

ENHANCING ENTREPRENEURIAL INTENTIONS AMONG NIGERIAN TERTIARY STUDENTS: THE ROLE OF ENTREPRENEURSHIP EDUCATION

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Article Info

Keywords: Entrepreneurship education, entrepreneurial intentions, tertiary students, job creation, economic growth.

Abstract

This paper examines the relationship between entrepreneurship education and entrepreneurial intentions among Nigerian tertiary students. The research surveyed 381 students from four institutions comprising of a university, a polytechnic, a college of education, and a satellite campus of a university. The survey revealed that many of the students hold a positive attitude towards entrepreneurship education and perceive the need for more practical examples in the classroom. The study further revealed that the behavioral component of their entrepreneurial attitude is positive, and many students have the intention to start their own businesses after graduation. The paper concludes that entrepreneurship education plays a critical role in boosting economic growth, creating jobs, and increasing wealth. Therefore, it is essential for tertiary institutions in Nigeria to incorporate it into their curricula.

1.0 Introduction

In the last decades, the concept of entrepreneurship has become vital as a result of constant and increasing economic problems especially unemployment (García-Rodríguez, 2017). Countries are motivated to increase the rate of entrepreneurship to promote economic and social well being (Peng et al.; 2012). Entrepreneurship and innovation are a priority on the political agenda of many countries (Bleaker et al.; 2006). There is an increasing interest in Entrepreneurship Education in Nigeria. More private Universities are including entrepreneurial education in their curriculum while public universities are making it as part of their general studies. With the growing population in Nigeria (currently about 200m) coupled with huge unemployment figures, there is a need for the government to encourage entrepreneurial education. Entrepreneurship education among students will increase entrepreneurship intentions. Students can then set up their businesses after their education. Tertiary institutions are expected to take centre stage in the process of continuous development of entrepreneurship in a Nation, to generate employment, and improve the economic development (Fatoki & Oni, 2014). Job creation will be enhanced by quality entrepreneurship education which will invariably reduce unemployment, poverty and

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social vices in Nigeria (Maina, 2013). Entrepreneurship, therefore, is a gateway to employment in view of volatile economic realities (Teshome, 2014).

2.0 Statement of Problem

Emanuel, Dazala, and Daniel (2012) argued that for a long time tertiary institutions have been focusing on producing graduates who have little or no market value, rather than focus on programs such as entrepreneurship that can help in job creation. Tertiary institutions need to produce job-creating and self-reliant graduates rather than job seeking graduates (Eugene, Adlive and Agwubuike, 2013). There is a need to encourage graduating students with an alternative to being employed by others. This alternative is, i.e. starting their own business. Employment markets are currently offering limited job opportunities for University graduates (Frazao, Santos, Oliveira & Oliveira, 2010). According to Amidu, & Umaru, (2016), Teaching entrepreneurship in Polytechnic tertiary institutions without key learning facilities, infrastructures and manpower can best be described as cosmetic education.

3.0. Objectives of the Study

The objectives of this research are:

- To ascertain the perceived views of students of the tertiary institution about entrepreneurship education and the support of their institutions.
- To determine the level of support the students receive from their tertiary institutions.
- To identify factors that influence entrepreneurship intention of students.
- To know the students view about their tertiary institutions support on entrepreneurial intention
- To suggest how the tertiary institutions can improve in order to support the students in entrepreneurship education.
- To examine whether students view entrepreneurship as a future career.

4.0 Literature Review 4.1 Theoretical Framework

4.1.2 Theory of Planned Behaviour

One of the most widely researched intention models is the Theory of planned behavior (TPB). TBP originated by Ajzen (1991). The theory of planned behaviour (Ajzen, 1991) was derived from the Theory of Reasoned Action (Fishbein and Ajzen, 1975). The theory states that behavioural intentions are formed by one's attitude toward that behavior and one's subjective norms (e.g., influence by parents, role models, peers). The theory of planned behavior hinged on 3 factors: the person's attitude toward the behavior, subjective norm (the influence of other people, and perceived behavioural control (personal assessment of whether one can do it or not).

Ajzen (2005) stated under the theory of planned behavior that the intention was affected by an individual's behavior. The theory of Planned Behaviour (TPB) predicts an individual's intention to engage in behavior at a specific time and place. Behavioural intention represents a person's motivation to plan or decide to perform certain behavior consciously. Attitude toward a behavior is the degree to which a person has positive or negative feelings of the behaviour of interest. Subjective norm relates to a person's perception of the social environment surrounding the behavior (Conner & Armitage, 1998). Perceived behavioral control refers to the individual's perception of the extent to which performance behavior difficult or is easy (Ajzen, 1991).

Perceived behaviour increases when individuals perceive they have more resources and confidence (Lee & Kozar, 2005). The relationship between students entrepreneurial intention and entrepreneurship education using the theory of planned behavior is gaining the interest of academics and professionals (Izquierdo and Buelens, 2008; Fayolle et al.; 2010; Sovitaris et al.; 2007). With the exception of Von Graevenitz et al.; 2010; Oosterbeek et al.; 2010).

4.2 Entrepreneurship

The word entrepreneurship came into use since the 16th century. Entrepreneurship was coined from the French word "entrepredre" which initially means the organizer of musical or other entertainments (Gautam, & Singh, 2015). The word entrepreneurship was extended to economic aspects in the 18th century. According to Seymour, (2006), the French economist Richard Cotillion is generally accredited as being the first to come up with the term in the context of what is known today as "entrepreneurship" in about 1730. The importance of entrepreneurship to society has been identified, discussed since the 15th Century (Schumpeter, 1912) and it remains topical till today (Kirchhoff et al.; 2013). There is no universally acceptable definition of entrepreneurship (Gedeon, 2010). According to Gautam & Singh, (2015), an entrepreneur "refers to an individual who can turn ideas into action. It includes creativity, innovation, and risk-taking, as well as the ability to plan and manage projects to achieve objectives". Entrepreneurship is a concept that is being widely studied (Kalyoncuoğlu, Aydıntan, Gökse, 2017). Mokaya et al.; (2012) define entrepreneurship as "the individual motivation and willingness to take a risk, create and sustain a growth-oriented and profit-making enterprise." According to Teshome (2014); Odunaiké and Amoda (2013), entrepreneurship is the art of setting up and running an enterprise profitably and sustainably. An entrepreneur is a person that is never satisfied with the status quo but is ready and able to turn new ideas or invention into a successful innovation (Agbonlahor, 2016).

A person who perceives a business opportunity through risks analysis and takes advantage of the situation to make a profit is an entrepreneur. (Agbonlahor, 2016).

Entrepreneurship plays a critical role in boosting economic growth and development (Ho, Uy, Kang, Chan, 2018). Entrepreneurship is becoming increasingly vital in modern economies since it is the main weapon of fighting unemployment and the creation of wealth (Khalifa & Dhiaf, 2016).

According to Solomon (2007) and Henry et al. (2005) there is a level of uncertainty in the field of entrepreneurship to determine whether entrepreneurs are born or made. There is a growing acknowledgment that elements of entrepreneurship can be taught and learned. A person who renders the service of entrepreneurship is called an entrepreneur (Sofoluwe & Kayode, 2012). Entrepreneurship is the best antidote to unemployment, underemployment, and poverty among the youths, especially in instances where educated youths cannot get jobs (Brownhilder, 2014)

4.3 Entrepreneurship Education

Education is the key to national development (Maina, 2013) Education is an important tool for sustainability (Maina, 2013). Generally, education is confirmed to have a positive effect on entrepreneurship (Kuttim et al.; 2014). According to Mwasalwiba (2010), entrepreneurship education was started by Shigeru Fijii in 1938 at Kobe University in Japan. Myles Mace started the first course in entrepreneurship in USA at Harvard Business school in 1947 (Alberti et al.; 2004). Entrepreneurship education has grown rapidly in tertiary institutions around the world (Fretschener and Weber, 2013). The growing number of tertiary institutions offering Entrepreneurship education is an attestation that entrepreneurship can be taught (Hafiz & Sa'ad, 2015). There is no consensus definition of entrepreneurship education (Valerio, Parton, Robb, 2014). In this study, entrepreneurship education is used in a narrow sense of referring to students intentions of starting their own business. Entrepreneurship education can be used in a broad sense also.

According to (Fretschener and Weber, 2013). The main objective of entrepreneurship education in tertiary institutions is to empower graduates irrespective their course of study with skills that will provide them the opportunity to engage in income yielding business, whether they are able or not able to secure paid employment whether in public or private sector. Entrepreneurship Education turns a graduate from being a job seeker to job creator (Bassey and Archibong, 2005). Entrepreneurial Education was introduced into the undergraduate

curriculum of Nigerian Universities in 2006 (Agbonlahor, 2016). The main purpose of introducing to tertiary institutions is to produce graduates with entrepreneurial skills needed in the private sector can also start their businesses and consequently employs others.

Entrepreneurship education is based on the premise that entrepreneurship can be learned, can develop student entrepreneurial intentionally (Pittaway and Cope, 2007) and finally lead to business start-up (Nabi, Holden, and Walmsley, 2010). Though not all studies agree that entrepreneurship education affects entrepreneurial intention. (Oosterbreek, Van Praag & Ijsselstain, 2010). Scholars have seriously debated whether entrepreneurship can be taught and learned (Gorman et al.; 1997; Aronsson, 2004; Gendron, 2004). It is vital for higher institutions to make available quality education for likely entrepreneurs to prepare them for future businesses that they can start. All over the world, entrepreneurs exist in all professions: Medicine, architecture, law, research, education, engineering et al. and they are available in different shapes, colours, size and background (Hisrich, Peters & Shepherd, 2005; Baron, 1998). According to Kütüm (2014), participation in entrepreneurship education is likely to strengthen entrepreneurial intentions. Also, more favourable attitude towards entrepreneurship is likely to increase intentions of starting a business.

Furthermore, right after studies students in other fields than business and economics are likely to be more interested in starting their own business. Entrepreneurship education has the mandate to equip the youth with functional knowledge and skill to build up their character, attitude, and vision. Entrepreneurship education consists of all activities with the objective of fostering entrepreneurial mindsets, attitudes, and skills covering a range of areas such as idea generation, startup, growth and innovation (Fayolle, 2009). Fayolle, 2007 and Thompson, 2004 believed that entrepreneurship could not be taught because it is more of personality and psychological traits because talent and temperament cannot be taught. The key to achieving a successful entrepreneurship education is to determine the most efficient way to handle the teachable skills and identify the best match between student needs and teaching techniques (Lee et al., 2007). Entrepreneurship education influences students' entrepreneurial intentions and behaviours (Fayolle & Gailly, 2004). Entrepreneurial education plays an important role in setting up one's businesses (Roxas, Cayoca-Panizales & Jesus, 2008; Clereq & Arenius, 2006).

Research has shown that students that participated in entrepreneurship education are positively influenced to start a business (Balaban and Ozdemir, 2008; Tagraf & Halis, 2008; Izedonmi and Okafor, 2010; Karlsson and Moberg, 2013 and Wnnberg, 2015). While Oosterbeek, Praag, and Ijsselsten (2010); Mclarty, (2005) concluded that entrepreneurship education has a negative impact on entrepreneurial intentions by students. Entrepreneurship education can positively influence students to do something productive in the area of entrepreneurship. (Mahendra, Djabatika, & Hermawan, 2017). According to Shabami, (2013) entrepreneurship education should incorporate: (1) Group discussion inclusive of enriching scope of materials (2) networking and learning by doing group setting (3) collaborative and creative work by students (4) individual characteristics, capacities, and potentials as units

Research findings by Kuttim et al.; (2016) revealed that participation in entrepreneurship education has a positive effect on entrepreneurial intentions. Also, Hussain & Norashidah, (2015) Lorz (2011), Hattab, (2015) showed that there is a positive relationship between entrepreneurship education and entrepreneurial intention. Hands-on entrepreneurship education is capable of having a positive effect on students entrepreneurial motivation (Farhangmehr et al.; Jakubiak & Buchta, 2016). According to Kuratko (2005), the question is not whether entrepreneurship can be taught but what should be taught. Academic research has indicated that entrepreneurship education increases entrepreneurial intention (Maresch, Harms, Kailer, Wimmer-Wurm, 2016). Haase & Lautenschlager (2011) observed that certain aspect of entrepreneurship cannot be learned. Akola and Heinonen

(2006) distinguish the "Art" from the "science" of entrepreneurship while the „art' which includes creativity and innovative thinking is not teachable, the „science' which includes business and management skills can be taught. According to Learning Style theory (Kolb, 1976; Randolph and Posner, 1979), Entrepreneurship education can be in two ways: Active style, where the student acquires knowledge through active experimentation (e.g., business plan, seminars or simulations) and reflective observation (e.g., theory lectures). Both methods may differ in their strength of impact. It is vital for tertiary institutions to provide entrepreneurship education for their students so that the students can effectively identify and improve innovative and creative skills because they will be the driving force of economic development using scientific management principles to run business in future (Kalyoncuoğlu, Aydın, & Gökse, 2017).

The Federal Government of Nigeria gave directives to National Universities Commission (NUC), National Commission for Colleges of Education (NCCE), and National Board of Technical Education (NBTE) to ensure that tertiary institutions establish centres for entrepreneurship development (Hafiz & Sa'ad, 2015).

Osuala (2010) gave the summary of EE in Nigeria to include:

- Provision of a worthwhile education for the youths, which could make them self-reliant leading to selfindependence.
- Give assistance to graduates with the training and support necessary to help them start a career in small business.
- Providing the graduates with the skills set that will make them fit into the manpower needs of the society.
- Provide graduates with training in risk management.
- Stimulate industrial and economic growth of less developed areas.
- Provide graduates with creative and innovative ways of identifying new business opportunities.
- Provide SMEs with the opportunity of recruiting entrepreneurial minded graduates.

There is a need for more studies to focus on assessment of the impact of entrepreneur education (Neck & Greene, 2011; Martin Mc Nally & Kay, 2013; Walter, Parboteeah, & Walter, 2013).

3.3.1 Entrepreneurship Education Curriculum

According to *Sascha, Walter, & Dohse, (2009)*, Curriculum and courses of entrepreneurship education are a direct source of entrepreneurial motivation and knowledge. The course content of entrepreneurial education is also essential. Entrepreneurship education is consist of different disciplines, which include management education, economics and technical studies (Davidsson, 2008). There is three basis for which entrepreneurial education should increase entrepreneurial intentions. The first basis is that entrepreneurship education should lead to a generation of basic business ideas and to confirm that a given idea is new and valuable. This should culminate in the increase in number and innovativeness of opportunities (Shepherd and Detienne, 2005).

The second basis is that courses based on entrepreneurship education should provide knowledge of how to bring business ideas better and quicker to the market (Zhaw et al. 2005; Davidsson and Homig, 2003) students can even share their experiences with fellow students (Caputo and Dolinsky, 1998). Third, the number of courses shows the extent to which the department considers self-employment as a legitimate career alternative (Kolvereid, 1996b)

In empirical studies by Souetaris et al. (2007) and Peterman and Kennedy (2003), University and high school students respectively reported higher entrepreneurial intentions after taking entrepreneurship classes. The content and context of entrepreneurship education vary between Universities, countries, and regions (Khalifa & Dhiaf, 2016). To facilitate the effective delivery of entrepreneurship education, the Nigerian University Commission (NUC) prescribed the following ten areas in the Benchmark Minimum Academic Standard (BEMAS) guide for teaching EE in Nigerian Universities:

- Introduction to entrepreneurship
- Entrepreneurship in theory and practice
- Types of Business, staffing, and Marketing
- Capital requirement and raising capital
- Financial planning and management
- Feasibility studies and reports
- Innovations
- Legal issues in business
- Insurance and environmental consideration □ Possible business opportunities in Nigeria.

3.3.2 Challenges of Entrepreneurship Education

Lack of academic programs dedicated to entrepreneurship may to a large extent have an adverse effect on entrepreneurial intention (Khalifa & Dhiaf, 2016). According to Maina (2013), some of the challenges of entrepreneurship education as shown by three scholars; Gana (2000), Aiyeduso (2004); and Osuala (2010) includes:

- Inadequate funding by government and non-governmental organizations.
- Ineffective or poor planning, supervision information, and evaluation of the programme across tertiary institutions.
- Inadequate teaching materials equipment and infrastructural facilities. The challenges of globalization, information technology affect curriculum, methodology, facilities, staff, and equipment.
- Inadequate qualified teachers, instructors and support staff.
- Inadequate motivation for teaching and non-teaching staff.
- Emphasizing theoretical knowledge rather than practical knowledge.
- Massive corruption and poor maintenance culture.
- Poor enabling environment, access to credit/loan, inflation, poverty, insecurity of lives and properties which have an adverse effect on economic activities.

Agbonlahor (2016) identified five practical challenges faced by Entrepreneurship education in Nigeria: Capacity of lecturers/instructors, Absence of curricular capacity to support the training, Limited infrastructural support, Limited government support, and overemphasis on theory delivery.

3.3.3. Entrepreneurship Intention

Entrepreneurial intention can be defined as “the search for information that can be used to help fulfill the goal of venture creation” (Katz & Gartner, 1998; Choo & Wong, 2006). Entrepreneurial education programs have a positive effect on the entrepreneurial intentions (Fayolle; Gailly & Lassas – Clerc, 2006; Oosterbeek et al.; 2010). The entrepreneurial intention is a desire to carry out productive activities by effectively, directing people to utilize and implement relevant concepts of new ventures (Krueger et al.; 2000). Various researches have revealed that entrepreneurship education programs contribute to the development of entrepreneurial intentions (Izquierdo & BuRlens, 2008, Luthje & Franke, 2003; Peterman and Kennedy, 2003; Kolvereid & Moens 1997, Souitaris et al.; 2007; Fayolle et al.; 2006).

Furthermore, other studies also revealed that entrepreneurship education contributes to the development of entrepreneurial intention (Kuttim et al.; 2014; Mat et al.; 2015; Valliere, 2015; Sondari; 2014). Employers desire graduates that have entrepreneurship mind (Fatoki & Oni, 2014). The entrepreneurial intention is not inherited, but it can be acquired through training and education. This agreed with the position of Athayde (2009) that entrepreneurial attributes could be positively formed by the educational program that makes students aware about

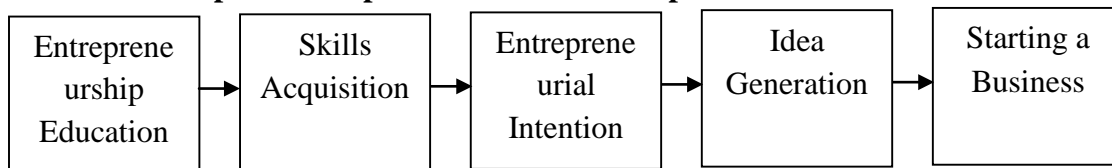
entrepreneurship as a career choice. Entrepreneurial intention summarizes the willingness of an individual to start his own business (Fayolle et al.; 2006).

According to Maresh et al.; (2015). Entrepreneurship education will first strengthen student's positive attitudes towards entrepreneurial intention. Second, the level of student's reliance on social reference groups drops which affords them the opportunity to take clearer decisions. Third entrepreneurship education aims to assist students to develop the skills and competencies to take advantage of entrepreneurial opportunities.

According to Saeed et al. (2013), Apart from entrepreneurship education, other factors that affect entrepreneurship intention includes demographic characteristics, mentorship, the locus of control, self-realization, the status of parents and grandparents, entrepreneurial experience, personality traits, subjective norms, independence, and self-efficacy. Bird (1988) stated that intention is a conscious state of mind that occurs before action but directs attention toward the goal of establishing a new business. The intention has been revealed to be the best predictor of planned behavior (Bagozzi, Baumgartner; and Yi, 1989). Intention can also be defined as a person's state of mind that directs a person's attention (experience and actions) toward a specific goal (object) or path in order to achieve something (e.g. becoming an entrepreneur). (Bird, 1998). The entrepreneurial intention has been shown in a number of entrepreneurship studies (Karinu et al.; 2014; Kolvereid and Isaken, 2006)

Not all theory of planned behaviour variables significantly determines the intention to own a business. For example, in examining responses of undergraduate students to the question of entrepreneurial interest, Anee et al.; (2012) showed that attitude and perceived behavioural control are major determinants of entrepreneurial intention with significant positive effect. Also, another study by Tong et al.; (2011) revealed that entrepreneurial intention is predicted by the need for achievement, family business background and subjective norm. The result suggests that students will choose to become entrepreneurs if there is a need for achievement. When they come from a family that engages in business and if there is support from close individuals such as family members and friends. Regarding gender, findings for participation in entrepreneurship, there is no agreement on whether males have higher tendency to engage in entrepreneurial activities than females and vice versa (Ismail et al.; 2009, Khan et al.; 2011, Camillus and Anthony, 2014).

Figure 1: Model of Entrepreneurship education and Entrepreneurial intention



4.0 Research Method

The sample consists of 4 Tertiary institutions in Lagos, Nigeria. The institutions consist of a university, a polytechnic, a college of education, and a satellite campus of a university. Data was generated from the questionnaire distributed to 400 respondents, i.e. 100 questionnaires per tertiary institution. The questionnaire was divided into two main sections. Section A covers the basic information about the respondents, while section B covers information relating to the study. 381 students submitted their questionnaires. The SPSS was used to analyze the data gathered. 5 points Likert-Type scale was used.

5.0 Results

Data was collected from three hundred and eighty-one students from a Nigerian university, a polytechnic, a college of education and one satellite campus. The questionnaire was formulated using a Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1) to provide information on Entrepreneurial Education.

Table 1: Characteristics of Students-A

Variable	Frequency (n=381)	Percentage (%)
Age		
16 – 25	283	74.3
26 – 35	90	23.6
> 35	8	2.1
Gender Male	119	31.2
Female	262	68.8
Specialisation		
Computer	28	7.4
Education	238	62.5
Finance/Business	81	21.3
Fashion	1	0.3
Guidance & Counselling	14	3.7
Photography	1	0.3
Political Science	18	4.7

Majority of the students (74.3%) were within the 16 to 25 years age group with 17 years being the least age; 23.6% were within the 26 to 35 years age group while 2.1% were above 35 years old. The population was majorly female as 68.8% were females while 31.2% were males. Most of the students (62.5%) were studying education courses, 21.3% were studying finance and business-related courses, 7.4% specialised in computer technology, 4.7% were studying political science, 3.7% were studying guidance and counselling while only one student each (0.3%) was studying fashion and photography.

Table 2: Characteristics of Students –B Variable Frequency (n=381) Percentage (%)

Educational Level 1		
1	1	0.3
2	124	32.4
3	134	35.2
4	108	28.4
5	14	3.7
Institution		
College of Education	94	24.7
Polytechnic	94	24.7
Satellite Campus	96	25.2
University	97	25.4

The educational level of the students varied with 35.2% in their third year, 32.4% in their 2nd year, 28.4% in their 4th year, and 3.7% in the 5th year and only one respondent (0.3%) in his or her first year. Based on the type of institution, 25.4% were university students, 25.2% were students attending a satellite campus, 24.7% were attending a polytechnic while another 24.7% were attending a Federal college of technology.

Table 3: Behavioural Component Of Students' Attitudes

S/ N	VARIABLE	MEAN	SD
1	I enjoyed entrepreneurship education lessons	4.44	0.74
2	Entrepreneurship education lessons increased my interest in a career in entrepreneurship	4.42	0.69
3	I consider entrepreneurship as being as important if not more important than any other subject	3.89	0.86
4	Entrepreneurship education prepared me to make innovative and informed decisions about career choices	4.20	0.75
5	I am happy to have learned entrepreneurship education	4.29	0.77
6	I consider entrepreneurship a desirable career option	4.12	0.81
7	The institution encouraged students to pursue entrepreneurship ventures	3.95	0.98

Analysis of the behavioural component of the students' attitudes towards entrepreneurial education, revealed positive means ranging from 3.85 to 4.44 and standard deviation ranging from 0.69 to 0.98. The statement "I enjoyed entrepreneurial education lessons" had the highest mean (4.44) while the statement "the institution encouraged students to pursue entrepreneurial ventures" had the lowest mean (3.85).

Table 4: Cognitive Component of Students' Attitudes

S/N	VARIABLE	MEAN	SD
1	Due to entrepreneurship education, I am able to identify business opportunities.	4.21	0.70
2	Due to entrepreneurship education, I can now create products and services that satisfy customers.	4.06	0.80
3	Due to entrepreneurship education, I can successfully develop a business plan	4.22	0.72
4	Due to entrepreneurship education, I now have the skills to create a new business	4.11	0.84
5	Due to entrepreneurship education, I can now successfully identify sources of business finance	4.09	0.84
6	Due to entrepreneurship education, I can now anticipate, tolerate and manage unexpected market changes, setbacks, and risks that may affect my business	4.05	0.80
7	Due to entrepreneurship education, I can perform feasibility studies to check if my business ideas work	4.02	0.83
8	Modules in the entrepreneurship programme stimulated my interest in entrepreneurship	4.01	0.80
9	Through entrepreneurship education, my knowledge, skills, and interest in entrepreneurship have overall improved	4.10	0.78
10	Overall I was very happy and satisfied with how the entrepreneurship programme was taught	4.03	0.95
11	I consider entrepreneurship class as an ideal place to learn about how to start a business	4.12	0.84
12	My lecturers stimulated interest in entrepreneurship through the subjects on entrepreneurship and small business management	4.01	0.93

13	Practical examples of entrepreneurship were included in classroom teaching	3.82	1.05
14	Through entrepreneurship lectures, I now understand the importance of entrepreneurship	4.20	0.80

Analysis of the cognitive component of the students „attitudes towards entrepreneurial education, revealed positive means ranging from 3.82 to 4.22 and standard deviation ranging from 0.70 to 0.95. The statement "Due to entrepreneurial education, I can successfully develop a business plan" had the highest mean (4.22) while the statement "practical examples of entrepreneurship were included in classroom teaching" had the lowest mean (3.82).

Table 5: Affective Component of Students' Attitudes

S/N	VARIABLE	MEAN	SD
1	I want to work for myself after completing school	4.45	0.80
2	The idea of working for myself is very appealing to me	4.39	0.76
3	I consider self-employment as very important	4.49	0.74
4	My personal satisfaction with self-employment is very high	4.30	0.86
5	The institution entrepreneurship programme effectively prepared me for an entrepreneurial career	4.06	0.89
6	My institution's entrepreneurship course prepares students very well for entrepreneurial careers	3.97	0.97

Analysis of the affective component of the students towards entrepreneurial education revealed positive means ranging from 3.97 to 4.45 and standard deviation ranging from 0.74 to 0.97. The statement "I want to work for myself after completing school" had the highest mean (4.45) while the statement "my institution's entrepreneurship course prepares students very well for entrepreneurial career" had the lowest mean (3.97).

Table 6: Overall Score of Students' Attitudes on Entrepreneurial Education Comparing Institutions

S/N	INSTITUTION TYPE	POOR	AVERAGE	GOOD
1	College of Education	0 (0.0%)	2 (2.1%)	92 (97.9%)
2	Polytechnic	0 (0.0%)	5 (5.3%)	89 (94.7%)
3	Satellite Campus	0 (0.0%)	1 (1%)	95 (99%)
4	University	0 (0.0%)	7 (7.2%)	90 (92.8%)
5	OVERALL	0 (0.0%)	15 (3.9%)	366 (96.1%)

Overall analysis of the components of students' attitudes in relation to entrepreneurial education showed a generally good attitude towards entrepreneurial education, only 3.9% showed average attitude while none of the students showed poor attitude. Comparing institution types, students from satellite campuses had the highest percentage of right attitude towards entrepreneurial education followed by students in the college of education; third is polytechnic students while university students took fourth place.

6.0 Discussion

The student population was a typical youth population with only a few (2.1%) above 35 years of age. Most of the students were females and specialised in finance and business-related courses. Their educational level varied majorly from the second year to the fourth year. The type of institution differed almost equally amongst students. The students generally showed good attitude and knowledge of entrepreneurial education. This could be as a

result of the fact that most of the students are studying finance related courses. The study showed that the majority of the students enjoyed entrepreneurial education lessons even though the level of encouragement from the institutions towards entrepreneurial ventures when comparing means does not match this interest. Majority of the students show an intention to be an entrepreneur in future. It is impressive that most of the students can develop a business plan, however, a little better than average result in terms of use of practical examples of entrepreneurship in classrooms shows that this is mainly theoretical knowledge. In summary, the students showed a desire for entrepreneurship when they graduate, and it is recommended that Nigerian academic institutions should employ more practical means of teaching entrepreneurship.

7.0 Conclusion and Recommendation

The research outcome shows that the students are interested in entrepreneurship studies. The students have a positive attitude to start their own business when they graduate. The student demands more practical entrepreneurship. Entrepreneurship education has a positive effect on entrepreneurial intention. There is a need for Government through National University's Commission to harmonise curriculum for entrepreneurship education in Nigeria. All students should have a minimum of three months mandatory attachment with firms that can support them in entrepreneurship. Lecturers that lecture Entrepreneurship should have more practical knowledge. Organised private sector and government at various levels should assist in funding research on entrepreneurship education. Youth Corp members under the National Youth Service Scheme (NYSC) can be further provided with entrepreneurship education during their service. Lastly, research should be carried out to find out the effect of entrepreneurship education on graduates that started their business after five years of graduation.

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