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ENTREPRENEURSHIP EDUCATION AND INTENTIONS AMONG STUDENTS OF SA'ADATU RIMI UNIVERSITY OF EDUCATION KUMBOTSO KANO

DR. MURTALA MOHAMMED AHMED
Department of Economics, Sa'adatu Rimi University of Education Kumbotso, Kano, Nigeria
murtalabnta@gmail.com, GSM: +2348035468933

ABSTRACT

This paper studies the effect of entrepreneurship education on the development of entrepreneurship intentions among students of Sa'adatu Rimi University of Education Kumbotso Kano. A cross-sectional survey research design was adopted. Primary data collection method was used in which self-administered questionnaires were distributed to a total sample of 188 respondents selected from the target population of 366 students. The study found out that majority of the respondents reported high perception or understanding on; importance of entrepreneurship to both society and individual, personal characteristics of entrepreneurs, entrepreneurship education enhanced their skills to develop business plans, but majority of the respondents revealed low perception or understanding on; attitudes of entrepreneurs, environmental assessment and financial preparation for entrepreneurial ventures. On the other hand, majority of the respondents reported high intention that they preferred to be their own bosses than to have a secured job, to make money and create their own businesses, but majority of the respondents revealed low intention of creating a new firm, low intention to start their own businesses after graduation, low intention to work together with good partners to start a new business, low intention to start their own businesses if financial support is secured. Finally, further analysis employing correlation and a linear regression analysis reveals that entrepreneurship education is positively and statistically significant in increasing entrepreneurship intention among the students. The study recommended that students should be encouraged to learn attitudes of entrepreneurs, environmental assessment and financial preparation for entrepreneurial ventures.

Key Words: Entrepreneurship, Entrepreneurship Education and Entrepreneurship Intentions

1 Introduction

The role of entrepreneurship for complimenting government and private sectors in providing tremendous job opportunities to the large unemployed graduates cannot be over-emphasized. Entrepreneurship education is critical vehicle of encouraging and stimulating entrepreneurship because it (i) creates a sense of independence and self-confidence to individuals, (ii) enables the recognition of alternative career options, (iii) broadens the individuals' horizons by enabling them to better perceive opportunities and (iv) provide knowledge and skills needed by individuals to use in developing business opportunities. Entrepreneurship education can thus be seen

as a vehicle that can be used to deliver entrepreneurial knowledge, skills and abilities to the students to assist them in their future endeavours of becoming entrepreneurs. Scholars agree that entrepreneurship can be taught and learned through entrepreneurship education (Shange, 2019).

Entrepreneurship education is seeing as a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including college, university education experiences that will enable students to develop the insight needed to discover and create entrepreneurial opportunities and the expertise to successfully start and manage their businesses. It is considered as the engine growth for economic development of all economies. Due to the high rate of graduates' unemployment in the country which has generated concerns for government and other stakeholders, entrepreneurship has become a very important tool for policy makers, educators and researchers to address the problem and also drive sustainable economic development through job creation, innovation and welfare effect (Odia and Odia, 2013). The various national policies and programmes of the Nigerian government seemed not to produce the desired result and change in area of accommodating high youth unemployment (Agbim, et al, 2013). The youth unemployment is very high and of great concerns because of the missing link which is due to the lack of creativity and functional education system in Nigeria (Urevbu, 2018).

Despite the fact that the National University Commission (NUC), National Commission for Colleges of Education (NCCE) make the study of entrepreneurship in Nigerian Universities and Colleges of Education compulsory, it been argued that the Nigerian education system has not adequately prepared graduates for self-employment and business entrepreneurship but encourage them to follow the tradition of job seeking (Bulama and Hime, 2008). Therefore, this study aimed at examining the contribution of entrepreneurship education to the development of entrepreneurial intention among students of Sa'adatu Rimi University of Education Kumbotso, Kano.

Literature Review

Entrepreneurship Education and Entrepreneurship Intention

Omokhabi (2022), investigated the relationship between university entrepreneurial education, vocational skill acquisition programme, perceived family support, proactive personality and intention of undergraduates in Nigerian university, the study adopted correlation analysis. The study revealed that undergraduate students had level of entrepreneurial intention. It also showed that university education, vocational skill acquisition programme, perceived family support, and proactive personality, respectively had significant correlations with entrepreneurial intention of undergraduates.

Prajapati (2019), studied the relationship between entrepreneurship education, attitude and perceived behavioural control as well as, subjective norm and entrepreneurial intention among management students of the selected colleges in Kathmandu, Nepal. A stratified random sampling technique was used in which 280 questionnaires were distributed to the respondents. He found out that entrepreneurship education had a positive but insignificant relationship with entrepreneurial intention. In specific, entrepreneurship education improves the attitude of behaviour towards entrepreneurial intention and the perceived behavioural control of students but was found to have insignificant impact on the subjective norm. However, this shows that entrepreneurship education is not a strong predictor of entrepreneurial intention directly. Entrepreneurship education provides theoretical as well as practical knowledge to students. It influences students' career decisions regarding if they will eventually become entrepreneurs. However, entrepreneurship education also explains the hard work, sacrifice, pain and strong dedication needed to become a successful entrepreneur in the future, which might generate negative thoughts amongst students regarding running their own ventures. Thus, the results show a weak relationship between entrepreneurship education and entrepreneurial intention.

Odia and Agnes (2019), examined the impact of entrepreneurship education on the entrepreneurial intention of undergraduate students in the University of Benin, Nigeria, using sample size of 273 respondents. The data was analysed using percentage analysis, independent t-test and binary logistic regression analyses. The study found out that entrepreneurship education and subjective norms had positive and significant impact on the students' entrepreneurial intentions whereas the interaction effects of attitude,

subjective norms and perceived behaviour control were significantly negative in the relationship between entrepreneurship education and entrepreneurial intention. The study also revealed that the entrepreneurship knowledge of most interest to respondents were business plan, start-up business, finance and networking while the key entrepreneurial motivations to respondents included high profile entrepreneurs, family member entrepreneurs and media coverage respectively. Moreover, the entrepreneurship education curriculum has moderate effect on the students' entrepreneurial intention. The implication of this findings shows that educators and university management should strengthen entrepreneurial education curriculum for the students to enable them recognize and exploit entrepreneurial opportunities. The education should be more focused and address the entrepreneurship knowledge and interests of the students as this could help to improve their attitude and self-efficacy towards entrepreneurial intentions.

Abdulrasheed, et al, (2019), assessed the impact of entrepreneurship course on entrepreneurial intention among undergraduate students of Al-Hikmah University, Kwara State, Nigeria, using sample size of 338 respondents. The study found out that teaching of entrepreneurship course had significant impact on student's knowledge and their entrepreneurial intention to a start-up business. The study also revealed that students perceived several challenges in starting-up their own businesses which include poor state of infrastructure and lack of funds. These problems killed students' spirit of becoming entrepreneurs.

Ayuo, et al, (2017), studied the relationship between the entrepreneurship education, attitudes and entrepreneurial intention of engineering students in technical and vocational education and training institutions in Kenya, using sample size of 265 respondents.

Adopting hierarchical regression analysis, the study found out that there was significant relationship between entrepreneurship education and entrepreneurial intention, significant relationship between entrepreneurship education and attitude, significant relationship between attitude and entrepreneurial intention but attitudes partially mediate the effect of entrepreneurship education on entrepreneurial intention. The finding that

attitudes partially mediate the effect of entrepreneurship education on entrepreneurial intention implies that though attitudes influence the relationship between entrepreneurship education and entrepreneurial intention, there could be other factors, not included in the study, which might also influence the relationship between the two variables.

Research Methodology

This study adopted a cross-sectional research design because necessary information about the role of entrepreneurship education to the development of entrepreneurial intention among students of Sa'adatu Rimi University of Education Kumbotso Kano was gathered through the use of self-administered questionnaire. This choice of the research design is supported by the statement of Sekaran (2003) that when a researcher is faced with a situation where he/she will gather data just once from a cross-section of different respondents for the purpose of answering research questions the appropriate research design for him/her is cross-sectional research design. On the other hand, Amin (2005) contended that a cross-sectional survey is the most commonly used research method in social science research. The cross-sectional research design required one to use a number of data collection methods and collect information from a cross-section of respondents (Sekaran, 2003).

Study Population

The target population of this study consists of 366 NCE students studying Economics/Geography in 2021/2022 session. These respondents comprise of NCE I which has 103 students, NCE II has 116 students and NCE III has 147 students.

Sample Size Determination

The sample size of 188 respondents was determined using Krejcie and Morgan (1967)'s formula as follows;

$$s = \frac{x^2 Np\,(1-p)}{d^2\,(N-1) + x^2\,p\,(1-p)}$$

Where s = *required sample size*

x^2 = *the table value of chi-square for degree of freedom at the desired confidence level (3.841)*

N = *the population or target population = 366*

P *= the population proportion (assumed to be 50% or 0.50 since this would provide the maximum sample size)*

$\boldsymbol{d^2}$ *= the degree of accuracy expressed as a proportion (5% 0r 0.05)*

$$s = \frac{3.841 \times 366 \times 0.50\ (1-0.50)}{(0.05)^2\ (366\quad) + 3.841 \times 0.50\ (1-0.50)}$$

$$s = \frac{351.452}{1.873}$$

= 187.64

= 188

Sample Size Distribution

For proper distribution of this 188 samples size the proportional stratified random sampling technique was used under which the sizes of the samples from the different strata or NCE levels were kept proportional to the sizes of the levels or strata (Kothari and Garg, 2014). This can be shown in table 1;

Table 1: Allocation of 188 Sample Size to Three Different NCE Levels/Strata

S/N	NCE	Population	Sample Size
1	NCE I	103	53
2	NCE II	116	60
3	NCE III	147	75
Total		**366**	**188**

Sources: Researcher's calculation from SRUOE, 2023

Table 1 shows how 188 sample sizes were distributed using proportional stratified random sampling formula to three different strata of NCE students.

Data Collection Method

This study used primary data collection method which involved survey/questionnaire and the data collection instrument used in this study was questionnaire.

Validity of the Research Instruments:

It is observed that validity of the research instrument is concerned with the idea that research design fully addressed the research objectives. The validity of a research instrument is the degree to which the instrument actually measures or collects data on what it is really intended to measure (Kakinda-Mbaga, 1990). In this current study, the validity of the research instrument was established through a validity test using face validity, content validity and construct validity.

Face Validity

This is where the experts in the field were provided with the draft of the research instrument (questionnaire) to check for its validity. Face validity is important because it provides an idea about the validity of the instruments used (questionnaire). Therefore, the experts were provided with the draft of the questionnaire for their inputs. Hence their inputs were used to improve the instrument.

Content Validity

To ascertain the content validity, content validity index (CVI) was computed from the responses of 10 specialists or experts in the field of study in which they assessed the

questionnaire items' suitability and relevance vis-à-vis to the objectives of the study. Therefore, these assessors or experts were asked to rate the validity of all the items on the questionnaire using the scale of: not relevant (NR) = 1; somewhat relevant (SR) = 2; quite relevant (QR) = 3; relevant (R) = 4; and very relevant (VR) = 5. The relevant and very relevant were summed up and divided by the sum of all items as can be seen using content validity index formula and the result was shown below;

$$\text{CVI} = \frac{Number\ of\ questions\ ticked\ relevant\ (R\ \&\ VR)}{Total\ number\ of\ questions}$$

= 0.9256

Therefore, comparing this result with the conventional research wisdom which requires that a credible research instrument should have validity score from 0.7 and above shows that the questionnaire items and the whole questionnaire is credible and valid for use in this research (Amin, 2005; Sekaran, 2003; Sullivan, 2001).

Construct Validity

The questionnaire was subjected to the factor analysis (Exploratory Factor Analysis, EFA) to determine its validity using construct validity (convergent) test. The convergent validity test was shown in table 2

Table 2: Convergent Validity Results of Questionnaire Items

Variable	KMO	Bartlett's test			Determinant
		Chi-squire	df	Sig.	
Entrepreneurship Education	0.693	1.482E3	36	0.000	0.006
Entrepreneurship Intention	0.701	213.226	21	0.000	0.001

Sources: field research, 2023.

The table 2 shows Exploratory Factor Analysis (EFA) results of the study variables (entrepreneurship education and entrepreneurship intention). The KMO values show that all the variables are acceptable as they all have values greater than 0.5, the Bartlett's test of sphericity Sig. value was 0.000. The rule of thumb states that KMO should be greater or equal to 0.5 to show sample adequacy, while Bartlett's test of sphericity Sig. value should be less than 0.05 (Field, 2009). Based on this assumption it implies that the study sample was adequate enough to continue with factor analysis.

Reliability of the research instruments

The importance of research reliability calls for concern to ensure that the data collection instrument should be able to yield the same results when repeated tests are conducted on the same respondents under the same conditions (Koul, 2004). Therefore, the data obtained from the pilot study were subjected to reliability test through the use of the Cronbach's (1964) alpha ($\propto$) test so as to ascertain the internal consistency of the study variables or questionnaire items. Therefore, reliability tests using Cronbach alpha are shown on the table 3:

Table 3: Reliability Tests Results

S/N	Variables	Cronbach Alpha	Number of items
1	Entrepreneurship Education	0.797	9
2	Entrepreneurship Intention	0.796	7
Average		**0.797**	

Sources: field research, 2023.

The reliability test of the questionnaire items from the table 3 using Cronbach alpha test shows that entrepreneurship education scored 0.797 and entrepreneurship intention scores 0.796. The final overall average for the whole questionnaire has 0.797. Classification on quality of Cronbach's Alpha value by George and Mallery (2003), state that value of 0.9 to 1 is excellent, between 0.8 and 0.899 is good, 0.7 to 0.799 is acceptable, 0.6 to 0.699 is questionable and 0.5 to 0.599 is poor, and below 0.5 as unacceptable. The result obtained from this analysis as depicted from table 3 shows that Cronbach's Alpha value was acceptable, indicating a high reliability of the research instrument. Therefore, this implies that the questionnaire items and the whole questionnaire are reliable, credible and consistent for use in this research (Amin, 2005; Sekaran, 2003; Sullivan, 2001).

Findings Presentation, Interpretation and Discussion

In this section of the study, findings, interpretation and discussion are all handled at the same time.

Descriptive Statistics of Entrepreneurship Education

Table 4: Knowledge about Entrepreneurship Education among the Students

Statements	SD	D	N	A	SA	Total	Mean	S. D	Decision
Entrepreneurship course increases my understanding of attitudes of entrepreneurs (how they view entrepreneurship and why they act)	17 (9.00%)	54 (28.70%)	8 (4.30%)	93 (49.50%)	16 (8.50%)	188 (100%)	3.20	1.205	**Low perception**
Entrepreneurship course increases my understanding of importance of entrepreneurship to both society and individual	16 (8.50%)	45 (23.90%)	5 (2.70%)	107 (56.90%)	15 (8.00%)	188 (100%)	3.32	1.172	**High perception**
Entrepreneurship course increases my understanding of personal characteristics of entrepreneurs (risk taking, innovation)	18 (9.60%)	40 (21.30%)	8 (4.30%)	96 (51.10%)	26 (13.80%)	188 (100%)	3.28	1.233	**High perception**

Entrepreneurship course enhances my skills to develop business plans	9 (4.80%)	40 (21.30%)	6 (3.20%)	112 (59.60%)	21 (11.20%)	188 (100%)	3.51	1.092	**High perception**
Entrepreneurship course increases my understanding of the motives of engaging in entrepreneurial activities (money, self-achievement, social status)	11 (5.90%)	39 (20.70%)	1 (0.50%)	118 (62.80%)	19 (10.10%)	188 (100%)	3.51	1.107	**High perception**
The entrepreneurship course increases my understanding of generating innovative ideas	10 (5.30%)	41 (21.80%)	1 (0.50%)	109 (58.00%)	27 (14.40%)	188 (100%)	3.54	1.139	**High perception**
The entrepreneurship course increases my understanding of environmental assessment of entrepreneurial ventures	32 (17.00%)	71 (37.80%)	4 (2.10%)	68 (36.20%)	13 (6.90%)	188 (100%)	2.78	1.288	**Low perception**
The entrepreneurship course increases my understanding of financial preparation for entrepreneurial ventures	27 (14.40%)	66 (35.10%)	2 (1.10%)	78 (41.50%)	15 (8.00%)	188 (100%)	2.94	1.290	**Low perception**
Entrepreneurship course enhances my ability to identify a business opportunity	32 (17.00%)	71 (37.80%)	4 (2.10%)	67 (35.60%)	14 (7.40%)	188 (100%)	2.79	1.295	**Low perception**

Sources: *field research, 2023. Weighted average = 3.22*

Table 4 shows that majority of the respondents reported high perception or understanding that; entrepreneurship course increased their understanding of importance of entrepreneurship to both society and individual (mean = 3.32), entrepreneurship course increased their understanding of personal characteristics of entrepreneurs such as risk taking and innovation (mean = 3.28), entrepreneurship course enhanced their skills to develop business plans (mean = 3.51), entrepreneurship course increased their understanding of the motives to engage in entrepreneurial activities such as making money, self-achievement, social status etc., (mean =3.51), and the entrepreneurship course increased their understanding of generating innovative ideas (mean = 3.54).

On the other hand, Table 4 shows that majority of the respondents revealed low perception or understanding that; entrepreneurship course increased their understanding of attitudes of entrepreneurs such as how they viewed entrepreneurship and why they should act as entrepreneurs (mean = 3.20), the entrepreneurship course increased their understanding of environmental assessment of entrepreneurial ventures (mean = 2.78), the entrepreneurship course increased their understanding of financial preparation for entrepreneurial ventures (mean = 2.94), and finally, entrepreneurship course enhanced their ability to identify a business opportunity (mean = 2.79).

Descriptive Statistics of Entrepreneurship Intention

Table 6: Knowledge about Entrepreneurship Intention among the Students

Statements	SD	D	N	A	SA	Total	Mean	S. D	Decision
Be my own boss than have a secured job.	20 (10.60%)	49 (26.10%)	10 (5.30%)	91 (48.40%)	18 (9.60%)	188 (100%)	3.20	1.233	**High intention**
Make money and create my own business.	18 (9.60%)	50 (26.60%)	11 (5.90%)	95 (50.50%)	14 (7.40%)	188 (100%)	3.20	1.192	**High intention**
Create a new firm than be the employee of an existing one.	25 (13.30%)	47 (25.00%)	8 (4.30%)	92 (48.90)	16 (8.50%)	188 (100%)	3.14	1.265	**Low intention**
Join college entrepreneurial activities that will assist in creating own business if available.	19 (10.10%)	50 (26.60%)	5 (2.70%)	95 (50.50%)	19 (10.10%)	188 (100%)	3.24	1.237	**High intention**
Start own business after graduation.	24 (12.80%)	63 (33.50%)	3 (1.60%)	87 (46.30%)	11 (5.90%)	188 (100%)	3.00	1.245	**Low intention**
Work together with good partners to start a new business.	23 (12.20%)	52 (27.70%)	3 (1.60%)	97 (51.60%)	13 (6.90%)	188 (100%)	3.13	1.245	**Low intention**
Start own business if financial support is secured.	21 (11.20%)	61 (32.40%)	3 (1.60%)	85 4(5.20%)	18 (9.60%)	188 (100%)	3.10	1.267	**Low intention**

Sources: *field research, 2023. Weighted average = 3.15*

Table 6 shows that majority of the respondents reported high intention that they preferred to be their own bosses than to have a secured job (mean = 3.20), to make money and create their own businesses (mean = 3.20), and also to join college entrepreneurial activities that will assist them in creating their own businesses if available (mean = 3.24).

On the other hand, Table 6 shows that majority of the respondents revealed low intention of creating a new firm than to be the employee of an existing one (mean = 3.14),

majority of the respondents showed low intention to start their own businesses after graduation (mean = 3.00), majority of the respondents indicated low intention to work together with good partners to start a new business (mean = 3.13), and finally, majority of the respondents revealed low intention to start their own businesses if financial support is secured (mean = 3.10).

Relationship between Entrepreneurship Education and Entrepreneurship Intention

In this section, the analysis of relationship between entrepreneurship education and entrepreneurship intention is undertaken in order to establish how entrepreneurship education affects entrepreneurship intention among the respondents. Pearson correlation is first executed to determine their relationship and thereafter, a linear regression analysis is also performed to find out by what percentage the entrepreneurship education contributes to the development entrepreneurship intention among the students in this research.

Table 7: Correlation between Entrepreneurship Education and Entrepreneurship Intention

	Intention	Ent Edu
Intention	1	.216**
Ent Edu	.216**	1

Sources: *field research, 2023,* **. *Correlation is significant at the 0.01 level (2-tailed).*

The results from table 7 shows that there was a positive significant relationship [r (188) = 0.216, p<0.01] between entrepreneurship education and entrepreneurship intention. This implies that the more entrepreneurship education is taught to the students the more they will be intended to become entrepreneurs. it is easy to understand that entrepreneurship education is a significant factor that influences entrepreneurship intention in this study. The relationship being positive implies that the more entrepreneurship education is taught to the students, the more they will be intended to become entrepreneurs.

Furthermore, to get more details or general picture on the overall influence of entrepreneurship education on entrepreneurship intention among the students in this research a linear regression analysis is performed.

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.216[a]	.047	.041	.72209	.047	9.073	1	186	.003

Sources: *field research, 2023, a. Predictors: (Constant), ENT EDU*

Table 8 shows that this research employed a linear regression analysis at 95% confidence interval. The analysis showed a good model fit: F (1, 186) = 9.073, p<0.01, R^2 = 0.047. This means that entrepreneurship education in this analysis contributes 4.7% of variations

or changes in the probability of students becoming entrepreneurs. In other words, this implies that one (1) unit variation or change in entrepreneurship education will lead to 4.7% of variations or changes in the entrepreneurship intention among the students in this research.

Table 9: A Linear Regression Results for Entrepreneurship Education, and Entrepreneurship Intention

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1 (Constant)	2.455	.234		10.472	.000	1.992	2.917		
ENTEDU	.2144	.0711	.2116	3.012	.003	.074	.354	1.000	1.000

Sources: *field research, 2023, a. Dependent Variable: Intention*

The results of a linear regression analysis on table 9 further reveals that entrepreneurship education is positively and statistically significant (beta= 0.216, t = 3.012, p<0.01) in increasing entrepreneurship intention among the students. The results also show that increasing entrepreneurship education by one (1) unit, the entrepreneurship intention among the students will increase by 21.60%. This finding is in agreement with the scholars such as Omokhabi (2022), Odia and Agnes (2019), Abdulrasheed, et al, (2019), as well as Ayuo, et al, (2017), who found out that there was a significant relationship between entrepreneurship education and entrepreneurship intention among students in the study areas. However, this study is found to be in disagreement with the finding of Prajapati (2019), who found out that entrepreneurship education was not a significant factor that determined entrepreneurial intention among the students in the study area.

Conclusion

This study aims at examining the effect of entrepreneurship education on entrepreneurship intentions among students of Sa'adatu Rimi University of Education Kumbotso Kano. The study has found that majority of the respondents reported high perception or understanding on; importance of entrepreneurship to both society and individual, personal characteristics of entrepreneurs such as risk taking and innovation, the course enhanced their skills to develop business plans, but majority of the respondents revealed low perception or understanding on; attitudes of entrepreneurs, environmental assessment of entrepreneurial ventures and financial preparation for entrepreneurial ventures. However, majority of the respondents reported high intention

that they preferred to be their own bosses than to have a secured job, to make money and create their own businesses, to join university entrepreneurial activities that will assist them in creating their own businesses, but majority of the respondents revealed low intention of creating a new firm, low intention to start their own businesses after graduation, low intention to work together with good partners to start a new business, low intention to start their own businesses if financial support is secured. Finally, further analysis employing correlation and a linear regression analysis reveals that entrepreneurship education is positively and statistically significant in increasing entrepreneurship intention among the students. This implies that increasing entrepreneurship education will increase the entrepreneurship intention among the students in the research area.

Recommendation

The study provides the followings as recommendation;

1. Students should be encouraged to learn attitudes of entrepreneurs, environmental assessment as well as financial preparation for entrepreneurial ventures as this will go a long way to increase their entrepreneurship intention.
2. Students should be encouraged to learn how to start their own businesses after graduation as this will improve their entrepreneurship intention.
3. Students should be encouraged to work together with good partners to start a new business,

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