



ENTREPRENEURSHIP DEVELOPMENT, SELF-EFFICACY AND ENTREPRENEURIAL INTENTIONS OF RECENT GRADUATES IN NIGERIA

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Abstract

This study examined the influence of entrepreneurship development curriculum and self-efficacy on entrepreneurial intentions of recent graduates in selected states in south-west Nigeria. The study adopted descriptive survey research design and the study population comprised of National Youth Service Corps (NYSC) members that served in three (3) selected states of Lagos, Ondo and Ogun in South-West, Nigeria. A sample size of 403 was selected using the convenient sampling technique. Data were collected via structured questionnaires. The hypothesis was tested using the multiple linear regression. It was found that, entrepreneurship development curriculum and self-efficacy significantly influenced entrepreneurial intention. It is recommended, among others, that for effective delivery of entrepreneurship development, the contents of the curriculum useable in our institutions must be applied, real, consistent, properly coordinated and reviewed periodically. This will facilitate recent graduates' interest towards novel and creative business ideas, thereby increasing their self-efficacy level i.e believe in themselves which stimulates and influence their intention towards entrepreneurship.

Keywords: Entrepreneurship Development, Entrepreneurship Development Curriculum, Self-efficacy, Entrepreneurial Intention, Recent graduates.

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Introduction

The situation in Nigeria has worsened in recent years where more people, cutting across all facets of age groups, educational strata, and geographical entities, are out of jobs than ever before. This is based on the rate of unemployment and as a result of the multiplicity of higher institutions accompanied by the churning out of graduates from the institutions (Nwankwo & Ifejiolor, 2014). The National Bureau of Statistics in Q2, 2020, reported that rate of youth unemployment rose from 29.7% to 34.9%, while the rate of underemployment rose to 28.2% from 25.7% in Q3, 2018 respectively (Amao-Taiwo, Shittu & Yinusa, 2023). Bustamam, Mutalib and Yusof (2015) posited that high rate of unemployment was due to an increase in the number of graduates that lack requisite human resource soft- skill (self-efficacy) in the Nigerian labour market. Some researchers around the world (Muhammad, Mohd & Arfan, 2016; Ohagwu, Nwesi & Hassan, 2023) have emphasized the development of requisite skills in general. Meanwhile, Pereira (2016) argued that the development of non-technical skill (self-efficacy) is critical for solving unemployment problems.

According to Anyadike, Emeh and Ukah (2012), while technical skills have always been part of many educational curricula without totally solving unemployment problems, development of human resource soft-skill (self-efficacy) need further emphasis in entrepreneurship development curricula of our various institutions so that students can learn its importance early in their academic programmes as a means of solving the unemployment problem before embarking on any career. Most universities



have not fully integrated entrepreneurship development in their curricula, and some of them only offer entrepreneurship development in social sciences and management sciences, leaving students in other academic fields such as engineering, law, sciences, medicine and so on with no such exposure (Salem, 2014). Efforts to increase students' intention in entrepreneurship can be achieved through a well packaged/ practical entrepreneurship development curriculum which can be carried out by universities through entrepreneurship education (Rahayuningsih, 2022). Universities therefore need to revisit their curricula so that they can focus more on equipping students with relevant human resource soft-skill (self-efficacy), which is highly needed for them to have the intention of job creation upon graduation from school (Iqbal, Melhem & Kokash 2012). The curriculum content of entrepreneurship development course ought to be structured around increasing the self-efficacy level of students' i.e. building students' confidence and believe in themselves, while inculcating in them the intention of job creation upon graduation from school (Salem, 2014).

According to Ali (2013), entrepreneurship development curriculum in higher institutions should imbibe in graduates some level of knowledge which will make them have an independent mind, increase their level of confidence and make them have a strong believe in themselves that they can achieve great things. Emrah, Kemal and İbrahim (2013) posited that people's believe about their abilities and qualifications acquired, influence their entrepreneurial intentions and the quality of their performances. The entrepreneurship development curriculum ought to stretch beyond the classroom walls; it needs to equip students with practical entrepreneurial knowledge and soft-skill (self-efficacy) to complement their theoretical skills to be a good employer of labour (Wilson, Ahmad, Shamree & Abu, 2011). Ramezan (2013) observed that having acquired knowledge, skills and not having a self believe and confidence in one's ability, is not a good predictor for a future intention of job creation. A graduate with a high rate of self-confidence and self-efficacy is expected generally from universities (Tuba, Duygu & Cemalettin, 2014). Based on these forgoing, this study investigated whether there is an impact of entrepreneurship development curriculum and self-efficacy on entrepreneurial intention of recent graduates in selected states in south west Nigeria.

Empirical works on the influence of entrepreneurship development on entrepreneurial intention seem numerous and controversial. This controversy might not be unconnected with the reliance of the earlier studies on the direct relationship between entrepreneurship development and entrepreneurial intention without linking self-efficacy despite its importance in entrepreneurial achievement. Unlike the previous studies that did not consider the intrinsic relationship of entrepreneurship development curriculum and self-efficacy on entrepreneurial intention, this study thereby fills the literature gap. This study is therefore unique especially since it would extend the frontier of the literature/knowledge towards providing answers to the questions that do not only link entrepreneurship development curriculum to entrepreneurial intention but also focus on self-efficacy, an aspect usually ignored in the literature. Ultimately, this study attempts to bridge that knowledge gap that currently exists about entrepreneurship development curriculum & self-efficacy-entrepreneurial intention nexus.

Literature Review.

This section comprises of conceptual clarifications on entrepreneurship development curriculum, self-efficacy and entrepreneurial intention. The Need for Achievement theory as a guide to this study was reviewed, and lastly, empirical literatures were reviewed on the relationships between the variables of study.



Conceptual Clarifications

This sub-section encompasses conceptual explanations of entrepreneurship development curriculum, self-efficacy and entrepreneurial intention.

Entrepreneurship Development Curriculum

The word curriculum refers to a track, a set of challenges that an individual is set to overcome, or something that has a beginning and an end which an individual seeks to complete. In the context of education, curriculum includes 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 usually, describes all the processes, products and human activities channeled towards the actualisation and achievement of societal goals through schools (Olokundun, 2017). However, Ornstein and Hunkins (2004) opined that the success of a new curriculum depends largely on the perception of the needs of students, involved in the development and implementation of the curriculum. Entrepreneurship development curriculum is a dynamic and planned learning experience, related to entrepreneurial development of learners and the totality of the content of an area of study to be imparted to its intended learners (Gafar, Kasim, & Martin, 2013). An entrepreneurship development curriculum is regarded as everything about learners experience in school, relating to the development of entrepreneurial skills and capabilities (Bassey & Achibong, 2005). Bilic, Prka, and Vidovic (2011) described entrepreneurship curriculum as a mechanism employed for the structured reproduction of entrepreneurial culture with emphasis on critical independent thinking and entrepreneurship development. Entrepreneurship curriculum contains information on how students can identify and shape opportunities, assess business concepts, develop operational plans, fund and launch ventures, and grow new enterprises (Hill, & Leitch, 2003). Romer and Pekkala (2008) opined that entrepreneurship and career education have some common variables that make them to be institutional strategies aimed at improving educational outcomes by relating teaching and learning activities to the concepts of self-development. This is why the importance of an entrepreneurship curriculum which contains the relevant teaching and learning activities salient to entrepreneurial development of students, cannot be over emphasized. A good curriculum must be phased and integrated to ensure that there is a systematic upgrading of knowledge over time.

Self-Efficacy

Self-efficacy is the belief that one can successfully perform the required behaviours for producing an outcome (Sedat, 2017). Pfeifer, Sarlija, Zekic and Susac (2016) posited that self-efficacy presents a link between knowledge, understanding, skills, experience, personal attributes, and employability. Higher levels of self-efficacy prompt individuals to be realistic about their achievements and committed to life-long learning. Ljerk (2016) observed that self-efficacy is an antecedent of self-employment intentions and behaviour. Mutalib, Zuraini and Suhana (2018) defined self-efficacy as the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. General self-efficacy is an individual's faith in his or her capacity to perform successfully across a variety of diverse situations (Panagiotis & Dimo, 2014). Research into attitudes has found that one's perceptions of one's ability to perform specific tasks increase the likelihood of attitude converting into intent and consequent behaviour (Ajzen, 1991).

In the absence of self-efficacy, individuals make self-limiting decisions despite having the necessary skills to pursue a path of action (Bandura, 1986). Several authors (Ljerk, 2016; Panagiotis & Dimo, 2014; Zaidatol & Afsaneh, 2013) have found general self-efficacy to be no different than self-esteem



and suggested using a specific form of self-efficacy where appropriate. The difference between general self-efficacy and task self-efficacy is the scope of the actions that are considered. While the contributory factors for both general self-efficacy and task-specific self-efficacy are the same (i.e., experience, vicarious experience, verbal persuasion, and psychological states), task-specific self-efficacy is considered a more reliable measure of efficacy beliefs in specific task behaviours (Bandura, 2012; Schunk, 2014).

Jose (2011) stated that self-efficacy is a valuable addition to entrepreneurial intention models seeking to explain more about the development of entrepreneurial intentions. Perceived entrepreneurial self-efficacy is concerned with one's belief in one's ability to be entrepreneurial in the form of self-employment.

Entrepreneurial Intentions

Intentionality as perceived by Bird (1988) is a state of mind directing a person's attention, experience, and action towards a specific goal or a path to achieve something. Therefore, entrepreneurial action can be classified as intentional behaviour (Bird, 1988; Shapero, 1982) the intention is a predictor of planned entrepreneurial behaviour (Krueger, 1993). Shapero (1982) indicated that the entrepreneurial intention stems from the perception of feasibility and desirability of a person, and this path is affected by the cultural and social context.

Entrepreneurial intention is a conscious state of mind that directs attention experience and action toward a specific object (goal) or pathway to achieve it (Bird, 1989). It is the commitment to start a new business (Krueger, Reilly & Carsrud, 2000). Intentions influence behaviour (Ajzen, 1991) and predict entrepreneurial action (Krueger *et al.*, 2000). The intention to behave in a certain way depends on the person's attitude towards that behaviour. Attitude can increase or decrease the level of intention to engage in any activity (Ajzen, 1991). Similarly, Afolabi, Kareem, Okubanjo, Ogunbanjo and Aninkan (2017) defined entrepreneurial intention as an expression of the willingness and deliberate plan to start-up a business. A person's intention to become an entrepreneur directs the person's attention to the network for the needed resources to establish the business.

Furthermore, Zaidatol and Afsaneh (2013) posited that entrepreneurial intention is a subjective attitude of potential entrepreneurs, engaged either in or not business activities and a general description of the people with entrepreneurial traits, attributes, and ability. It is a sort of individual mental state that leads individuals to be willing to devote a lot of their time, energy, and action to take an opportunity or to achieve a goal (Mudashir, 2015). Entrepreneurial intention is a kind of mental model that guides an individual to take intentional action, make a decision, reflects the motivation and the goal of the individual behaviour and likewise used to effectively predict entrepreneurial behaviour (Shinnar, Hsu & Powell, 2014). Sondari (2014) conceptualised entrepreneurial intention as a state of mind of people who wish to create their own business and as an intention to start a new business. It can be seen as a person's self-acknowledged conviction to establish a new business venture and the conscious planning to do so in the future, and also refers to a conscious state of mind that directs a person's attention to fulfilling the goal of venture creation (Bandura, 2012).

Empirical Literature Review

This section reviews studies that are relevant to the relationship between entrepreneurship development curriculum, self-efficacy and entrepreneurial intention.



Entrepreneurship Development Curriculum and Self-efficacy

The degree to which entrepreneurship education can influence either directly or indirectly students' confidence to start a new business has become an issue of great relevance amid scholars. Extensive review of the literature revealed that current practices in entrepreneurship education are in the direction to enhance students' confidence and induce self-belief mentality in their capabilities to start a new business (Izquierdo & Buelens, 2008). Akinbode, Chinonye, Maxwell and Adeniji (2018) assessed the influence of entrepreneurship education on self- efficacy, attitude and entrepreneurial intentions. The study identified the extent to which entrepreneurship education affects entrepreneurial intentions and how entrepreneurship education mediates entrepreneurial self-efficacy and attitude. The scholars posit that the drive towards economic development and self-reliance has necessitated the need for stakeholders, such as educational instructors, policy makers, institutional training authorities and educational providers to understand the influence of entrepreneurship education, on entrepreneurial self-efficacy, attitude and on entrepreneurial intentions. The study used simple random sampling technique, and population includes undergraduate students of Covenant University. Structural equation modeling was used to validate the proposed model while multiple regression was used to test the hypothesis proposed in the study. The study found a significant positive influence of entrepreneurship education on students' entrepreneurial self-efficacy, attitude and intention. The study concluded that, one of the main effects of entrepreneurship education is increased confidence in venture creation.

Witold, Mohamed, Drahoslav, Dana, and Csilla (2019) similarly examined the impact of entrepreneurship education, entrepreneurial self-efficacy and gender on entrepreneurial intentions of university students in the Visegrad countries. The study investigated whether entrepreneurial education (EE) contributes to the entrepreneurial intentions (EI) of university students in the Visegrád countries (Czech Republic, Hungary, Poland and Slovakia). The results showed several differences with regard to the impact of education and entrepreneurial self-efficacy (ESE) on entrepreneurial intentions across the four nations. The direct impact of entrepreneurship education was positive and significant in only Poland, the only country that introduced entrepreneurship education at high-school level out of the four countries under study. Also, an indirect influence of EE on EI was uncovered. Using a multi-construct approach to ESE, the study showed that ESEs related to searching, planning and marshalling activities mediate the impact of entrepreneurial education on intentions, although these effects differ across the studied countries. Lastly, a gender comparison indicated that while women generally have lower entrepreneurial intentions and displayed lower levels of ESE, they benefited more than men from entrepreneurship education.

Olokundun, Ibidunni, Falola, Salau and Oyafunke (2014) investigated the entrepreneurship curriculum contents and entrepreneurial development of university students in Nigeria. Quantitative content analysis and qualitative thematic analysis were used to analyse the data collected through a survey and semi structured interviews conducted on entrepreneurship educators in a selected university in Nigeria. It was discovered that most educators opined that majority of the students in the selected university are able to develop critical thinking abilities and business idea generation competencies. However, the results also revealed that the educators were of the opinion that most students are not able to develop the confidence, commitment and drive for the achievement of entrepreneurial goals and aspirations at graduation. The scholars advised that, entrepreneurship curricula in Nigerian universities should stimulate the development of entrepreneurial mindset and action. The study also recommended the engagement of real life scenarios in practical activities to motivate the development



of the drive and commitment required for students to engage in entrepreneurship at graduation.

The general education curriculum is the basis of the higher education structure where course topics in the curriculum cover the margins of knowledge all through the faculties. Via these courses, students develop the knowledge, skills, and abilities necessary for successfully navigating life. Chung-gyu, Chang, Joo, and Dae (2018) studied the effectiveness of entrepreneurship education programs in higher education institutions using Korean graduate programs as a case study. The aim of their study is to confirm the efficiency of the entrepreneurship curriculum and the educational program recognized by students and graduates. The scholars studied the improvement of curriculum and educational programs operated by the graduate school of entrepreneurship using Importance-Performance Analysis (IPA). The study was conducted on students and graduates who attended entrepreneurship graduate schools designated by the Ministry of SMEs and Startups (MSS) in Korea. Data was gotten through administration of questionnaire and analysed using paired-sample t test and importance-performance analysis (IPA). Result revealed that, there was a difference in the preference of the curriculum and the educational program recognised by students and graduates. The scholars suggested academic and practical implications which involve classifying the subjects and educational curriculums of entrepreneurship graduate programs through the analysis of importance-satisfaction. The study also suggested implications for the improvement of curriculum and educational programs for the activation of entrepreneurship graduate schools.

Maxwell, Chinonye, Oluwole, Stephen, Augusta and Fred (2017) investigated perceptions of students on entrepreneurship curriculum contents, openmindedness and its implications on business idea generation of Nigerian university students, to ascertain the effects of entrepreneurship curriculum contents on students' critical thinking and generation of business ideas. Emphasis was laid on the first four universities in Nigeria to offer a B.Sc./B.Tech degree programme in entrepreneurship. The population involved students and entrepreneurship educators at Federal University of Technology Akure, Ondo state, Federal University of Agriculture Abeokuta Ogun state, Joseph Ayo Babalola University Osun state and Lead City University Ibadan, Oyo state. The study is a descriptive research design with a quantitative research method. Multi-stage sampling technique was employed which included stratified sampling and simple random sampling. Data was analysed using hierarchical multiple regression. It was found that design of an entrepreneurship curriculum can motivate critical thinking abilities in students to generate creative business ideas.

Chux, Promise, Rylyne, Chuks, Robertson, Olumide and Olayemi (2019) investigated entrepreneurship education, curriculum and lecturer-competency as antecedents of student entrepreneurial intention. The mode of data collection was quantitative in nature via a cross-sectional approach. The population involves South African university students. The study found that perceived competency of the lecturing team demonstrates a moderate and positive correlation with student entrepreneurial intention.

2.3.2 Self-efficacy and Entrepreneurial Intention.

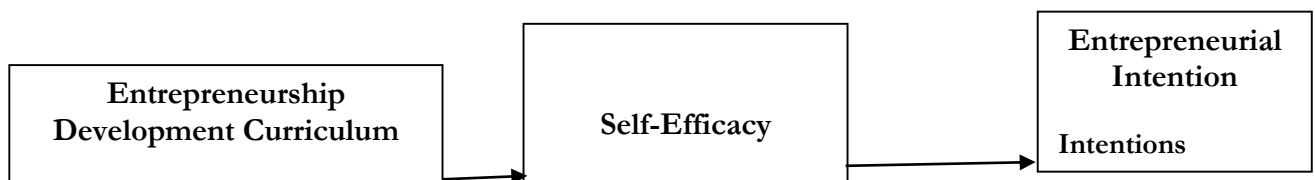
Self- efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. Panagiotis and Dimo (2014) studied the relationship between student's self-efficacy beliefs and entrepreneurial intentions using the logic of regulatory focus theory. The study argued that the nature of entrepreneurship courses, whether theoretically or practically oriented creates a distinct motivational frame for entrepreneurship in promotion or prevention terms.

When coupled with students' self-efficacy beliefs, this frame can strengthen or weaken their intentions for future entrepreneurial efforts. The hypothesis was tested through a survey of 114 students enrolled in different entrepreneurship courses at a major British university. They found out that higher self-efficacy is associated with lower entrepreneurial intentions in the theoretically oriented courses and higher entrepreneurial intentions in the practically oriented courses.

Afsaneh (2013) examined the relationship between entrepreneurial self-efficacy, self-regulation and entrepreneurial intention using Bandura's structural path model and regression analysis for the construct. The sample composed of 722 public and private Malaysian university students. The results revealed that students' entrepreneurial self-efficacy has the most significant and positive impact on their intentions to become entrepreneurs. More specifically, entrepreneurial self-efficacy highly affects students' entrepreneurial intentions both directly and indirectly. Also, self-regulation partially mediates the relationship between entrepreneurial self-efficacy and students' entrepreneurial intentions. Ljerka (2016) addressed the role of teaching at universities in maximizing entrepreneurial self-efficacy, and examined the possibility of maximizing the likelihood of entrepreneurial behaviour by enhancing entrepreneurial self-efficacy with university students. The study investigated the impact that entrepreneurial self-efficacy has on the development of entrepreneurial motivation and behaviours using a sample of 324 students of the JosipJuraj University of Osijek in Croatia. The study found out that, students demonstrate a higher propensity for entrepreneurial behaviours and a higher probability of starting their businesses if they feel more self-efficient. Kuldip (2020) examined the relationship between entrepreneurship education and entrepreneurial self-efficacy amongst undergraduate students in UiTM Sarawak. The population involves one hundred and seventy (170) undergraduate students. The results indicated that, entrepreneurship education is positively correlated with entrepreneurial self-efficacy.

Xu, Fu and Zhang (2023) investigated the effect of entrepreneurship education on entrepreneurial intention examining the mediating effect of entrepreneurial self-efficacy. The participants involved 243 individuals that participated in entrepreneurship education program in China. It was found that, entrepreneurship education significantly influenced entrepreneurial intention positively and entrepreneurial self-efficacy played a mediating role between entrepreneurship education and entrepreneurial intention.

Figure 2.1: Schematic Model of the Study- The influence of entrepreneurship development and self-efficacy on entrepreneurial intention.



Source: Researcher (2023)

Figure 2.1 outlines a visual presentation of the relationship between entrepreneurship development curriculum, self-efficacy and entrepreneurial intention. The study expected that more knowledge and exposure to a well prepared, incorporated, and upgraded entrepreneurship development curriculum would boost self-efficacy and that can eventually lead to entrepreneurial intention. As person can have



the best training in the world, an analytical mind, and an endless supply of smart ideas, but he still won't make a great entrepreneur without believing in him/herself that he/she can achieve success based on his/her abilities.

Theoretical Framework

This study is hinged on McClelland (1965) need for achievement theory.

Need for Achievement Theory

The need for achievement theory evolved from the work McClelland began in the 1940s. At that point, McClelland identified human motives related to the achievement motive, the affiliation motive, and the power motive. The need for achievement theory which is also known as the (Acquired Needs Theory) or the (Learned Needs Theory) according to Fagbohunge (2010) is a theory that proposed some certain types of needs acquired during an individual's lifetime. Anakwe, Suleiman and Momoh (2014) posit that the need for achievement (n Achievement) is success in competition with some standard of excellence. Asmara, Djatmika and Indrawati (2016), asserted that the need for achievement is the unconscious concern for excellence in accomplishments through individual efforts, personal attributes and traits such as self-efficacy, emotional intelligence e.t.c. Similarly, Jayeoba (2012) stated that the need for achievement is the desire to accomplish something difficult, attain a high standard of success, master complex tasks, and surpass others. Individuals who exhibit the need for achievement seek to accomplish realistic but challenging goals.

The need for achievement theory showed the functionality of a strong relationship between entrepreneurship development curriculum, self-efficacy and entrepreneurial intention. One of the factors driving the growth of entrepreneurship in a country lies in the role of universities through the implementation of a well structured entrepreneurship development curriculum and education. Entrepreneurship development in a school curriculum if well delivered makes students to have high need for achievement and provides the learners a chance to become an entrepreneur as each student is the architect of his/ her fortune. Entrepreneurship development is an approach to stimulate students need for achievement, curiosity, self believe and creativity towards the intention to be self employed (Yusoff et al, 2015).

According to McClelland graduates with high levels of need for achievement is a potential entrepreneur. The proponent of this theory likewise explained that there would be a relatively greater amount of entrepreneurial activities in the society, where the average level of need for achievement is relatively high (McClelland, 1961). McClelland sought to explain why some societies are more economically successful than others based on the entrepreneurship development they have acquired. He looks at the entrepreneurial behaviour of individuals, which he thought were keyed to the development of an intention to create a venture that can boost the growth and development of the nation as a whole. He believed that entrepreneurship is learned by going through a well structured, experimental and practical entrepreneurship curriculum trainings and programmes that improves the students confidence, believe (self- efficacy) in their capacity and ability and such learning can be encouraged fruitfully through creation of new businesses. Hashim and Ab-Wahid (2012) stressed that, entrepreneurship development curriculum/ programmes are developed to teach and encourage entrepreneurial behaviour understanding which influenced and sharpen individuals' intentions to choose self-employment as a career. The more students are exposed to a well structured, experiential and practical entrepreneurship development curriculum the higher their need for achievement,



entrepreneurial spirit, the more believe they have in themselves i.e. higher self-efficacy which automatically encourage them to have the intention of job creation upon graduation from school.

Methodology

This study adopted the descriptive research design which encompassed the use of cross-sectional design and quantitative approach. The study population includes recent graduates who are NYSC Corps Members and served in the three (3) purposively selected states (Lagos, Ondo and Ogun) in Southwest, Nigeria. Using the Krejcie and Morgan (1970) sample size determination table, a sample of 403 was selected to form the sample size using the convenient sampling technique. A justification for employing the convenient sampling technique is that the researcher intends to pick participants that are willing to take part in the study without compulsion. The study adapted three scales for data collection. For entrepreneurship development curriculum, The Entrepreneurship Development Scale (EDS) developed by Olokundun (2017) was adapted, using a 5-point Likert's type rating scale; ranging from strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). The scale produced good reliability estimate of .89. It was chosen because it has been found to possess sound psychometric indices as indicated in earlier researches (Olokundun, 2017). For instance, Fred et al., (2017) found a reliability coefficient of .79. According to the authors, the instrument has yielded good and acceptable reliability coefficient above the threshold of .70. The construct self-efficacy (SE) was measured using a scale developed by George and Zhou (2001). The scale was chosen because it has been found to possess a sound psychometric index with cronbach alpha coefficient of .80 while for Entrepreneurial Intention construct (EI), A 10-item scale developed by Asmara, Djatmika and Indrawati (2016), was adapted to measure the recent graduate's entrepreneurial intention in this current study. The scale is set in the 5-point Likert's type rating scale; ranging from strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). Asmara et al., (2016) stated a good internal consistency of the Cronbach alpha coefficient of .83 for the scale. Likewise, Ojapinwa et al., (2018) found a reliability coefficient of .79.

Copies of the questionnaires were administered to selected participants at the orientation camp. The questionnaire was divided into two parts; section A is concerned with demographic data, that is, personal information of respondents such as sex, age, department, and tertiary institution. While section B, contains the scales on the variables under-study. Also, the copies of the questionnaire were administered personally by the researcher with the help of NYSC camp officials. A total of four hundred and fifty copies of questionnaire were distributed, four hundred and thirty was retrieved while four hundred and three questionnaires were found fit and used for final analyses. Collected and collated quantitative data were analysed using the descriptive and inferential statistics. The descriptive statistics was used to examine the demographic variables while inferential statistics (multiple regression analysis) was used to test the influence of entrepreneurship development curriculum and self-efficacy on entrepreneurial intention using the Statistical Package for Social Sciences (SPSS) version 23.

Results and Discussions

This section presents statistical results of the tested hypothesis and the discussion of results.

Analysis of Respondent's Background Information

This sub-section of this chapter shows the bio-characteristics of the 403 respondents, which explains their Sex, University, Age, Faculty and Educational qualifications and the impact that it has on the study variable.

Table 1. Sex of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	172	42.7	42.7	42.7
Female	231	57.3	57.3	100.0
Total	403	100.0	100.0	

Source: Field Survey (2019)

Table 4.1.1 reveals that 172(42.7%) of the respondents are male, 231(57.3%) of the respondents are female, and the number of respondents is 403. This indicates that the majority of the respondents are female.

Hypothesis one

H₁: There is no significant influence of entrepreneurship development curriculum and self-efficacy on entrepreneurial intentions of recent graduates.

Table 2 Results of multiple regression analysis on the influence of entrepreneurship development curriculum and self-efficacy on entrepreneurial intention.

Model Summary of regression analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.283 ^a	.080	.076	.51011	1.874

a. Predictors: (Constant), Self_Efficacy, Entrepreneurship_Development_Curriculum

b. Dependent Variable: Entrepreneurial_Intention

Table 3. ANOVA of regression analysis on the influence of entrepreneurship development curriculum and self-efficacy on entrepreneurial intention

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.092	2	4.546	17.471	.000 ^b
	Residual	104.084	400	.260		
	Total	113.176	402			

a. Dependent Variable: Entrepreneurial_Intention

b. Predictors: (Constant), Self_Efficacy, Entrepreneurship_Development_Curriculum

Table 4 Coefficient of regression analysis on the influence of entrepreneurship development curriculum and self-efficacy on entrepreneurial intention

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.761	.181		15.236	.000
Entrepreneurship_Development_Curriculum	.163	.042	.191	3.879	.000
Self_Efficacy	.129	.037	.170	3.460	.001

a. Dependent Variable: Entrepreneurial_Intention

Tables 4.1.2, 4.1.3 and 4.1.4 states the result of a multiple regression that was estimated to predict graduates' entrepreneurial intention based on entrepreneurship development curriculum and self-efficacy. A significant regression coefficient was found ($F(2, 400) = 17.471, p < .05$), with R^2 of .08. The R-Square value is the degree of variation of the dependent variable which can be predicted by the independent variable. This presupposes that 8.0% of the variance in entrepreneurial intention is as a result of entrepreneurship development curriculum and self-efficacy. Also, from table 4.1.4, the beta value under the standardized coefficients shows that entrepreneurship development curriculum is the higher contributor to variance in the dependent variable ($\beta = .163, p < .05$), while self-efficacy contributes ($\beta = .129, p < .05$). This result supports the alternate hypothesis. Therefore, the null hypothesis was rejected. This is because, result showed an influence of entrepreneurship development curriculum and self-efficacy on entrepreneurial intention of recent graduates.

Discussion of Findings.

Results from hypothesis one which was tested using the multiple linear regression analysis revealed that entrepreneurship curriculum and self-efficacy have a significant positive influence on recent graduates entrepreneurial intentions. In line with the findings from hypothesis One, discoveries from the descriptive statistics showed that most of the respondents admitted that, entrepreneurship development course curriculum motivates them into starting a business venture. This result is in line with the findings of Jensen, Moberg, Mauer and Neergaard (2017) that, entrepreneurship curriculum can be used to rejuvenate undergraduates' self-efficacy and entrepreneurial intention. Likewise results of this study are consistent with the work of Akinbode, Chinonye, Maxwell and Adeniji (2018) that assessed the influence of entrepreneurship education on self-efficacy and entrepreneurial intentions. The study found a significant positive influence of entrepreneurship education on students' entrepreneurial self-efficacy, attitude and intention. This also confirms the findings of Witold, Mohamed, Drahoslav, Dana, and Csilla (2019) that discovered a positive influence of entrepreneurship education and entrepreneurial self-efficacy (ESE) on entrepreneurial intentions. These findings implies that, when students are exposed to entrepreneurship development course via a well designed curriculum, they will develop high SE and intention to engage in venture creation. Entrepreneurship development curriculum invariably improves self-efficacy that stimulates recent graduates' intentions towards creating job for themselves upon graduation from school. However, beyond establishing this relationship, the role of entrepreneurship development curriculum and self-efficacy in determining entrepreneurial intention cannot be over emphasized. This is consequent upon the premise that entrepreneurship development curriculum and self-efficacy can be considered a major



catalyst and prerequisite, for the generation of entrepreneurial intention as shown by the findings of this study.

Conclusion/ Recommendation

Based on the findings above, this study concludes that, entrepreneurship development curriculum and self-efficacy significantly influenced entrepreneurial intentions of NYSC members that served in (Ondo, Ogun, and Lagos) southwestern part of Nigeria. This study employed the need for achievement theoretical framework to establish the variables under study and how they influenced one another. A well prepared, incorporated, and upgraded entrepreneurship development curriculum, would accelerate acquisition of high self-efficacy i.e. self believe, and this, stimulates and influence intention towards entrepreneurship, students' entrepreneurial intentions as well as creating successful businesses upon graduation from higher institutions. This study therefore recommends that, the content of entrepreneurship development curriculum over the years must be applied, real, consistent, properly coordinated and reviewed periodically. Universities should recognize the need to develop a strong entrepreneurship development curriculum, based on a blend of subject knowledge, skills and attributes, and likewise ensure their graduates possess human resource soft- skill (self-efficacy) needed to achieve intention of job creation upon graduation from school.

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