



Higher Education Student Entrepreneurship Support Services: Implications for the Development of Entrepreneurial Skills

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Abstract: Entrepreneurship and skills development centers have been established in Nigerian universities to actively support the development of entrepreneurial mindsets that would encourage students to create jobs after graduation. However, the batched approach to the provision of entrepreneurial support to students appears to be reducing the extent to which desired outcomes are achieved. This study investigates the relationships between student support services, entrepreneurship skills development, and student entrepreneurship in public and private universities in Lagos and Ogun States. A mixed-method research design was employed. The sample for this study comprised of 2394 students and 6 directors of entrepreneurship centers selected through a multi-stage sampling technique. Two objectives, two research questions, and one hypothesis were formulated to guide the study. Data were analysed through frequency counts, mean, and standard deviation, while the hypothesis was tested using Pearson Product Moment Correlation. Qualitative data were analyzed through verbatim reports and emerging themes and patterns from transcribed key informant interviews. Results showed a strong positive relationship ($r = 0.42^*$, $P = .01 < 0.05$) between student support and entrepreneurship skills development thereby providing evidence of student support being a significant driver of entrepreneurship development. It was concluded that student support programs promote student entrepreneurship in Higher Educational settings but such support needs to be personalized to meet the diverse needs of student entrepreneurs. Among others, it was recommended that universities should invest in partnerships that will drive informal and personalized support in terms of internships, competition, and seed grants that comprised the use of mentors as hand-holders. Such support should however be structured in ways that make measurement of impact possible.

Keywords: Entrepreneurship Education, Entrepreneurship Skills Development, Skills Development, Student Entrepreneurship, Student Support.

1. INTRODUCTION

Countries worldwide have recognized the importance of entrepreneurship education in addressing skill gaps, shortages, mismatches, graduate unemployment, and underemployment. As a developing country, Nigeria has made consistent efforts to improve graduates' abilities, principles, and attitudes necessary to identify and seize various opportunities. Unemployment has negative effects on Nigeria's socioeconomic development and global perception.

In 2019, Nigeria was ranked among the nations with extreme poverty, with over 86.9 million people, representing more than 50% of its estimated 180 million population, affected by poverty, according to the World Poverty Clock.

As seen in developed countries, entrepreneurship education has been a tactic for enabling citizens to overcome the challenge of poverty brought on by the government's inability to provide jobs for students who have graduated from university. As a result, starting with the 2007–2008 academic year, all students in Nigerian universities were required to take

an entrepreneurship education course. The implementation of the policy appears to be a step in the right direction, even though the statistics on unemployment have not significantly decreased as a result of this action. In Q2, 2020, the National Bureau of Statistics reported that the unemployment rate among young people (15-34 years old) was 34.9%, up from 29.7%, while the rate of underemployment for the same age group rose to 28.2% from 25.7% in Q3, 2018. When compared to other age groups, the rates for young people were the highest, according to this report.

These statistics demonstrate that entrepreneurship education is not a one-size-fits-all solution to the unemployment crisis that has ravaged Nigeria and given rise to a high level of crime, terrorism, civil unrest, and other vices that make living and doing business in Nigeria undesirable.

Students' support has been identified as one of the numerous ways universities can maximize the experiences of students before and after graduation. It includes the personal development opportunities and support made available for students to seamlessly achieve their academic potential, maximize personal development, and also develop pertinent entrepreneurship skills while they are in the university. Although supporting the development of entrepreneurial skills through the teaching of entrepreneurship to students may be a useful tactic, little will be achieved if proper consideration and attention are not given to individualized experiences. The ever-changing diversity of students enrolling in universities is beginning to dictate new pathways for providing individualized support for students who desire to become entrepreneurs.

There are several ways in which universities can indicate support for student entrepreneurs. Morrison (2021) avers that universities can indicate support for student entrepreneurs in a variety of ways, such as offering entrepreneurship courses, providing access to mentorship and funding opportunities, and organizing entrepreneurship events and competitions. Supporting students enrolled in entrepreneurship education programs favors the launch of new businesses even before students graduate, thereby boosting the economy of the country. In addition to this, numerous advantages, such as increased innovation, economic growth, and job creation, can be gained by universities that support student entrepreneurs (Gibb & Haskins, 2017). By providing resources and training, universities can help students turn their ideas into successful businesses, contributing to the overall success of the institution and the wider community.

Entrepreneurship education can improve students' entrepreneurial attitudes, intentions, and skills, and can lead to increased rates of entrepreneurial activity (Bosma et al., 2018). By providing entrepreneurship education and support, universities can help to develop the next generation of entrepreneurs and innovators." However, preparing to be an entrepreneur goes beyond attending lectures where information is presented by lecturers, participating in class discussions, and then passing exams to demonstrate learning.

Actionable activities that link theory to the real-world experiences of entrepreneurs must support the learning outcomes, and this is not the case with the entrepreneurship education programs delivered in Nigerian universities. University education should be what youth look forward to by merely observing the success it has made out of graduates. The implication is that students graduate and are able to significantly contribute to societal development by creating jobs that will last, making entrepreneurship appealing to other students. In light of these considerations, this study investigates Higher Education Student Entrepreneurship Support Services and its implications for the Development of Entrepreneurial Skills among students at Lagos and Ogun state universities.

Purpose of the Study

The purpose of this study is to provide evidence that creates a further understanding of the implication of students' support programmes on entrepreneurship skills development of higher institution students. Specifically, with reference to higher institution students in Lagos and Ogun State Nigeria, the study is set to:

- i. ascertain the relationship between students' support and entrepreneurship skills development among university students.
- ii. explore the formal and informal support available to students of the universities in Lagos and Ogun States

Research Questions

- (i) What is the relationship between students' support and entrepreneurship skills development among university students?
- (ii) Which formal and informal support do the universities in Lagos and Ogun State offer to help students who want to become entrepreneurs?

Statement of Hypotheses

There is no significant relationship between students' support programs and entrepreneurship skills development among university students of Lagos and Ogun States Universities.

2. LITERATURE REVIEW

Student support

Student support services aim to enhance the quality of students' academic achievement and learning experience by offering personalized experiences that go beyond the university curriculum. These services provide students with practical experiences that give them an advantage in the real world. According to Coates et al. (2016), empowering students through personalized support is not limited to formal education but includes broader experiences that contribute to

personal development and productive participation in their organization of work. Students can engage in various activities such as essay writing competitions, ideation, idea pitching competitions, enterprise clubs, and skill hubs to develop relevant entrepreneurial skills and gain unique personal development experiences.

In universities, there are many ways to support students, including academic support, career support, mental health support, and financial support (Robinson, 2020). Academic support may include tutoring services, study groups, and writing centers (Kim & Kuh, 2021). Career support may involve career counseling, job fairs, and networking opportunities (Chung & O'Keefe, 2021). Mental health support may encompass counseling services, peer support groups, and crisis intervention (Barry, 2020). Financial support may include scholarships, grants, and emergency funds (Eckert & Kuh, 2022). The student's perception of the various aspects of the university's entrepreneurship/innovation ecosystem shows a strong interconnection, indicating that the level of perceived support from the university can only yield positive results when the appropriate environment is present (Makai and Dory, 2023)

To effectively provide student support, universities may need to consider a comprehensive approach that addresses students' needs holistically (Hu & McCoy, 2021). This approach may involve collaboration between various departments and the implementation of evidence-based practices (Chen & Thoresen, 2020).

Coates et al. (2016) emphasized on personalized student support programs characterized primarily by providing the students with the information, support, guidance, and help they require at the time they require it, rather than when the institution schedules it. A study by Othman et al. (2020), showed that "student support programs are effective ways to foster entrepreneurial intentions and increase the likelihood of starting a business among university students" (p. 348). Therefore, student support services are critical to student success in higher education, particularly for students from disadvantaged backgrounds who may face a range of challenges in accessing and completing their studies (Coates et al., 2021).

Students' Support and Entrepreneurship Skill Development

There has been a growing emphasis on the need to create more student-centric institutions geared towards reconstructing students' experiences through student support, and this has compelled many universities to strengthen the creation of personalized experiences for students, connecting them to the support they require to attain both educational and career goals. The diverse and growing student population has however made it more difficult to manage the various aspects of student life; thus, making the student's support system become more critical (Audin and Davy, 2003; Dhillon et al., 2006). In addition to this, the growing demand for university

entrepreneurship education, as well as the high level of dynamism in the "business world," has necessitated the requirement for additional support for students.

However, Dhillon et al. (2006) maintained that, among the support programs made available to students at the universities, only programs that are relevant to the academic, self-development, and emotional needs of the student are the most crucial. According to Liguori et al. (2020), "entrepreneurial skills training programs for students have been shown to significantly enhance their entrepreneurial capabilities and increase their likelihood of starting a business" (p. 164). A study by Tegtmeier et al. (2019) found that "student support programs that focus on entrepreneurship skills development have been shown to positively impact students' entrepreneurial intentions and behaviors" (p. 513).

Universities can boost entrepreneurship and the rate of entrepreneurial activities by commending and supporting campus enterprise developments. According to Hofer and Potter (2010), universities are key players in providing early growth support in the form of training for students to complement entrepreneurship education. Lea and Farbus (2000) saw this support system as an "educational necessity" which is beneficial to both the students and staff members. Furthermore, student support programs have been shown to be an effective way to foster entrepreneurial intentions and increase the likelihood of starting a business among university students (Othman et al., 2020), while entrepreneurial skills training programs for students have been shown to significantly enhance their entrepreneurial capabilities and increase their likelihood of starting a business (Liguori et al., 2020; Tegtmeier et al., 2019).

Honig et al. (2019), affirmed that university-based incubators have been shown to be an effective way to support student entrepreneurs, providing them with mentorship, funding opportunities, and access to professional networks" (p. 513). Through dedicated start-up support services, universities offer those already in the start-up process, avenues and great networks to form their businesses (Hofer and Potter, 2010). Lannarelli and Mischel (2008) however conducted a study that shows that students who participated in such enterprise activities had greater overall entrepreneurial characteristics, more personal control, greater self-esteem, and more innovation than a comparable cohort. Overall, a strong student support system that addresses the unique needs of students, coupled with entrepreneurship education, can help universities to develop students' entrepreneurial skills and prepare them for success in the business world.

Theoretical Framework

This study is underpinned by Kolb's Theory of Experiential Education. According to Kolb(1984), knowledge results from the combination of grasping and transforming experience. Kolb theorized that an intimate and necessary relationship exists between the processes of actual experience and education. University support for student entrepreneurs needs

to be transformational and this can be achieved by providing the appropriate support that speaks to the individual needs of the student entrepreneurs based on growth levels. This entails the provision of learning tasks that provide opportunities for active participation of the student in hands-on opportunities that must connect content to the student's entrepreneurial ideas and real-world experiences. This can be achieved through mentorship and handholding by established entrepreneurs in partnership with the university faculty.

Integrating individualized experiential learning into entrepreneurship support initiatives within universities empowers students to develop a comprehensive understanding of entrepreneurship. Students acquire practical skills, enhance critical thinking abilities, and cultivate the confidence necessary to navigate the intricate landscape of entrepreneurial ventures. This approach actively bridges the gap between theory and practice, facilitating students' growth into successful entrepreneurs.

3. RESEARCH DESIGN

For this study, a mixed-method research design was employed which involved the collection of both quantitative and qualitative data. According to Johnson and Onwuegbuzie (2004), mixed-method research combines various research techniques, methods, approaches, procedures, and languages in a single study. This research design was chosen for the study because of its ability to provide a comprehensive understanding of the implications of student support for the development of entrepreneurial skills. Therefore, the study utilized the diverse nature of the mixed-method research design to investigate the impact of student support on the development of entrepreneurial skills in universities located in Lagos and Ogun States, Nigeria.

Population of the Study

The population for this study comprised all final-year students of all private and public universities that have been in existence in Lagos and Ogun states for at least ten years. It is assumed that the selected universities would have introduced entrepreneurship education courses for at least five years. This implies that the final-year students would have taken the mandatory entrepreneurship courses recommended by the university, experienced the teaching of entrepreneurship education, and are preparing for the world of work. As at today, the Nigerian National Universities Commission (2017) reports that out of the 152 universities in Nigeria, 22 are domiciled in Lagos and Ogun States, Nigeria (3 federal, 2 state and 17 private) as shown in Table 1.

Table 1: Distribution of Universities in Lagos and Ogun States

State	Federal	State	Private	Total
Lagos	2	1	5	8
Ogun	1	1	12	14
Total				22

Source: National Universities Commission, 2017

Sample and Sampling Technique

Yamane (1967) sample size statistical model for a finite population was used to determine the sample size for the population. Thus, applying the Yamane formula to individual universities, the sample size for the quantitative survey in the study is totaling 2394 as indicated in Table 2.

<See Table 2 in appendix>

Sampling Procedure

A multi-stage sampling procedure was used to select the participants for the study. The first stage entailed stratifying the 22 universities into federal, state, and private, resulting in a total of 3-3 federal-2-state and 17 private universities. The Purposeful sampling technique was then used to select 4 private universities and 4 public. The selected universities must have been in existence for, at least, ten years. In selecting participants from each of the 8 participating universities, the purposive sampling technique was used to identify participants from the two faculties (Social Sciences and Management Sciences) that cut across the eight universities. The random sampling technique was then adopted to select respondents from five departments (Economics, Mass Communication, Accounting, Business Administration and Banking and Finance). Altogether, 2394 final year students from 8 universities formed the sample for the quantitative survey. In addition to this, 6 directors of the entrepreneurship centres were purposefully selected for the key informant interview.

Research Instrument

A researcher constructed a questionnaire tagged, Student Support and Entrepreneurial Skills Development Questionnaire (SSESDQ), and a Key Informant Interview Guide for Directors of University Entrepreneurship and Skills Development Centres was adopted for the study. This questionnaire consists of three sections. The first section sought demographic data of the participants in terms of gender, faculty, department, and university category. The second section contains items for the variables of teaching quality while the third section had the variables of entrepreneurship education. The variables were developed based on the literature reviewed by the researcher. The response categories were rated on a 4-point Likert-type scale which was scored 4, 3, 2, and 1 respectively for positive items

while the negative items were scored in reverse order. The criterion mean was set at 2.50. A key informant interview guide was also designed using the appropriate themes in the study. This served as the instrument for the qualitative study.

Validity of the Instruments

To ensure the questionnaire and key informant interview guide had both face and content validity, two experts in educational management and business administration from the University of Lagos critically reviewed and examined them. The instruments were vetted and scrutinized prior to administration to the respondents. The suggestions provided by the experts, along with other necessary corrections, were incorporated into the final version of the instruments during the modification process.

Reliability of the Instruments

To determine the reliability of the questionnaire, a trial testing of the instrument (Pilot Survey) was carried out with 50 final-year students (for the questionnaire instrument) at a location outside the sampled area. In measuring the internal consistency of the instruments, Cronbach's alpha co-efficient test of reliability was applied, using the Statistical Package for the Social Sciences (SPSS) software, to ensure reliability on an alpha level of 0.05. The analysis of the alpha co-efficient values for the questionnaire items was 0.740.

Method of Data Presentation and Analysis

Data from completed questionnaires were screened, coded, and analysed using the Statistical Package for the Social Sciences (SPSS) version 23. The results were presented using descriptive statistics – frequency distribution, percentages, means, and standard deviation. Additionally, Pearson Product Moment Correlation was used to test the stated null hypotheses. All hypotheses were tested at a 0.05 level of significance.

<See Table 3 in appendix>

Table 3 represents the demographic data of the participants. The distribution of the participants by gender showed that a total of 1360 (57%) of the participants were male while 1034 (43%) were females. This indicates that the study was dominated by females. The table also showed that participants from Lagos State University were 385 (16%), indicating the highest number of participants from a single university and Pan Atlantic University having the least number of participants in the study with 59 (2.5%). In addition, a total of 718(30%) were from federal universities, 752 (31%) were from state universities while 924(39%) were from private universities. Finally, the distribution of participants showed that majority of the participants, 2080 (87%) undergo a full-time program while 314(13%) offered part-time program in the universities.

4. RESULTS

Answer to research question 1.

<See Table 4 in Appendix>

The result from Table 4 shows that 2084 (87%) of the students agree that the university encourages students to engage in entrepreneurial activities while 310 (13%) disagreed with the statement. Also, 1652(69%) agreed that the university provides facilities that support the teaching of entrepreneurship education while 742(31%) disagreed with the statement. Similarly, 1452(61%) agreed that the university provides access to workshops for students while 942(39%) disagreed with the statement. With respect to item 4 on the Table, 1675(70%) of the students agree that the university connects students to mentors and renowned entrepreneurs while 719(30%) think that the university does not connect students to mentors. Also, 1804(75%) agree that the university organizes enterprise awareness events while 590(25%) disagree with the statement. Similarly, 1639(68%) agree that the university allocates time for entrepreneurship-related activities at the entrepreneurship development center while 755(32%) disagree with the statement. Lastly, 1765 (74%) of the students agree that the university invites renowned entrepreneurs to teach entrepreneurship education courses while 629(26%) disagree with the statement.

Research Question 2: Which formal and informal support do the universities in Lagos and Ogun State offer to help students who want to become entrepreneurs?

The findings indicate that formal and informal support for entrepreneurship education is a viable tool for the development of entrepreneurship skills by students.

Formal Support for Entrepreneurship

One of the directors of one of the universities in Lagos State had this to say about how the University supports the goals of entrepreneurship education in the university through the entrepreneurship centre:

“The rate at which graduates are being churned out of the university system without the ability to pursue opportunities that will lead to job creation has become too alarming for comfort. The entrepreneurship development centre is determined to help students develop relevant entrepreneurial skills that will endear them to create jobs and value for themselves and others after graduation. Our dream is that whoever leaves the university does not think of looking for a job. We are able to achieve this because of the support we get from the university as a centre. The results we have been able to achieve is also because of the willingness of the university authority to go into partnerships with organisations and corporate bodies to provide capacity development for our students in support of the theoretical aspect of entrepreneurship that we teach in the classroom. It is however expedient to state that although there is still a lot of ground to

be covered as regards reaching a larger population of students with the additional offerings such as internships, pitch competitions and mentoring programmes we provide for students, our achievements have been ascribable to the facilitation of the courses on theory of entrepreneurship backed up by the resources made available for the students to experience entrepreneurship through practice at the entrepreneurship development centres. A remarkable number of our students start businesses before graduation.”

Another Director of one of the entrepreneurship and skills development centres said:

“The University is officially recognized as an entrepreneurship-focused institution, which encourages entrepreneurial activities among its students and faculty. As outlined in its 25-year strategic plan, the university aims to foster self-reliance, exemplary leadership skills, and capacity in its students, with a particular emphasis on entrepreneurship (as stated in Objective 4, Section 2: Student Matters, Page 55 of the Medium-Term Goals of the University's 25-Year Strategic Plan). In line with this, the university has provided formal support for students and lecturers on the university to develop the capacity to become entrepreneurial. In the year 2019, a university-wide training was conducted to develop the lecturer's capacity to identify and exploit the entrepreneurial components of their disciplines. This was done to ignite the consciousness of the lecturers on the need to drive entrepreneurship from the classroom. The university is also very open to partnerships and collaborations that provide platforms for developing its entrepreneurial ecosystem. These collaborations often lead to the delivery of competitions, ideation programmes, mentorship and seed funding for the students.”

Informal Support for Entrepreneurship

On the provision of informal support for student entrepreneurs in the university, one of the directors had this to say.

“As a center, we actively support our student-led organizations in planning and implementing programs that assist aspiring and emerging student entrepreneurs within the university. One notable example is the entrepreneurship competition organized by the Management Students Association. Participants in this competition receive essential training on business models, business plans, and the Business Model Canvas before showcasing their ideas in a pitch competition. Finalists are awarded seed grants generously contributed by alumni.”

Test of Hypotheses

All hypotheses were tested at .05 level of significance.

Hypothesis One

H₀₁: There is no significant relationship between student support and entrepreneurship skills development (ESD) among university students.

<See Table 5 in appendix>

Table 5 presents a summary of the relationship between student support and entrepreneurship skills development (ESD) of university students in Lagos and Ogun States ($r = 0.42^*$, $P = .01 < 0.05$). The result of the tested hypothesis showed that there was a positive and significant relationship between students' support and entrepreneurship skills development (ESD). Thus, the null hypothesis which stated that there was no significant relationship between students' support and entrepreneurship skills development was rejected.

Summary of Findings

The results from this study show that:

- i. The availability of formal and informal support for student entrepreneurs has played a significant role in the development of entrepreneurial skills among the students. However, there is need for a more individualized approach.
- ii. There is a positive and significant relationship between student support provided for students and Entrepreneurship Skills Development (ESD). The implication is that universities can leverage providing additional support for students as a way of reinforcing the development of entrepreneurship skills.

Discussion of findings

Results from the test of hypotheses showed a positive and significant relationship between students' support and entrepreneurship skills development among university students. This result is an indication that student support has a direct link with entrepreneurship skills development among university students. The result is consistent with the research conducted by Arifin (2018), which emphasized the significant role of students' support in fostering their persistence and motivation to continue their education. By encouraging students to engage in entrepreneurship-related activities and providing facilities that support the teaching and learning of entrepreneurship, universities promote the development of entrepreneurship skills in the students. Universities that provide formal support for entrepreneurship through laid down policies and by encouraging engagement with industries and external stakeholders create a positive climate for students and lecturers to strive. This is consistent with the findings of Malebana (2017), who observed that a positive attitude toward becoming an entrepreneur is associated with perceiving ease in accessing support from government institutions.

Through the mission and vision statement of the university, all stakeholders are able to identify the areas of focus of the university. The informal support provided for students in areas of facilities, visiting entrepreneurs, seed funding, workspaces, workshops, enterprise awareness events, and business plan competitions among others are veritable tools that endear students to develop entrepreneurship skills. When students know that the university supports their drive to become entrepreneurial by providing relevant facilities and resources, students become encouraged to embrace entrepreneurship. It is however pertinent to note that such support should not end abruptly as soon as the students graduate and should be sustained years after students graduate. Student support services need to be personalized to each student's particular needs, integrated, and timed to the student's needs, and ongoing throughout the students' university experience. Effective students' support provides support when the student needs it rather than when the university deems it fit.

The report obtained from the qualitative data derived from the key informant interview with directors of entrepreneurship and skills development centres in the universities is also consistent with these findings.

The directors of the entrepreneurship development centers were unanimous in their response to the various formal and informal student support services made available to support students in developing entrepreneurship skills and business ideas. Worthy of note is the fact that all the universities have an entrepreneurship education policy that provides a guideline for the operation of the entrepreneurship development centers of the universities. Nevertheless, the universities were open to other initiatives that fostered the development of an entrepreneurship mindset among the students.

5. CONCLUSION

There was a significant relationship between students' support and entrepreneurship skills development of students. The study found that there was both formal and informal support for the development of entrepreneurship skills in Lagos and Ogun state universities and opportunities abound for a few relevant support services. However, evidence abounds that for the public universities, there is a need for expansion of such services to embrace the teeming population of students that throng into public universities.

6. RECOMMENDATIONS

- i. Concerted efforts should be made by the university administrators to provide personalised support services for students based on interests and areas of specialisation. The drive for entrepreneurship should go beyond technical skills to entrepreneurship skills that reinforce resilience, creativity, collaboration and teamwork, especially in the Nigerian context.
- ii. The University entrepreneurship policies should be broadened to accommodate a Students' Support Centre

where industry, students, and the university can have a common place for meaningful conversations, projects and start-up finance for budding entrepreneurs.

- iii. The entrepreneurship course module should be entrenched with compulsory activities that will make the students identify an opportunity on campus and then create a solution to it.
- iv. The entrepreneurship teaching modules should spotlight case studies of successful student entrepreneurs. Such entrepreneurs such that students can make their own contributions to localized case-studies shared towards final grading and the students should be given every support they require.

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Appendix

Table 2: Distribution of Sample Size of each university

State	University	Population of Final Year Students	Sample Size
Lagos	University of Lagos, Akoka	3643	360
	Lagos State University, Ojo	10,252	385
	Caleb University, Imota	399	200
	Pan Atlantic University, Aja	69	59
	Total	14363	1004
Ogun	Federal University of Agriculture, Abeokuta	3325	358
	Olabisi Onabanjo University, Ago Iwoye	4386	367
	Babcock University, Ilishan Remo	3,449	359
	Covenant University, Ota	1307	306
	Total	12467	1,390
		26830	2,394

Source: Universities' websites, 2019

Table 3: Demographic Data of Participants

		Frequency	Percentage
Gender	Male	1360	56.8
	Female	1034	43.2
	Total	2394	100.0
University	University of Lagos	360	15.0
	Lagos State University	385	16.1
	Caleb University	200	8.4
	Pan Atlantic University	59	2.5
	Federal University of Agriculture, Abeokuta	358	15.0
	Olabisi Onabanjo University	367	15.3
	Babcock University	359	15.0
	Covenant University	306	12.8
	Total	2394	100.0
Ownership	Federal	718	30.0
	State	752	31.4
	Private	924	38.6
	Total	2394	100.0
Program	Full time	2080	86.9
	Part time	314	13.1
	Total	2394	100.0

Source: Field Work, 2019

Table 4: Response Patterns on Students' Support in Universities in Lagos and Ogun States (N=2394)

SN	The University:	SA	A	D	SD	Mean	Std Dev	R
1	Encourages students to engage in entrepreneurial activities.	989 (41.3%)	1095 (45.7%)	236 (9.9%)	74 (3.1%)	3.25	0.76	A
2	Provides facilities that support the teaching of entrepreneurship education.	645 (26.9%)	1007 (42.1%)	592 (24.7%)	150 (6.3%)	2.9	0.87	A
3	Provides access to funding workshops for students.	633 (26.4%)	819 (34.2%)	732 (30.6%)	210 (8.8%)	2.78	0.94	A
4	Connects students to mentors and renowned entrepreneurs.	545 (22.8%)	1130 (47.2%)	567 (23.7%)	152 (6.3%)	2.86	0.84	A
5	Organizes Enterprise Awareness Events e.g., business plan competitions for students.	708 (29.6%)	1096 (45.8%)	479 (20.0%)	111 (4.6%)	3	0.83	A
6	Allocates time for entrepreneurship-related activities at the university entrepreneurship development center	678 (28.3%)	961 (40.1%)	663 (27.7%)	92 (3.8%)	2.93	0.84	A
7	Invites renowned entrepreneurs to teach entrepreneurship education courses	596 (24.9%)	1169 (48.8%)	526 (22.0%)	103 (4.3%)	2.94	0.8	A

Key: SA = Strongly Agree (4), A= Agree (3), D = Disagree (2), SD = Strongly Disagree (1), R=Remark

Source: Field Work, 2019

Table 5: Students' support and entrepreneurship skills development (ESD) of university students

	N	Mean	SD	R	P	Remark	Decision
Students' Support	2394	20.67	4.54	0.422	0.01	Significant	H ₀₄ rejected
ESD		48.01	9.16				

* Correlation is significant at 0.05 level (2-tailed).

Source: Field Work, 2019