreneurship from a variety of perspectives and viewpoints. However, the various conceptualisations are generally an impression of the analyst's field of specialisation. Entrepreneurship, according to Ronstadt (1984), is a dynamic process of creating incremental wealth. According to Ronstadt (1984), this wealth is created by people who take significant risks in terms of value, time, and career commitment when valuing some products. Hisrich's (1985) definition of entrepreneurship set the stage for the essence of entrepreneurship in the modern world. Hisrich (1985) defined entrepreneurship as the process of creating something new with value by devoting the necessary time and effort and reaping the benefits of monetary and personal fulfilment. The functional resource, psychological, and behavioural perspectives are the dominant perspectives in entrepreneurship research.

Contents on Entrepreneurship

Bobbitt (1941), widely regarded as the originator of the term "contents," defined the concept as "all the experiences that comprise an adult life." He emphasised that people learn many things in school, such as roles, rules, respect, hard work, and other values. Kerr (1968) defined "curriculum" as a path, a set of challenges that an individual is aiming to overcome, or something with a beginning and an end goal that an individual aspires to achieve. Kerr defined "curriculum" in the context of education as "all the learning experiences regulated by an educational institution, which are carried out either in a group or with individuals within the institution." A curriculum, in general, refers to all of the processes, products, and human activities that are directed toward the actualization and achievement of societal goals through schools (Onwuka, 1981). However, Ornstein and Hunkins (2004) say that the success of a new curriculum is very much based on how people who work on the curriculum think about what students need.

Entrepreneurship content is a dynamic and planned learning experience focused on learners' entrepreneurial development (Kourilsky, 1995; Gafar, Kasim, & Martin, 2013). An entrepreneurship curriculum is defined as everything about a student's school experience that is related to the development of entrepreneurial skills and capabilities (Kourilsky, 1995; Bassey & Achibong, 2005). An entrepreneurship curriculum, according to Bilic, Prka, and Vidovic (2011), is a mechanism used for the structured reproduction of entrepreneurial culture, with an emphasis on critical-independent thinking and entrepreneurship development. The entrepreneurship curriculum teaches students how to identify and shape opportunities, assess business concepts, develop operational plans, fund and launch ventures, and grow new businesses (Kourilsky, 1995; Henry,

Hill, & Leitch, 2003). According to Romer-Paakkanen and Pekkala (2008), entrepreneurship and career education have some common variables that make them institutional strategies aimed at improving educational outcomes by relating teaching and learning activities to self-development concepts. This is why an entrepreneurship curriculum, which includes teaching and learning activities that help students become more entrepreneurial, can't be overstated in terms of its value.

Developing business concepts

Pam (2013) defined a business idea as one that is feasible and viable enough to be turned into a business venture. Long (2010) argued that, from the standpoint of entrepreneurship, idea generation as an intention-based action entails either the discovery of a business idea or the development of a feasible business concept over time. According to Arenius and Declerq (2005), the quality of information received by an entrepreneur increases the likelihood of generating an idea. As a result, as asserted by Morais (2001), in the context of entrepreneurship education, the development of creative business ideas by students as a result of exposure to an entrepreneurship programme confirms that idea generation can be taught and learned. Brain storming is a common approach for idea generation activities in entrepreneurship education.

Osborn (1957) proposed the concept of brainstorming as a way to generate as many ideas as possible from group work. According to Nutt (1984) and Arenius and Declerq (2005), the dynamism of the business world necessitates the development of a critical mind in order to stimulate the generation of viable business ideas. Thus, brainstorming within the context of entrepreneurship education is an important activity that can motivate students to generate viable business ideas. This is significant because the generation of business ideas is an important outcome of an entrepreneurship programme, particularly because it provides tangible evidence of students' intentions to engage in entrepreneurship (Morais, 2001).

Entrepreneurship Education, Learning Orientation, and Intentions for Entrepreneurial Implementation

According to Dweck (1986), learning orientation reflects an individual's inclination toward the continuous expansion of their knowledge base and current knowledge set. Ames and Archer (1988) explain this by positing that individuals' learning orientations are easily subjected to active experimentation, implying that new knowledge is acquired through learning from real-life situations and experiences. Kolb (1984) argued that by accommodating new knowledge and insights, individuals are in a good position to leverage the intrinsic potential in their current knowledge base and knowledge set. Similarly, Dweck and Leggett (1988) proposed that the role of a strong learning orientation extends beyond the sustenance of an individual's knowledge set and provides indicative information regarding the expansion of current knowledge geared toward overcoming new challenges and barriers. Armstrong and Mahmud (2008) also argued that a strong learning orientation can improve the leveraging of current knowledge, particularly because it facilitates the incorporation of both new and old knowledge, thereby improving the ability to deal with the uncertain and challenging situations that come with being an entrepreneur. According to Murphy, Trailer, and Hill (1996), a career in entrepreneurship is associated with the possibility of business failure as well as the challenge of minimising the possibility of failure. Dweck and Leggett (1988) and Sarasvathy (2008) say that people who have a strong learning orientation are more likely to believe that they can use their past and current relevant experiences to deal with the challenges that come with starting a business.

ISSN NO.2395-0692
IJAHMS International Journal of Arts, Humanities and Management Studies

Contents of the Entrepreneurship Curriculum and Idea Generation

According to Bruyat and Julien (2001), as the literature on entrepreneurship education evolves, there has been a special focus on what the content of the entrepreneurship curriculum should be because researchers have argued that there is a fundamental disparity between entrepreneurship and business management. Past studies such as McMullan and Long (1987), Vesper and McMullan (1988), and Plaschka and Welsh (1990), associated with the theoretical foundation for the emergence of entrepreneurship as an independent academic discipline, have argued in favour of a distinction between entrepreneurship education curricula and management education curricula. McMullan and Long (1987) argued that in order to achieve teaching objectives, entrepreneurship education curricula should include entrepreneurial activities that motivate critical thinking. In support of skill-building courses, Vesper and McMullan (1988) suggested that the focus of these courses should include an important distinction between entrepreneurship education and traditional management, which is the development of a mindset to generate business ideas and forecast business. In support of the distinction between entrepreneurship education and traditional management, Laschka and Welsh (1990) opined that entrepreneurship programmes should focus on creative thinking and theory-based practical applications for problem solving. Solomon (2007) proposed in a review of entrepreneurship education in the United States of America that the curriculum contents of an entrepreneurship programme should stimulate a critical mindset geared toward multiple venture plans and the generation of business ideas. Steinfioff and Durges, 1993, and Solomon, 2007, both say that a Nigerian university's entrepreneurship curriculum could encourage students to do critical thinking activities and come up with business ideas if the curriculum covers idea generation activities very well as one of the main themes of the university's program.

H01: The content of entrepreneurship does not have a big impact on students' critical thinking and business ideas.

METHODS

According to the information provided by student affairs, the study population consists of all undergraduate students at Achievers University in Nigeria who offer a degree in entrepreneurship. The responses from entrepreneurship students and educators extracted from the administered questionnaire to university students, as well as semi-structured interviews conducted with entrepreneurship educators at the selected university, served as the source of data for this study.
Godden (2004) recommended a formula for determining sample size when the study population is greater than fifty thousand respondents, which was used to determine the sample size for this study. As a result, to represent the study population, a sample size of 600 students was used. A total of 600 questionnaires were distributed, with 564 returned, representing a response rate of 94 percent.The survey method was used to collect data for the sequential explanatory mixed method. A total of 600 questionnaires were distributed. For analysis of the returned and valid copies of the questionnaire completed by the respondents, descriptive and inferential research methods such as mean and hierarchical multiple regression were used.

ISSN NO.2395-0692
IJAHMS International Journal of Arts, Humanities and Management Studies

Data Display and Analysis

The gender distribution reveals that there were 284 male respondents (50.4 percent) and 280 female respondents (49.5 percent). Despite the 0.8 percent gender difference, the data obtained provides a rich and balanced picture of both genders.The age distribution revealed that 261 (46.5 percent) of respondents were between the ages of 15 and 19, 270 (47.9 percent) were between the ages of 20 and 24, and 33 (5.6 percent) were over the age of 25. The results show that the majority of respondents (270) were between the ages of 20 and 24, accounting for 47.9 percent of the total number of respondents. According to the information provided by respondents on their degree programmes, 397 (70.4 percent) were B.Sc Science students, 129 (22.9 percent) were B.Sc students, and 38 (6.7 percent) were B.Eng/Other students. According to the degree programme results, the most respondents were BSc/Science students (397), followed by B.Sc students (129), and the least were B.Eng/Other students (38). However, the distribution of respondents' degree programmes shows that the opinions of people from different fields were taken into account.

Entrepreneurship Education

Table 1 Descriptive Statistics of Items Measuring Entrepreneurship Contents Based on Gender

Statement	Male Mean Score	Female Mean Score
Better understanding about business is achieved as a result of taking this course	4.0704	4.0996
The course developed entrepreneurial knowledge and skills	4.1162	4.1388
The course raised interest towards entrepreneurship	4.0599	4.0569

Table 1 shows that when respondents were asked if they gained a better understanding of business as a result of taking the entrepreneurship course, both male and female respondents agreed. According to the table analysis, the mean scores of male and female respondents were 4.0704 and 4.0996, respectively. Female respondents, with a mean score of 4.0996, affirmed the statement more favourably than their male counterparts. This indicates that more female respondents believe that taking the entrepreneurship course broadens their understanding of business. According to the table, when respondents were asked if the course helped them develop entrepreneurial knowledge and skills, both female and male respondents said yes. According to the results of the analysis, the mean scores of male and female respondents were 4.1162 and 4.1388, respectively. This implies that a higher proportion of female respondents believe that exposure to entrepreneurship education motivates the development of entrepreneurial knowledge and skills. The table also shows that both male and female respondents agreed that the course increased their interest in entrepreneurship. According to the results of the analysis, the mean scores for both male and female respondents were 4.0599 and 4.0569, respectively. Male respondents, with a mean score of 4.0599, on the other hand, responded positively in greater numbers. This shows that more men think that taking business classes makes them more interested and motivated to start their own business.

ISSN NO.2395-0692
IJAHMS International Journal of Arts, Humanities and Management Studies

Entrepreneurship Education

Table 2: Descriptive Statistics of Items Measuring Entrepreneurship Contents Based on Age Group

Statement	15-19 years Mean Score	20 – 24 years Mean Score	Above 25 years Mean score
Better understanding about business is achieved as a result of taking this course	3.9962	4.1778	4.0303
The course developed entrepreneurial knowledge and skills	4.0496	4.2000	4.1515
The course raised interest towards Entrepreneurship	3.9847	4.1333	4.0303

Table 2 shows that when respondents were asked if they gained a better understanding of business as a result of taking this course, respondents of all ages agreed with the statement. The analysis in the table shows that the mean scores for the age groups 15 to 19 years, 20 to 24 years, and over 25 years are 3.9962, 4.1778, and 4.0303, respectively. This demonstrates that more respondents in the age group 20–24 years, with a mean score of 4.1778, affirmed the statement than respondents in other age groups. This suggests that more respondents aged 20 to 24 believed that participation in entrepreneurship education broadens students' knowledge of business issues. According to the table, when asked if the course developed entrepreneurial knowledge and skills, the majority of respondents from all age groups agreed. According to the analysis, the mean scores for the age groups 15 to 19 years, 20 to 24 years, and over 25 years are 4.0496, 4.2000, and 4.1515, respectively. This means that more respondents in the age group 20 to 24 years old, with a mean score of 4.2000, believe that participation in entrepreneurship education improves entrepreneurial skill acquisition. The table also shows that respondents of all ages agreed that the course increased their interest in entrepreneurship. According to the analysis, the mean scores for respondents aged 15 to 19 years, 20 to 24 years, and over 25 years are 3.9847, 4.1333, and 4.0303, respectively. However, respondents aged 20 to 24 years old were more likely to agree with the statement, with a mean score of 4.1333. This result indicates that more respondents aged 20 to 24 believed that exposure to entrepreneurial education piqued students' interest in pursuing an entrepreneurial career.

Entrepreneurial Implementation Intention:

Table 3: Descriptive Statistics of Items Measuring Business Idea Generation Based on Age Group

Statement	15-19 years Mean Score	20–24 years Mean Score	Above 25 years Mean score
Entrepreneurship students have found solutions to existing problems in business	3.7863	3.8926	3.6364
Entrepreneurship students have improved an existing product	3.7863	3.9556	3.7576
Entrepreneurship students have developed new products	3.9466	4.0358	3.9394

ISSN NO.2395-0692
IJAHMS International Journal of Arts, Humanities and Management Studies

According to Table 3, when asked if entrepreneurship students have found solutions to existing business problems, the majority of respondents across all age groups answered positively. The analysis in the table shows that the mean scores for the age groups 15 to 19 years, 20 to 24 years, and over 25 years are 3.7863, 3.9556, and 3.7576, respectively. However, respondents aged 20 to 24 years responded more positively to the statement, with a mean score of 3.9556. This suggests that more respondents aged 20 to 24 believed that participation in entrepreneurship education had improved students' ability to develop creative business ideas. According to the table, when asked if entrepreneurship students had developed ideas to improve existing products, the majority of respondents from all age groups agreed. According to the analysis, the mean scores for the age groups 15 to 19 years, 20 to 24 years, and over 25 years are 3.7863, 3.9556, and 3.7576, respectively. This implies that entrepreneurship students have developed new ideas on how existing products can be introduced into the market, as indicated by a higher mean score of 3.9556 among respondents aged 20 to 24 years. The table also shows that the majority of respondents across all age groups believe that entrepreneurship students have created new product ideas. According to the analysis, the mean scores for the age groups 15 to 19 years, 20 to 24 years, and over 25 years are 3.9466, 4.0358, and 3.9394, respectively. However, more respondents aged 20 to 24 years agreed with the statement, with a mean score of 4.0358. This shows that more people who were 20 to 24 thought that entrepreneurship education had helped students come up with new product ideas that could be sold in the market.

Testing Hypotheses

A hierarchical multiple regression analysis was performed to test the hypothesis that entrepreneurship content has no significant impact on students' critical thinking and business idea generation. The results are shown in Table 4.

Hierarchical Multiple Regression
Table 4a: Model Summary : Hypothesis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.250[a]	.063	.061	.74646	.063	37.587	1	563	.000
2	.378[b]	.143	.140	.71437	.080	52.706	1	562	.000

Predictors: (Constant), entrepreneurship content
Predictors: (Constant), entrepreneurship content, critical thinking

The purpose of the test was to determine the impact of entrepreneurship content on students' critical thinking and business idea generation. The effect of entrepreneurship content on business idea generation was tested in the first step. The degree of variation in the dependent variable that can be

ISSN NO.2395-0692
IJAHMS International Journal of Arts, Humanities and Management Studies

predicted by the independent variable is represented by the R-Square value. According to the findings, entrepreneurship curriculum content accounted for 6.3 percent of the variance in students' business idea generation (R2 =.063, F (2, 563) = 37.587, p.05). The role of critical thinking as a moderator was investigated in the second step. The analysis revealed that critical thinking could explain 14.3 percent of the variance in students' business idea generation, in addition to the effects of entrepreneurship curriculum contents (R2 =.0143, F (1, 562) = 52.706, p 0.05). The significance of the F-change was evaluated, and it was determined to be significant (0.000), as shown in table 4b below.

Table 4b: ANOVA[c] : Entrepreneurship Contents, Critical Thinking and Business Idea Generation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.943	1	20.943	37.587	.000[a]
	Residual	313.703	563	.557		
	Total	334.646	564			
2	Regression	47.841	2	23.920	46.873	.000[b]
	Residual	286.805	562	.510		
	Total	334.646	564			

a. Predictors: (Constant), entrepreneurship content

b. Predictors: (Constant), entrepreneurship content, critical thinking

Dependent Variable: idea generation Source

The results of the two models are shown in Table 4b above. The first model demonstrated the impact of entrepreneurship content on business idea generation. F = 37.587 is calculated by dividing the Mean Square Regression (20.943) by the Mean Square Residual (0.557). According to these findings, model 1 in the table is statistically significant (sig =.000). The second model investigated the impact of entrepreneurship content and students' critical thinking on the generation of business ideas. F = 46.873 at an acceptable significance level of 0.000 is calculated as the Mean Square Regression (23.920) divided by the Mean Square Residual (0.150). Because the Anova results in table 4b show a significant level of 0.000, the alternate hypothesis that entrepreneurship content stimulates students' critical thinking and business idea generation is accepted, while the null hypothesis that entrepreneurship content does not stimulate students' critical thinking and idea generation is rejected. The contributions of the independent and mediating variables to the variance in the dependent variable, as well as their levels of significance, are shown in Table 4.c below.

ISSN NO.2395-0692
IJAHMS International Journal of Arts, Humanities and Management Studies

Table 4c: Coefficients[a] : Entrepreneurship Curriculum Contents and Critical Thinking

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	2.731	.194		14.055	.000					
Entrepreneurship curriculum Contents	.287	.047	.250	6.131	.000	.250	.250	.250	1.000	1.000
2 (Constant)	1.685	.235		7.164	.000					
Entrepreneurship Curriculum Contents	.233	.045	.203	5.133	.000	.250	.212	.200	.973	1.027
Critical thinking	.323	.044	.287	7.260	.000	.321	.293	.284	.973	1.027

a. Dependent Variable: **business idea generation**

Based on the model 2 results, the table above revealed the students' contributions to entrepreneurship content and critical thinking on business idea generation, as well as their levels of significance. (Entrepreneurship curriculum contents:.233; t = 5.133; p 0.05; critical:.323; t = 7.260; p 0.05.)

The variable significance levels are less than 0.05, and the F change (52.706) is high and significant (0.000). Based on the results presented above, it was justified to accept the alternative hypothesis while rejecting the null hypothesis. So, it is possible to say that entrepreneurship content has an effect on students' critical thinking and business idea generation, so this is what we know.

Recommendations and Conclusion

Entrepreneurship content has a significant impact on students' critical thinking and the generation of business ideas. In line with the hypothesis findings, descriptive statistics revealed that the majority of respondents agreed that the entrepreneurship course improved their understanding of business and helped them develop entrepreneurial knowledge and skills. According to the descriptive statistics, the majority of respondents agreed that the way the market is perceived must be constantly questioned. Furthermore, descriptive statistics revealed that the majority of respondents agreed that entrepreneurship students had developed ideas to improve existing products as well as new product ideas. This implies that the contents of an entrepreneurship course facilitate students' receptivity to novel and creative business ideas by stimulating critical thinking and influencing their mindset. These hypothesis' findings are consistent with those of Bilic, Prka, and Vidovic (2011), who proposed that designing an entrepreneurship curriculum may stimulate the development of entrepreneurial ideas and the practise of entrepreneurship. This is consistent with the findings of Bodnar, Renee, and Besterfeild-Scacre (2015), who asserted that providing curricular content on

idea generation has implications for the development of learners' entrepreneurial mindset and skills. It also backs up the findings of Gafar, Kasim, and Martin (2013), who discovered that the Business Team Project Partnership Curriculum Program (BT-PPP) was effective at motivating entrepreneurial idea generation and entrepreneurial learning outcomes. This demonstrates that a large body of relevant literature, such as the studies mentioned above, has clearly established a link between the design of entrepreneurship content and the generation of business ideas. Beyond establishing this relationship, the importance of critical thinking and a shift in mindset in explaining the link between entrepreneurship content and the generation of business ideas by students cannot be overstated. People who do this believe that critical thinking can be a big help when they come up with good business ideas, as this study shows.

Graevenitz, Harhoff, and Weber (2010), supported by Hill (2011), have argued that entrepreneurship education is actually detrimental to the development of entrepreneurial capabilities and skills among university students. It was found, however, that critical thinking can help students come up with good business ideas if they are taught in a critical way in a business class.

REFERENCES

i. Abrokwa, C.K. (1995) Vocational Education in the Third World: Revising the Debate,

ii. *Vocational Aspect of Education,* **47**:129-140.

iii. Adebayo, O. & Kolawole, J.A. (2013). The Historical Background of Entrepreneurial Development in Nigeria: Its Gains, Shortcomings and Needful. *Journal of Emerging Trends in Economics and Management Sciences,* **4(5)**: 493-500.

iv. Adejimola, A.S. & Olufunmilayo, T.O. (2009). Spinning off Entrepreneurship Culture among University Students: Prospects and Challenges. *African Journal of Business Management,* **3(1)**:80-88.

v. Adejo, A.M. (2006). Poverty in the Land of Plenty. *Nubess Journal of Contemporary Issues,***1(2)**: 194-201.

vi. Adekola & Kumbe (2012) Women Education in Ogoniland and its Implications for Rural Development in Rivers State, Nigeria. *Journal of Society and Communication,* 22.

vii. Adewunmi, O. (2009), ‒Finance, Entrepreneurship and Economic Employment: The Missing Nexus‖, University of Lagos Inaugural Lecture Series.

viii. African Economic Outlook (2012): Promoting Youth Employment http://dx.*doi*.org/10.1787/888932599880.

ix. Agba, M.S., Chukwurah, D.C. & Achimugu, H. (2014). Politics and Administrative Responsibility in Nigeria: An Assessment of Legislative Mandate Performance and Executive Implementation of Public Programmes (1999-2012). *Journal of Good Governance and Sustainable Development in Africa*, **2(1)** : 21-40.Website: http://www.rcmss.com ISSN: 2346-724X (Print) ISSN: 2354-158X (Online).

x. Agbim, K.C., Oriarewo, G.O., & Owocho, M. (2013). Factors Influencing Entrepreneurial Intentions among Graduates of Nigerian Tertiary Institutions .*International Journal of Business and Management Invention*, **2(4)**:36-44.

xi. Agbonlahor A.A (2016) Challenges of Entrepreneurial Education in Nigerian Universities: Towards a Repositioning for Impact. *Journal of Educational and Social Research* **6(1)**: 208– 214.

xii. Agi, U.K. & Yellowe , N.A. (2013). Management Strategies for Regenerating Secondary Education for National Development and Self-Reliance. *Journal of Teacher Perspective*, **7(2)**:1-12.

xiii. Agu, C.N. (2006). Pedagogy Of Entrepreneurship In A Contemporary Society. *The Enterprise International Research Journal for Development*, **8(1)**:18–32.

xiv. Ahmad, S.h.F., Baharun, R. & Rahman, S.H.A. (2004). Interest in Entrepreneurship: an exploratory study on engineering and technical students in entrepreneurship education and choosing entrepreneurship as a career. In Project Report. Faculty of Management and Human Resource Development, Skudai, Johor. (Unpublished). Universiti Teknologi Malaysia Institutional Repository. [Online] Available: http://eprints.utm.my/2668/.

xv. Ahmed, I., Nawaz, M.M., Ahmad, Z., Shaukat, M. Z., Usman, A., Rehman, W.U., & Ahmed,(2010). Determinants of Students‟ Entrepreneurial Career Intentions: Evidence from Business Graduates. *European Journal of Social Sciences*, **2(1)**:14-22.

xvi. Aja-Okorie & Adali (2013) Achieving Youth Empowerment through Repositioning Entrepreneurial Education in Nigerian Universities: Problems and Prospects *European Scientific Journal*, **3(9)**:2-8.

xvii. Ajayi, A.I. & Afolabi, F.O. (2009) –The Role of Tertiary Education in National Development: The Nigerian Scenario; *Journal of Teacher Education*, **10(1)**:34-46.

xviii. Ajzen, I. (1988). Attitudes, Personality and Behavior. Chicago: Dorsey.

xix. Ajzen, I. (1991). The Theory of Planned Behavior. *Organizational Behavior and Human Decision Processes*, **50(1)**: 179-211.

xx. Ajzen, I. (2002). Perceived Behavioural Control, Self-Efficacy, Locus of Control, and the Theory of Planned Behaviour. *Journal of Applied Social Psychology*, **32(4)**:665–683.

xxi. Ajzen, I., & Fishbein, M. (1980). Understanding Attitudes and Predicting Social Behavior.Englewood Cliffs, NJ: Prentice Hall. ISBN 0139364439, 9780139364433.

xxii. 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*, **13(2)**:66-76.

xxiii. Akpomi, M. & Ordu, P. (2009). Modern Office Technology and the Secretary‘s Productivity in Private Business Organizations. *African Journal of Business Management*. **3 (8)**:333-339.

xxiv. Akpomi, M. E. (2009). Achieving Millennium Development Goals (Mdgs) Through Teaching Entrepreneurship Education In Nigeria Higher Education Institutions (Heis). *European Journal Of Social Science,* **8(1)**:154–157.

xxv. Alberti, F. Sciascia, S. & Poli, A. (2004). Entrepreneurship Education: Note on an Ongoing Debate. Proceedings of the 14th Annual International Entrepreneurship Conference, University of Napoli Federico, Italy. 4–7 July.

xxvi. Albornoz-Pardo, C. (2013). Is Business Creation the Mean or the End of Entrepreneurship Education? A Multiple Case Study Exploring Teaching Goals in Entrepreneurship Education. *Journal of Technology Management and Innovation*, **8(1)**:1-10.

xxvii. Aldrich, H.E. & Martinez, M.A. (2001). Many Are Called, Few Are Chosen: An Evolutionary Perspective For The Study of Entrepreneurship. *Entrepreneurship Theory and Practice* **25(1)**: 41-56.

xxviii. Alese, O.D (2014). Perception of Entrepreneurship Education in Adekunle Ajasin University: The Gender Perception', *Journal of Education and Social Research*, **4(6)**:447 – 458.

xxix. Aliu, S. & Ibe, G. (2008). Recent Trends in Entrepreneurship Education in Nigeria: Prospects and Challenges. Institute for Small Business and Entrepreneurship. www.nigerian seminar and training. blogspot.com.

xxx. Aliyu, A. (2002) Re-Structuring of the Poverty Alleviation Activities of the Federal Government of Nigeria National Poverty Eradication Programme Abuja.

xxxi. Alselaimi, (2010) Farmers" Information Sources, their Awareness and Adoption of Recommended Sugarcane Production Technologies in the Central Punjab: Pakistan *Journal Of Agricultural Sciences,* **40 (3-4)** :202-206.

xxxii. Amalia.(2012).*Kendala Berwirausaha Dikalangan Mahasiswa*. Retrieved from http://manajemen.unnes.ac.id/wp-content/uploads/2013/01/Kendala-Berwirausaha-Dikalangan-Mahasiswa.pdf.

xxxiii. Ames C., Archer J. (1988) Achievement Goals in the Classroom: Students' Learning Strategies And Motivation Processes. *Journal of Educational Psychology*, **80(1)**:260–267

xxxiv. Amit, R., Glosten, L., & Muller, E. (1993). Challenges to Theory Development in Entrepreneurship Research. *Journal of Management Studies*, **30(1)**: 815-834.

xxxv. Amoor, S.S. (2008). Integrating Entrepreneurship Education into Business Education Curriculum In Nigerian Universities. *Zaria Journal of Liberal Arts,* **2(1)**:2. Retrievedfromhttp://Ww1.Abu.Edu.Ng/Publications/2011-08-24- 094933_4831.Docx

xxxvi. Anderson, A., & Miller, C. (2003), ‖Class Matters: Human and Social Capital in the Entrepreneurial Process‖, *The Journal of Socio-Economics*, **32(1)**:17-36.

xxxvii. Anderson, A.R. & Starnawska, M.(2008). Research Practices in Entrepreneurship; Problems of Definition, Description and Meaning. *International Journal of Entrepreneurship and Innovation*, **9(4)**:221-230.

xxxviii. Anger, B. (2010). Poverty Eradication, Millenium Development Goals and Sustainable Development in Nigeria. *Journal of Sustainable Development* **3(4)**:138-144.

xxxix. Anjaneya S. G. (1987) Agricultural Entrepreneurship. India, Chug Publishers Allahabad. Annual Economic Report (2013): Central Bank of Nigeria ISSN 1597-2976.

xl. Arasti, Z., Falavarjani, M.K., & Imanipour, N. (2012). A Study Of Teaching Methods In Entrepreneurship Education For Graduate Students. *Journal of Higher Education Studies*, **2(1)**: 2-10.

xli. Arbnor, I. & Bjerke, B. (1997): *Methodology for Creating Business Knowledge*, 2nd edn. Thousand oaks: Sage Publications. ISBN: 9781847870599.

xlii. Aremu, M.A. & Adeyemi, S.L. (2011). Small and Medium Scale Enterprises as a survivals Strategy for Employment Generation in Nigeria. *Journal of Sustainable Development* **4(1)**:200-206.

xliii. Arenius, P. & De Clercq, D. (2005) A Network – Based Approach on Opportunity Recognition. *Small Business Economics*, **24(6)**: 249-265.

xliv. Argote, L., & Miron-Spektor, E. (2011). Organizational Learning: From Experience to Knowledge. *Organization Science,* **22(1)***:*1123–1137.

xlv. Armitage, C.J., & Conner, M. (2001). Efficacy of the Theory of Planned Behaviour: A Meta- Analytic Review. *British Journal of Social Psychology*, **40(4)**:471–99.

xlvi. Armstrong, P (2001), Science, Enterprise and Profit: Ideology in The Knowledge-Driven Economy‟, *Economy and Society*, **30(4)**:524-552.

xlvii. Armstrong, S. & Mahmud, A. (2008): Experiential Learning and the Acquisition of Managerial Tacit Knowledge. *Academy of Management Journal*, **7(2)**:189-208.

xlviii. Asaju K., Arome S., Anyio S.F. (2014). The Rising Rate of Unemployment in Nigeria: The Socio Economic and Political Implications. *Global Business and Economic Research Journal* **3(2)**: 12-32.

xlix. Asiyai, R.I. (2013). Challenges of Quality in Higher Education in Nigeria in the 21st Century.

l. *International Journal of Educational Planning and Administration,* **3(2)**:159-172.

li. Autio, E., Keeley, R. H., Klofsten, M. Y Ulfstedt, T. (1997). Entrepreneurial intent among students: Testing an intent model in Asia, Scandinavia and USA. Frontiers of Entrepreneurship Research, Babson Conference Proceedings. Http://www.babson.edu/entrep/fer.

lii. Autio, E., keeley, R.H., Klofsten, M., Parker, G.C. & Hay, M. (2001), ―Entrepreneurial In tent among Students in Scandinavia and in the USA‖, *Enterprise and Innovation Management Studies* **2(2)**: 145–160.

liii. zoulay, P. & Shane, S. (2001), "Entrepreneurs, Contracts, and the Failure of Young Firms,"*Management Science*, **47(3)**:337-58.

liv. Azuka, E.B., & Azuka, M.O. (2013). Entrepreneurship Education In Nigeria's Tertiary Institutions: Challenges and Strategies To Achieve Efficiency. *Association of Business Educators of Nigeria,* **3(1)**: 282-294.

lv. Babatunde, E.B. & Durowaiye, B.E, (2014). The Impact of Entrepreneurship Education on Entrepreneurial Intentions among Nigerian Undergraduates. *International Journal of Research in Humanities, Arts and Literature*, **2(11)**: 15-26.

lvi. Baker, W.H, Addams, L.H & Davis, B (1993). Business Planning in Successful Small Firms. *Long Range Planning,* **26(6)**: 82-88.

lvii. Banabo, E., & Ndiomu, K. (2011). Entrepreneurship and Entrepreneurial Education (EE): Strategy For Sustainable Development. *Asian Journal of Business Management* **3(3)**:196–202.

lviii. Bandura, A. (1997). Self-Efficacy: The Exercise of Control. New York: W. H. Freeman. ISBN 978-0-7167-2850-4. ISBN 0-7167-2850-8, OCLC 36074515.

lix. Barringer, B.R., & Ireland, R.D. (2010).Entrepreneurship: Successfully Launching New Ventures (3rd Ed.). New Jersey: Pearson. ISBN-13: 978-0132555524, ISBN-10: 0132555522

lx. Barringer, R., & Allen C. B. (1999)."The Relationship between Corporate Entrepreneurship and Strategic Management. *Strategic Management Journal,* **20(1)**:421-424.

lxi. Bartlett, J.E., Kotrlik, J.W., & Higgins, C.C. (2001). ‖Organizational Research: Determining Appropriate sample Size in Survey Research‖. *Information Technology, Learning, and Performance Journal*, **19(1)**: 43-50.

lxii. Bassey, U. U., & Archibong, I. A. (2005). Assuring Quality Graduate Output Through Entrepreneurial Oriented Education in Nigerian Universities. *Nigerian Journal of Curriculum Studies,* **12(3**): 18-23.

lxiii. Basu, A., & Virick, M. (2008).Assessing Entrepreneurial Intentions amongst Students: A Comparative Study .Paper Presented At 12th Annual Meeting of The National Collegiate of Inventors and Innovators Alliance, Dallas, USA.

lxiv. Baum, J. & Locke, E. (2004). The Relationship of Entrepreneurial Traits, Skill, and Motivation to Subsequent Venture Growth. *Journal of Applied Psychology,* **89(4):** 587–598.

lxv. Baum, J. R., Frese, M., & Baron, R. A. (2007). The Psychology of Entrepreneurship. Mahwah, N.J: L. Erlbaum Associates.

lxvi. Baumol, W.J., (2002). The Free-market Innovation Machine: Analyzing the Growth Miracle of Capitalism. Princeton University Press, Princeton, NJ. ISBN: 9781400851638.

lxvii. Becker, G.S. (1975). Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education. New York: Columbia University Press

lxviii. Bhide, A. (2000). The Origin and Evolution of New Businesses. New York: Oxford University Press. ISBN: 9780195170313.

lxix. Bierly, P.E., Kessler, E.H., & Christensen, E.W. (2000). Organizational Learning, Knowledge, and Wisdom. *Journal of Organizational Change Management*, **13(1):** 595–618.

lxx. Bilić, I. Prka, A. & Vidović, G. (2011). How does Education Influence Entrepreneurship Orientation? Case study of Croatia, *Management: Journal of Contemporary Management Issues*, **16 (1)**: 115-128.

lxxi. Bird, B. (1988). Implementing Entrepreneurial Idea: The Case for Intention. *Academy of Management Review*, **13(3)**: 442-453.

lxxii. Blenker, P., Dreisler, P., Færgemann, H. M., & Kjeldsen, J. (2008). A Framework for Developing Entrepreneurship Education in A University Context. *International Journal of Entrepreneurship and Small Business*, **5(1)**: 45–63.

lxxiii. Bloom, D. Canning, D. & Chan, K. (2005). *Higher Education and Economic Development in Africa*. Harvard University: USA.

lxxiv. Blumenfeld, E.S., Ronald W.M., Joseph S.K., Mark G., & Annemarie, P. (1991) Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning. Educational Psychologist, **26(3&4)**:369-398.

lxxv. Bobbitt , F. (1941). The Curriculum of Modern Education. New York: Mcgraw-Hill.

lxxvi. Bodnar, A.C., Renee M.C., & Mary B.S (2015). Lessons Learned through Sequential Offerings of an Innovation and Entrepreneurship Boot Camp for Sophomore Engineering Students. *Journal of Engineering Entrepreneurship*, 6**(1):** 52-67.

lxxvii. Bonwell, C.C., & Eison, J.A. (1991). Active Learning: Creating Excitement in the Classroom. Washington, DC: The George Washington University.

lxxviii. Bosma, N., & Harding, R. (2007). Global Entrepreneurship Monitor: GEM 2006 Results. MA, USA: Babson College And UK: London Business School.

lxxix. Boyd, N. G., & G. S. Vozikis. 1994. The Influence of Self-Efficacy on the Development of Entrepreneurial Intentions and Actions. *Entrepreneurship Theory & Practice* **18 (4):** 63–77.

lxxx. Braun, V. & Clarke, V. (2006) Using Thematic Analysis in Psychology. *Qualitative Research in Psychology* **3(1)**: 77 – 101.

lxxxi. Brendel, L. & Yengel, H. (1972). Changing Methods of Teaching Business Subjects. Washington: National Business Education Association.

lxxxii. Bridge, S.C. Hegarty, & Porter, S. (2010): ‖Rediscovering Enterprise: Developing Appropriate University Entrepreneurship Education‖. *Education and Training*, **52(8)**:722- 734.

lxxxiii. Brinckmann, J. Grichnik, D. & Kapsa, D. (2010). Should Entrepreneurs Plan or Just Storm The Castle? A Meta-Analysis on Contextual Factors Impacting Business Planning Performance Relationship in Small Firms. *Journal of Small Business Venturing*, **25**: 24-40.

lxxxiv. Brockhaus, R.H. & Horwitz, P.S. (1986) ‖The Psychology of the Entrepreneur.‖ In D.L.Sexton and R.W. Smilor, eds., the Art and Science of Entrepreneurship. Cambridge, MA: Ballinger, 25-48.