

**INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL INTENTION IN
POLYTECHNICS IN ADAMAWA STATE**

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Abstract

The study was conducted to assess the perceived influence of entrepreneurship education on the entrepreneurial intention of students in higher institutions in the study answered three research questions. Descriptive survey research design was used for the study. The population of the study comprised 7979 students from two polytechnics in Adamawa State. A square of 367 were randomly selected using stratified random sampling. A structured questionnaire duly validated with a Cronbach alpha reliability coefficient of 0. 879 was used to gather data for the study. A total of 367 copies of the questionnaire were administered, and all were retrieved and used for the study. Data collected were analyzed using mean and standard deviation. The study found that entrepreneurship education influences the entrepreneurial intention of polytechnic students in terms of intention of becoming entrepreneurs, duration of the programme, venture creation and perceived stability towards becoming entrepreneurs upon graduation. The study concluded that entrepreneurship education play a vital role in inculcating in the students necessary knowledge, skills and right attitude that could enable them create jobs which would in turn lead to the development of Nigeria economy. Based on the findings, it was among others recommended that government should allocate adequate funds for the implementation and management of entrepreneurship education in tertiary institutions, and government should also do more in the area of take-off capital for the students who indicated strong intention to become entrepreneurs.

KEYWORDS: Entrepreneurship, Education, Entrepreneurial, Intention and Higher Institution

Introduction

Entrepreneurship is a dynamic process of vision, change and venture creation. It requires the application of energy and passion towards the creation and implementation of new ideas and creative solutions. Entrepreneurship is more than mere creation of business, inspite of the fact that the creation of business is an important fact that can be achieved through entrepreneurship. It is this perspective that has revolutionized the way business is conducted at every level and in every country (Pervin, 2008). Entrepreneurship is not synonymous with vocational education nor does it mean the same thing as business education. Over the years people have erroneously linked entrepreneurship education with these two areas of study. Consequently, a student who would like to be an entrepreneur is advised to offer courses in any of those two areas of study.

Entrepreneurship education is in fact the fundamental aim of education. It is the acquisition of knowledge, skills and attitude to enable learners comprehend life challenges in whatever forms and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life (Brown, 2010). Entrepreneurship education is indeed a critical resource for whole life education. Today, entrepreneurship has become one of the most dynamic forces in developing a nation's long term economic growth (Pihie & Bagheri, 2011). Entrepreneurship education is a specialised training given to students in tertiary institutions to acquire skills, ideas, managerial abilities and capabilities for self-employment rather than being seekers of jobs (Osuala, 2008). There is no doubt that the move by the Federal government through the National Universities Commission

(NUC) to make entrepreneurship education one of the compulsory general courses for students in tertiary institutions will help learners in Nigeria to develop entrepreneurial capacities and abilities to be self-reliant and self-employed. This is because of the general belief that the solution to current graduates' unemployment and national economic and social instability lies in developing entrepreneurship culture among youths. Therefore, with appropriate skills, attitude and knowledge acquired through instruction accompanied with appropriate practical works, it is expected that students on graduation will aim to become self-employed and employers of labour. These will reduce the rate of unemployment if not eradicate poverty and move Nigeria from a consumer to a producer nation (Okah & Odelola, 2013). In other words, it is expected that graduates from institutions would acquire entrepreneurship knowledge with entrepreneurial skills which would enable them on graduation to practise what was learnt in school, create jobs for themselves and others and help in the economic development of Nigeria.

Intention boosts the propensity of setting up one's own business in the future. Entrepreneurial intention can be referred to as the state of an individual's mind which directs and guides the individual towards the development and implementation of new business concepts (Katz, 2012). An individual's future entrepreneurial activity can be predicted more accurately by studying intention rather than personality traits or situational factors. Intention is the cognitive demonstration of a person to excise behaviour. Stimulating entrepreneurial intention is essential for the successful operation of entrepreneurial ventures. Therefore, it is an important tool for the development of students in tertiary institutions. It paves way for them to accomplish their personal goals of owning their own business ideas and realizing financial rewards. It usually involves ambition and the feeling to stand on one's feet (Pillis, & Reardon, 2007).

Studies provide evidence that entrepreneurial activities are intentionally planned behaviours. Even in cases where a unique catalysing event like being downsized may spur the individual to an entrepreneurial act, there are often indications of a long-time interest and desire to become self-employed. As new businesses emerge over time, pre-organizational phenomena such as deciding to initiate an entrepreneurial career increasingly become an area of research focus. Intention therefore is typical of emerging ventures. Entrepreneurial intention has been defined as the intention to start a new business (Krueger & Brazil, 2014).

Ilyas, Zahid and Rafiq (2012) conducted a study on the impact of entrepreneurship education on intention and desire for venture creation among University students of Pakistan. The study described the main effects found in the literature by explaining how this education can contribute to develop, design new ideas and finally to implement them. This study used positivism paradigm. A survey was conducted from 160 respondents from private and public sector educational institutes by using close ended questionnaires. Five-point Likert scale questionnaires were used. The students were the respondents' category to explain the results. Statistical Package for Social Sciences (SPSS) software was used to analyse the results. Results and analyses were derived by independent sample t-tests. This study focused only on the students studying in Lahore and Faisalabad with the sample size of 160 participants. Practical implications. The study proposed that education has a strong impact on venture creation. The candidates, who hold an entrepreneurship degree, grow exponentially by exploiting opportunities, situations and abilities (O-S-A). Knowledge of venture creation and confidence to venture has more impact on the establishment and growth of the venture. Literature recognize that entrepreneurship education and research on its importance is minute.

Samuel, Ernest and Awuah (2010) conducted a study to assess the entrepreneurial intention among the students of Sunyani Polytechnic, Ghana. To determine the motivators and obstacles to entrepreneurial intention. The study was based on quantitative exploratory survey design. The sample size for the study was 136 comprising of 94 males and 42 females, who were selected by convenient sample method. Primary data were obtained using self-designed questionnaire which were administered by the researchers. Data were analysed using percentages of One-way ANOVA. Results indicated that there was high entrepreneurial intention among the respondents. It was also revealed that there were important motivators for intention as well as obstacles to setting up one's firm. The findings indicated that demographic variables such as gender, age and religion affect responses given by the respondents.

Thus, entrepreneurial intention is considered an individual's will to be self-employed. In view of this background, the researcher investigated perceived influence of entrepreneurship education on entrepreneurial intention of polytechnic students in Adamawa State.

Statement of the Problem

Entrepreneurship is one of the key drivers of Nigerian economy with sufficient potentials to change the course of the nation in terms of youth empowerment. In reaction to the reality, the Federal Government of Nigeria introduced entrepreneurship education into the curriculum of polytechnics in the year 2007, to produce graduates with skills needed to meet the manpower needs of the society and to stimulate students' interest and preparation to start their own businesses among others.

Despite the lofty objectives of entrepreneurship education, the researcher observed that many polytechnic graduates are still unemployed. Tony (2011) stated that most graduates were unemployed because of inadequate impartation of knowledge and skills of entrepreneurship education in Nigerian educational system, especially in polytechnics where learning of skills is paramount. Benson (2014) stated that only 10% out of 100,000 graduates within the ages of 18-35 years have the potential of securing employment yearly. In this situation, entrepreneurship should be the choice career for unemployed youths. The reported involvement of graduates in criminal activities like terrorism, kidnapping and armed robbery suggests that unemployed graduates may be turning to criminality instead of entrepreneurial activities. This calls for serious concern and raises the question of whether entrepreneurship education is achieving its objectives of stimulating entrepreneurial engagement among Nigerian youths. It is because of these reasons that this study was conducted to determine the influence of entrepreneurship education on entrepreneurial intention of polytechnic students in Adamawa State.

Purpose of the Study

The main purpose of this study was to ascertain the perceived influence of entrepreneurship education on entrepreneurial intention of polytechnic students in Adamawa State. Specifically, the study sought to:

1. identify the entrepreneurial intentions of polytechnic students in Adamawa State.
2. ascertain the influence of the duration of entrepreneurship education on entrepreneurial intentions of polytechnic students in Adamawa State.
3. determine the influence of entrepreneurship education on the entrepreneurial intentions of venture creation of polytechnic students in Adamawa State.
4. ascertain the influence of entrepreneurship education on the stability of entrepreneurial intentions of polytechnic students in Adamawa State.

Research Questions

The following research questions guided the study.

1. What are the perceived entrepreneurial intentions of polytechnic students in Adamawa State?
2. What is the perceived influence of the duration of entrepreneurship education on entrepreneurial intentions of polytechnic students in Adamawa State?
3. What is the perceived influence of entrepreneurship education on entrepreneurial intentions of venture creation of polytechnic students in Adamawa State?
4. What is the perceived influence of entrepreneurship education on the stability of entrepreneurial intention of polytechnic students in Adamawa State.?

Methods

Descriptive survey design was adopted for the study. This research design was deemed appropriate because it enabled the researcher to gather data related to students' opinions on their entrepreneurial intention after receiving entrepreneurship education. The population of the study consisted of 7,979 Polytechnic students in Adamawa State. (Both state and federal). The sample size was 367 respondents, made up of 280 from Adamawa State Polytechnic, Yola and 87 students from Federal Polytechnic, Mubi, Adamawa State. The sample size of 367 was selected using stratified random sampling technique.

The instrument for data collection was structured on a four-point rating scale. The researcher and three research assistants administered the instrument to the respondents. Data collected were analysed using mean scores and standard deviation.

Results

Analysis of data related to the research questions are presented in Tables 1-4.

Table 1: Mean and standard deviation of the responses of entrepreneurial intention of polytechnic students

N/S	Items	\bar{X} Intenti	SD	Remark
1	Entrepreneurship education brings out the entrepreneurial intent in me.	3.72	0.66	Agreed
2	My professional goal is to be an entrepreneur.	1.84	0.74	Disagreed
3	Being an entrepreneur will give me great satisfaction.	2.74	1.23	Agreed
4	Entrepreneurs have a positive image in the society, so I want to be one of them.	2.70	0.63	Agreed
5	Entrepreneurship as a career is very attractive to me.	1.56	0.67	Disagreed
6	I prefer to become a boss on my own.	1.73	0.69	Disagreed
7	Entrepreneurship education has given me more ideas to become an entrepreneur in the future.	2.71	1.17	Agreed
8	Knowledge of entrepreneurship education has given me opportunities to exploit business ideas within the society.	2.59	1.13	Agreed
9	I will manage my own business in the future	2.71	1.19	Agreed
10	Being an entrepreneur implies more advantages than disadvantages to me.	2.80	1.09	Agreed
11	I have leadership skills to be an entrepreneur.	2.63	1.17	Agreed
12	With the knowledge of entrepreneurship education, I have confidence to be an entrepreneur.	1.89	0.89	Disagreed
13	I have a high appetite for risk-taking.	2.56	1.17	Agreed
Weighted Mean		2.57	0.24	Agreed

Source: Field survey, 2017

Analysis of data in Table 1 reveal that the respondents agreed that entrepreneurship education brings out the entrepreneurial intent in them (mean = 3.72), being an entrepreneur implies more advantages than disadvantages to them (mean = 2.80). In addition, the respondents agreed that being an entrepreneur gives them great satisfaction (mean = 2.74), gives them more ideas to become entrepreneurs in the future (mean = 2.71), help them manage their own businesses in the future (mean = 2.71), have a positive image in the society (mean = 2.70), and make them have leadership skills as entrepreneurs (mean = 2.63). The table also shows that the respondents agreed that it gives them opportunities to exploit business ideas within the society (mean = 2.59), and have a high appetite for risk-taking (mean = 2.56).

The table also revealed that the respondents disagreed that they have confidence to be entrepreneurs (mean = 1.89), that their professional goal is to be entrepreneurs (mean = 1.84), that they prefer to become bosses on their own (mean = 1.73), and that entrepreneurship as a career is attractive to them (mean = 1.56). All the 13 items have standard deviations ranging from 0.63 to 1.23 which are below the fixed value of 1.96. This means that the responses of the respondents are not wide spread as it is close to the mean.

Table 2: Mean and standard deviation of the responses on the influence of the duration of entrepreneurship education on entrepreneurial intention of polytechnic students

S/N	Items	\bar{x}	SD	Remark
1	The longer the period of entrepreneurship education programme the stronger the intention I have to start up my business.	1.65	0.75	Disagreed
2	The longer the period of entrepreneurship education the stronger the intention I have to develop my own business.	3.36	1.06	Agreed
3	The more the lapses after the end of an entrepreneurship education programme, the weaker the intention on me not to start a business.	1.62	0.68	Disagreed
4	Entrepreneurship education is best studied within four academic sessions in order to have an in-depth knowledge on how to start a business.	3.20	1.05	Agreed
5	To become an entrepreneur, you need to undergo training of entrepreneurship education for at least a complete year.	2.70	1.15	Agreed
6	The duration of entrepreneurship education programme influences me to have entrepreneurial intention.	2.77	1.26	Agreed
7	With the long duration of entrepreneurship training, I tried to start a firm in which I would have a high probability of succeeding.	1.70	0.68	Disagreed
8	I can handle the stress that comes with running my business due to the length of entrepreneurship education given to me	1.58	0.63	Disagreed
9	I can sacrifice when the need arises while running my business	2.64	0.90	Agreed
10	I can solve business challenges as they arise	2.81	0.83	Agreed
11	I can conveniently communicate business offering due to the length of entrepreneurship education I received.	1.63	0.61	Disagreed
12	I can harness the human and financial resources required to start a business due to the length of entrepreneurship education I received.	2.94	0.86	Agreed
13	I can respond quickly to new ideas due to the length of entrepreneurship education given to me.	2.52	1.20	Agreed
Weighted Mean		2.51	0.22	Agreed

Data in Table 2 reveal that the respondents agreed that the longer the period of entrepreneurship education the stronger the intention they have to develop their own business (mean = 3.36), that it is best studied within four academic sessions in order to have an in-depth knowledge on how to start a business (mean = 3.20), that they can harness the human and financial resources required to start a business (mean = 2.94), that they can solve business challenges as they arise (mean = 2.81), and that the duration of entrepreneurship education programme influences them to have entrepreneurial intention (mean = 2.77). The respondents also agreed that one needs to undergo training in entrepreneurship education for at least a complete year (mean = 2.70), that they can sacrifice when needs arise while running their business (mean = 2.64), and that they can respond quickly to new ideas (mean = 2.52).

The table also revealed that the respondents disagreed that with the long duration of entrepreneurship training they have try to start a firm that they would have a high probability of succeeding (mean = 1.70), that the longer the period of entrepreneurship education programme the stronger the intention they have to start up their businesses (mean= 1.65). In addition, respondents disagreed that they conveniently communicate business offering

due to the length of entrepreneurship education they received (mean = 1.63), that the more time, the more lapses at the end of the programme, the weaker the intention on them to start a business (mean = 1.62), that they can handle the stress that comes with running their businesses (mean = 1.58). All the thirteen items have standard deviations ranging from 0.61 to 1.26. This means that the responses of the respondents are not wide spread as it is close to the mean.

Table 3: Mean and standard deviation of the responses on the influence of entrepreneurship education on entrepreneurial intention of venture creation of polytechnic students.

S/N	Items	Mean	SD	Remark
1	Entrepreneurship education brings out the creativity in me to start up a business.	2.82	0.83	Agreed
2	Entrepreneurship education courses have endowed me with skills to develop my own business.	2.56	1.03	Agreed
3	I will make every effort to establish my own business as a result of entrepreneurship education I received.	1.63	0.68	Disagreed
4	I believe that I will start my own business in the next (5) five years	2.59	0.90	Agreed
5	I can struggle to raise the capital necessary to start my own business.	1.58	0.70	Disagreed
6	I have confidence in my skills to start my own business	2.56	1.12	Agreed
7	I believe I can think creatively in my business.	2.61	1.13	Agreed
8	I believe I can create product or services that can fulfil customer needs.	2.71	1.07	Agreed
9	I will solve problems with logical analysis in my business.	2.64	1.17	Agreed
10	I believe I can create ways to improve existing products for my business.	2.65	1.09	Agreed
11	I believe I can inspire those I work with to share my business vision	1.70	0.83	Disagreed
12	I believe I can formulate a set of actions in pursuit of business opportunities.	1.86	0.95	Disagreed
13	I believe I can build a management team to develop my business.	2.59	1.14	Agreed
14	If I establish my business, I will spend more time thinking about my future goal.	2.51	1.13	Agreed
15	I will work hard to see that I succeed in my business.	2.78	1.02	Agreed
16	Absence of practical in teaching entrepreneurship education will affect my entrepreneurial intention.	2.68	1.03	Agreed
17	I believe I can develop a business relationship with key people	2.71	1.25	Agreed
18	I believe I can tolerate unexpected changes in business conditions.	1.83	0.75	Disagreed
19	I think I have experience to start up a business venture	1.71	0.71	Disagreed
20	Even if I launch a new venture and fail many times, I will keep on trying until I succeed.	2.50	1.00	Agreed
21	If I launch a new venture company, I will expand it all over the world.	1.90	1.02	Disagree
22	Funding a new venture creation is the only way to success in my life.	2.55	0.94	
Weighted Mean		2.65	0.16	Agreed

Data in table 3 reveal that the respondents agreed that entrepreneurship education brings out the creativity in them to start up a businesses (mean = 2.82), that they will work hard to see that they succeed in their businesses

(mean = 2.78), and that they believe they can develop a business relationship with key people, (mean = 2.71), The respondents agreed that they believe they can create products or services that can fulfill customer needs (mean = 2.71), that the absence of practicals in teaching entrepreneurship education will affect their entrepreneurial intentions (mean = 2.68), that they believed they can create ways to improve existing products for their businesses (mean = 2.65), that they will solve problems with logical analysis in their businesses (mean = 2.64), and that they believe they can think creatively in their businesses (mean = 2.61). In addition, the respondents also agreed that they believe that they will start their own businesses in the next five years (mean = 2.59), and they believe they can build a management team to develop their businesses (mean = 2.59). The respondents agreed that they have been endowed with skills to develop their own businesses (mean = 2.56), that they have confidence at their skills to start their own business (mean = 2.56), that funding a new venture creation is the only way to success in their lives (mean = 2.55), that if they establish their businesses they will spend more time thinking about their future goals (mean = 2.51). In addition, the respondents agreed that even if they launch a new venture and fail many times they will keep on trying until they succeed (mean = 2.50).

The table also revealed that the respondents disagreed that even if they launched a new venture company, they will expand it all over the world (mean = 1.90), that they believe they can formulate a set of action in pursuit of business opportunities (mean = 1.86), that they believe they can formulate a set of action in pursuit of business opportunities (mean = 1.83), that they think they have experience to start up a business ventures (mean = 1.71), that they believe they can inspire those that work with to share their business visions (mean = 1.70), that they will establish their own business as a result of entrepreneurship education they received (mean=1.63), that they can struggle to raise the capital necessary to start their own businesses (mean = 1.58). All the 22 items have standard deviation ranging from 0.68 to 1.25. This means that the responses of the respondents are not wide spread as they are close to the mean.

Table 4: Mean and standard deviation of the responses on the influence entrepreneurship education on stability of entrepreneurial intention of polytechnic students.

S/N	Items	Mean	SD	Remark
1	Knowledge of entrepreneurship education has motivated me to sustain a business venture.	2.50	1.15	Agreed
2	Because I has made up my mind to start up my own business, I has to register the business.	2.64	0.75	Agreed
3	With the training of entrepreneurship education, I am ready to run my own business venture.	1.72	0.61	Disagreed
4	With the skills and knowledge acquired through entrepreneurship education, I am now innovative in my own business venture.	2.67	0.91	Agreed
5	With the skills and knowledge acquired through entrepreneurship education, I am now creative in my own business venture.	1.60	0.67	Disagreed
6	With the skills and knowledge of entrepreneurship education, I can generate ideas for my own business venture.	2.57	1.01	Agreed
7	At the end of entrepreneurship education programme, I will be decisive in my entrepreneurial intention.	2.95	0.78	Agreed
8	I can prepare a viable business plan.	1.71	0.69	Disagreed
	Weighted Mean	2.29		Disagreed

Data in Table 4 reveal that the respondents agreed that they will be decisive in their entrepreneurial intentions (mean = 2.95), that they are now innovative in their own business ventures (mean = 2.67), that because they have made up their minds to start up their own businesses, they have to register the businesses (mean = 2.64), can generate ideas for their own business ventures (mean = 2.57), that knowledge of entrepreneurship education have motivated them to sustain a business venture (mean = 2.50). The respondents also disagreed that they are ready to run their own business ventures (mean = 1.72), can prepare viable business plans (mean = 1.71), create their own business ventures (mean = 1.60). All the eight items have a standard deviation ranging from 0.61 to 1.15, which are below the fixed value of 1.96. This means that the responses of the respondents are not wide spread as it is close to the mean.

Discussion of Findings

The study discovered that polytechnic students have positive entrepreneurial intentions, which brings out the entrepreneurial intent in them.

The findings are in consonance with Kuip and Verheul (2013) who held that entrepreneurial intention deals with the inclination of a person to start an entrepreneurial activity in the future. With this understanding, entrepreneurship education should be taught in an active and experiential way to enable students develop sound entrepreneurial intention, think and act entrepreneurially. In order to promote entrepreneurial intentions of polytechnic students, Ajzen (2015) stated that entrepreneurship education encourage learning by doing, by experience, by experiment, by risk-taking, by making mistakes, by problem solving, by feedback through social interaction; by role playing, by exploring role models and by interaction with the adult world.

The study found out that the duration of entrepreneurship education is perceived to have positive influence on entrepreneurial intention of polytechnic students. The finding is also in line with this findings of Kristiansen and Indarti (2009) who discovered that the final decision to become an entrepreneur is a long “process in which attitude and intention evolve based on the development of an individual’s competence, experience in relation to the business context. This implies that the longer a programme is, the more time a participant has to reflect and develop their attitudes and intention towards target behaviour.

The study discovered that entrepreneurship education has positive influence on entrepreneurial intention of venture creation as perceived by polytechnic students that entrepreneurship education brings out the creativity in them to startup businesses, and work hard to see that they succeed in their businesses, develop business relationship with key people, create products or services that can fulfill customer needs.

The findings therefore, revealed that entrepreneurship education has positive influence on entrepreneurial intention of venture creation as perceived by polytechnic students. The findings corroborate those of Akpan and Effion (2012) that the process starts when one or more people decide to participate in the formation of new businesses and devote their time and resources to founding it. Furthermore, (Osuala, 2008) stated that the process of new venture creation is characterized by a decision, which occurs when an individual, acting independently or as an employee of a firm, decides to start a business.

The study discovered that entrepreneurship education has negative influence on the perceived stability of entrepreneurial intention of polytechnic students in Adamawa State. On the other hand, it was revealed that polytechnic students disagreed that with the training of entrepreneurship education, they were ready to run their own business ventures, and prepare viable business plans, skills and knowledge acquired through entrepreneurship education. The findings therefore, revealed that polytechnic students have negative perception on the perceived stability of entrepreneurial intention.

Conclusion

Based on the findings of the study which revealed that entrepreneurship education plays a vital role in equipping students with the necessary knowledge, skills and right attitude that could enable them create jobs rather than being jobs seekers which would in turn lead to the development of the Nigerian economy. Since the study reveals that polytechnic students have acquired skills and knowledge of entrepreneurship education in the areas of basic business venture creation, idea generation or development. The study concluded that entrepreneurship

education has great influence on entrepreneurial intention of polytechnic students. This clearly indicated that entrepreneurship education serves as a means for curbing the high rate of unemployment among youths and become a medium of creating employment opportunities.

The implications therefore, are that entrepreneurship education must continue to remain a priority in the Polytechnics in order to make the graduates to be job creators rather than job seekers, otherwise, the graduates of polytechnics will continue to remain unemployed and in turn take to criminal activities. In addition, the duration of entrepreneurship education and training should span over the period of the students' studies starting from the key areas of entrepreneurship knowledge, skills and attitude development to the most complex approaches to innovation, financing and marketing.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Government and polytechnics authorities should continue to support them in terms of conference attendance, seminars and workshops to reinforce entrepreneurship education as it has been proved to have salutary effect on entrepreneurial intentions.
2. Government and curriculum developers should consider running entrepreneurship education for four semesters instead of three at ND level since the duration of entrepreneurship education has been proved to have positive influence on entrepreneurial intention.
3. Polytechnics authorities should put facilities in place to enhance the teaching of entrepreneurship education to change the perception of the students about the stability of their entrepreneurial intention in the future.

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