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Effect of Entrepreneurship Education on Entrepreneurial Intention among Students of Selected Polytechnics in North East, Nigeria

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Abstract: *This study was conducted to investigate the impact of entrepreneurial education on entrepreneurial intentions among undergraduate students of Ramat Polytechnic Maiduguri. Federal Polytechnic Mubi and Federal Polytechnic Bauchi. The study aimed at determining the relationship between entrepreneurship education and entrepreneurial intentions among Higher National Diploma (HND) and National Diploma (ND) students. The study's independent variables were components of entrepreneurship education which include; attitude, entrepreneurship curricula, teaching methodologies, teaching environment and stakeholders' support system and the dependent variable is entrepreneurial intentions. Survey research design was adopted for the study and two structured questionnaires were used to elucidate data from two different samples including the main group (216 entrepreneurship educated students) which is made up HND level students of the Polytechnics and the control group (230) which is made up of ND level students that had little or no entrepreneurship education. Stratified sampling technique was used in making the selections for both groups in order to allow for fair representation of respondents from each department in the school for both groups. The collected data was analysed using both descriptive statistics (frequency, percentage, mean and standard deviation) and inferential statistics (ANOVA, correlation and multiple regression) with the aid of Statistical Package for Social Sciences (SPSS) version 23.0. The study found that that there was significant difference between the entrepreneurial intentions of entrepreneurship educated HND level students and that of the control group whom are ND level students with little or no entrepreneurship educational background. The ANOVA result confirmed that there was significant difference between the mean values obtained for both, the mean values obtained also help confirm that entrepreneurship educated HND level students of Ramat Polytechnic, Federal Polytechnic Mubi and Bauchi were more inclined to venture into entrepreneurship based on their knowledge and trainings on entrepreneurship obtained from the Polytechnics. The mean obtained for the entrepreneurship educated HND level students of the Polytechnics, were higher than those obtained for the control group (ND level students) students. The descriptive (mean) and inferential statistics (correlation and multiple regressions) revealed that there were significant relationships between the dependent variable (entrepreneurial intention) and four (4) among the five independent variables (attitude, entrepreneurship curricula, teaching methodologies and teaching environment) studied. While stakeholders' support system was found to be insignificant in contributing to entrepreneurial intentions among the students of the Polytechnics.*

Keywords: *Entrepreneurial Intention, Entrepreneurship, Students, & Relationship*

Introduction

Entrepreneurship is an important economic and social topic as well as an often-researched subject around the world (Fayolle & Gailly, 2008). According to Shane and Venkataraman (2000), entrepreneurship is an intentional and planned behaviour that can increase economic efficiency, bring innovation to markets, create new jobs, and raise employment levels. Many scholars have written widely on entrepreneurship and its potency to the development of

any given economy. The experiences of developed economies in relation to the roles played by entrepreneurship buttresses the fact that the importance of entrepreneurship cannot be overemphasized especially among the developing countries. In order to highlight its significance in relation to the growth and development of a given economy, entrepreneurship has been variously referred to as "source of economic growth". This is because entrepreneurial activities have been found to be capable of making positive impacts on the economy of a nation and the quality of life of the people (Adejumo, 2000).

Studies have established its positive relationship with stimulation of economic growth; employment generation and empowerment of the disadvantaged segment of the population, which include women and the poor (Oluremi & Gbenga, 2011; Thomas & Mueller, 2000). Thus, entrepreneurship activities and innovative ingenuity in Nigeria have developed enterprises in the following areas: foodstuffs, restaurants, fast food vending, quarrying, germ stone cutting/polishing, power generations, haulage business (cargo & passengers), manufacturing and repairs of GSM phones, printing and selling of recharge cards, construction and maintenance of pipelines, drilling, refining bye products, refuse collection/disposal, recycling, drainage/sewage construction job and machines and tools fabrications (Agbeze, 2012).

In all these studies, the recent shift in the domain of entrepreneurship research from investigation of entrepreneurial characteristics from ex-post facto perspectives to investigating ex-ante influences on entrepreneurial behaviour is evident. This shift is important particularly to curriculum designers and policy makers if the intention of including entrepreneurship studies on Polytechnic curricula is to augment post education incidence of entrepreneurship. To paraphrase Kennedy, Drennan, Renfrow and Watson, (2003), if programs and policies are to be developed to enhance entrepreneurial behavior, then a keen understanding of the factors that influence and shape an individual's intentions to go into entrepreneurship is critical. Nigeria is naturally endowed with entrepreneurship opportunities; however the realization of the full potential of these opportunities has been dampened by the adoption of inappropriate industrialization policies at different times. Several policy interventions that were aimed at stimulating entrepreneurship development via small and medium scale enterprises promotion, based on technology transfer strategy, have failed to achieve the desired goals as it led to the most indigenous entrepreneurs becoming distribution agents of imported products as opposed to building in-country entrepreneurial capacity for manufacturing, mechanized agriculture and expert services (Thaddeus, 2012).

Entrepreneurship is seen as a possible solution to global competition and corporate downsizing which has contributed to the problem of unemployment, especially among graduates (Ragayah & Smith 2005; Ooi 2008). Entrepreneurship would help the graduates develop their own careers and expand the job market by easing the current unemployment problem (Norasmah 2004). It was acknowledged by many researchers as a solution to the problem of unemployed graduates (Kamariah Yaacob & Jamaliah, 2004; Salmah 2006). The higher educational institutions started offering formal entrepreneurship education, and included it as one of the subjects in the curriculum of business and other courses; organising seminars, conferences, short courses and training for the students (Cheng & Chan 2004). The other promising entrepreneurial scene is the emphasis on human capital development namely; general education. Training programs involving IT skills of formal and informal education systems and collaboration between the stakeholders are essential. The roles of universities promoting entrepreneurship education and entrepreneurial skills to the students are increasing (Mohamed & Lim 2001).

Furthermore, government can influence the rate of entrepreneurship not only through legislation, but also through the educational systems. Education seems important for stimulating entrepreneurship because of several reasons (Sánchez, 2010). First, education provides individuals with a sense of autonomy independence and self-confidence. Second, education makes people aware of alternative career choices. Third, education broader the horizons of individuals, thereby making people better equipped to perceive opportunities, and finally, education provides knowledge that can be used by individuals to develop new entrepreneurial opportunities. The Consortium for Entrepreneurship Education (2008) states that entrepreneurship education is not just about teaching someone to run a business. It is also about encouraging creative thinking and promoting a strong sense of self-worth and empowerment. Through entrepreneurship education, students learn how to create business, but they also learn a lot more. A number of studies have attempted to measure the effect of entrepreneurship education on intentions, attitudes, and perceptions (Detienne & Chandler, 2004; Galloway Anderson, Brown & Wilson, 2005; Hindle &Cutting, 2002; & Peterman & Kennedy, 2003). Most of these impact studies on entrepreneurship education support the hypothesis that entrepreneurship education has a positive impact on entrepreneurial behavior and intentions (for example, Hassan Wafa, 2012; Liao and Gartner 2008; Wilson, Kickul & Marlino, 2007).

Entrepreneurship education implies all forms of knowledge delivery that seeks to empower the individual to create real wealth in the economic sector, thereby advancing the cause of development of the nation as a whole. Bassey and Archibong (2005) noted that the goal of entrepreneurship education is intended to empower graduates irrespective of their areas of specialization with skills that will enable them to engage in income yielding venture. It is a reorientation from being job seekers to job creators. Cotton, O'Gorman and Stampfi (2002) stated that the rationale for the inclusion of entrepreneurship curricula in universities is to help graduates to acquire increased understanding of entrepreneurship, equip them with entrepreneurial approach to the world of work and prepare them to act as entrepreneurs and managers of new businesses. The objectives of entrepreneurship education succinctly presented by the European Union (2002) include: "raising students' awareness of self-employment as a career option, promoting the development of personal qualities that are relevant to entrepreneurship, such as creativity, risk taking and responsibility; and providing the technical and business skills that are needed in order to start a new venture". It can be deduced that the exposure of Polyechnic students to entrepreneurial education will gear-up entrepreneurial drive in students and if properly packaged, can be a significant factor in reducing the chronic unemployment syndrome among graduate, it is a considered opinion that national entrepreneurship development would be very important to achieving a nationwide economic development.

It is obvious that the type of education being offered in most of our tertiary institutions produce graduates that are grossly unfit to meet the demands of the present world of work. Unemployment of graduates from Nigerian tertiary institutions has become a major concern for the nation. The time lag between graduation and employment dates continue to lengthen causing frustration for the concerned graduates. However, one viable option is to be employed by self. Tertiary institutions have embraced entrepreneurship education programme with the

hope that it will equip their products with skills necessary to start their own businesses. This is sequel to the directives by Federal Government of Nigeria to all tertiary institutions, to offer entrepreneurship education courses so as to enhance the skills' acquisition of tertiary education graduates for self-employment. Intention is seen as the best predictor of entrepreneurial behaviour, starting a business is not an event, it is a process which may take many years to evolve and come to fruition. Intentionality is, thus, grounded on cognitive psychology that attempts to explain or predict human behaviour. It is seen that behavioural intention results from attitudes and becomes an immediate determinant of behaviour. Entrepreneurial intention is a major determinant of the action of new venture creation moderated by exogenous variables such as; family background, position in one's family, parents' occupation, education and training. Intention is a key concept when it comes to understanding the reason for individual's careers (Franco, Haase &Lautenschlager, 2010). This is particularly true for explaining the decision to start up new venture, where the entrepreneurial intention has been considered a chief element.

RESEARCH METHODOLOGY

This chapter discusses the research methodology. Under the research methodology the researcher discusses the research design adopted for the study. Also, under this section, the population, sample and sampling technique methods of data collection, research instruments of data collection and method of data analysis were discussed. The data analysis method were include the descriptive and inferential analysis. Operationalization of variables were done and summarized in a table; while the model specification is represented.

Research Design

To address the research problem, the survey research design was adopted for the study. This type of design is most preferred because it is concerned with the statistics that result from data collected from a number of individual/groups cases (John & Kahn, 2008). Under this design, the study employed cross-sectional survey which according to Asika (2009) is geared towards collecting data to answer research questions or explain the relationship among variables. In a cross-sectional survey, data is collected at one point in time from a sample to depict a population (Babbie, 1990). This is supported by Leedy and Ormrod (2001) who argued that cross-sectional survey is useful to identifying "the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena. Thus using the survey design, statistical tools can be used to test the relationship between the study's independent variables (entrepreneurship education components; attitude, entrepreneurship curricular, teaching method, teaching environment and stakeholder support system) and entrepreneurial intention (Creswell, 2009). See table 3/1 for summary of variables to be analysed.

Table 1.1 Summary of Variables

Variable Type	Variable	Proxy	Measures
Independent Variable	*Entrepreneurship education*	Attitude	Attitude towards money, change and competitiveness (Lim & Teo, 2003; Shane, Locke & Collins; Franle and Luthje, 2004).
		Entrepreneurship curricula	Curriculum, learning and training models (Gibb 2002; Solomon, 2007).
		Teaching methodologies	Theories, models and methods of teaching (Kuratko, 2003).
		Teaching Environment	Roles and teaching environment of the Polytechnic (Storey, 2000; Nurmi & Paasio, 2007).
		Stakeholders support system	The group that supports entrepreneurial activities; government, financial institutions, and parents (Ali, 2001; Storey, 2005; Fehr & Hishigsuren, 2006).
Dependent Variable	*Entrepreneurial Intentions*	Venture decision	Likelihood of a person becoming self-employed and cognitive inclination to pursue entrepreneurial career after graduation (Steward & Roth, 2001; Armitage & Conner, 2001; Peterman and Kennedy, 2003).

Model Specification

The model for this study was represented as follows:

$Y = \beta_0 + \beta_1 ATT + \beta_2 ENC + \beta_3 TEM + \beta_4 TEE + \beta_5 SSS + \varepsilon$

Where

Y = Entrepreneurial Intentions

β_0 = Constant

$\beta_1 - \beta_6$, = Regression Coefficients

ATT = Attitude

ENC = Entrepreneurship Curricula

TEM = Teaching method

TEE = Teaching Environment

SSS = Stakeholder Support System

ε = Error term

For this research, the equation above shows the relationship between independent variables (Attitude, Entrepreneurship Curricula, Teaching method, Teaching Environment and Stakeholder Support System) that influence entrepreneurial activities in Nigeria.

PRESENTATION OF GENERAL BACKGROUND DATA OF RESPONDENTS

Table 2.1 Rates of Return for the Questionnaire Administered

Groups	No. of Copies of Administered	No. of Copies of Questionnaire Completed	% of Copies of Questionnaire Completed	No. of Copies of Questionnaire not Completed
Entrepreneurship Education Group (HND level)	216	210	97.2%	6
Control Group ND level	230	220	95.7%	10
Total	446	430		16

According to the result presented above, the rates of return for the questionnaires administered, showed that 210 out of the 216 questionnaires administered to the "Entrepreneurship Education Group" were returned valid which was 97.2 percent and reasonable enough for the analysis. Also, the result confirms that 220 out of the 230 questionnaires administered to the "Control group" were returned valid which was 95.65 percent and reasonable enough for the study's analysis.

Table 2.2 Determining Respondents Age Distribution

Age Category	Frequency for Main Group	Percentage for Main Group	Frequency for Control Group	Percentage for Control Group
Below 25	45	21.4%	182	82.7%
26 - 35	105	50%	30	13.6%
36 – 45	60	28.6%	8	3.8%
Above 45	0	0%	0	0%
Total	210	100%	220	100%

The result above shows the age distribution for the categories of respondents of the survey. According to the survey, the main group (HND level students) had majority of its members within the age categories 26-35 years (N: 105) which was 50 percent and 36-45 years which had 28.6 percent (N:60), while the least percent of 21.4 percent(45) was obtained for age below 25. In contrast, the control group (ND level students) had its highest percent of about 82.7 percent (N:182), within the age category below 25 years and the few of them about 13.6 percent (N:30) within the age 26-35 years, while the least of about 3.8 percent (N:8) was obtained for age category 36-45 years. It could be observed that the HND level students who are the main group, belonged more to the highest age categories (26-35 and 36-45 years) than the control group who are ND level students and were mostly within the age below 25 years.

Table 2.3 Determining Respondents' Gender Distribution

Gender	Frequency for Main Group	Percentage for Main Group	Frequency for Control Group	Percentage for Control Group
Male	121	57.6%	142	64.5%
Female	89	42.4%	78	35.5%
Total	210	100%	220	100%

According to the result presented above, the male gender had more respondents than the female respondent for both groups. The main group (HND level students) had 57.6 percent male and 42.4 percent female, while the control group (ND level students) had 64.5 percent male and 35 percent. This result is normal, since it is expected to find more male than female in some of the tertiary institutions in Nigeria, because the socio-cultural environment of some Nigerian societies allows for discrimination based on gender inequality (educating female children are regarded in some societies as waste of resources).

Table 2.4 Determining Respondents' Religion Distribution

Religion	*Frequency for Main Group*	*Percentage for Main Group*	*Frequency for Control Group*	*Percentage for Control Group*
Christian	112	53.3%	115	52.2%
Muslim	95	45.2%	101	45.9%
Others	3	1.4	4	1.9
Total	210	100%	220	100%

From the result presented above, it could be observed that the highest percentage was obtained for Christian as respondents' religion (Main group: 53.3 percent; Control group: 52.2 percent), this was closely followed by Muslim (Main group: 45.2 percent; Control group: 45.9 percent). The least percentage was obtained for others (Main group: 1.4 percent; Control group: 1.9 percent). The result generally showed that the major religious groups were fairly represented.

Table 2.5 Determining Respondents' Parent Employment Status Distribution

Religion	Frequency for Main Group	Percentage for Main Group	Frequency for Control Group	Percentage for Control Group
Employed	142	67.6%	137	65.2%
Self-Employed	61	29.1%	70	31.8%
Unemployed	7	3.3%	13	5.9%
Total	210	100%	220	100%

The result presented above shows that the highest percentage was recorded for employed as respondents' parent employment status for both groups (Main group: 467.6 percent; Control group: 65.2 percent), this was followed by self-employed (Main group: 29.1 percent; Control group: 32.8 percent). Unemployed had the least percentage (Main group: 3.3 percent; Control group: 5.9 percent). Generally the result showed that the respondents in the main group have the highest percentage of employed parent, while those in the control group have the highest percentage of self-employed parents.

Table 2.6 Determining Academic Performance of Respondents

Age Category	Frequency for Main Group	Percentage for Main Group	Frequency for Control Group	Percentage for Control Group
Excellent	16	7.6%	22	10%
Good	104	49.5%	112	50.9%
Fair	65	30.9%	70	33.3%
Poor	25	11.9%	16	7.6%
Total	210	100%	220	100%

The result above shows the academic performance for the categories of respondents of the survey. According to the survey, the main group (HND level students) had majority of its members within the "Good" performance level (N:104) which was about 49.5 percent and the least percentage was realized for "Excellent" which had 7.6 percent. For the control group, the highest percent was also recorded for "Good" performance which had 50.9 percent and the least was recorded for "Poor" which had 7.6 percent.

Determining Respondents' Attitude Towards Entrepreneurship

Table 2.7 Determining the Influence of Attitude of Entrepreneurship Educated Students on their Entrepreneurial Intention

Items	Mean	St. Dev.
I will like to be an entrepreneur so that I can become rich	4.28	0.63
I will make more money if I create my own job	3.95	0.96
I would rather create a new firm than become an employee of an existing one	4.02	1.30
I need constant change to remain motivated, even if this would mean higher uncertainty	3.56	0.83
I like to be an entrepreneur because of its competitive nature	4.20	0.53
The entrepreneurship education given to me in the Polytechnic have developed me well to compete with other businessmen	4.84	0.74
Cumulative Mean	**4.14**	

The result for "Determining the Influence of Attitude of Entrepreneurship Educated Students to Entrepreneurial Intention" as presented above in table 4.7, showed that all of the obtained mean were within the range of agreement (3.5 – 4.4: Agree; 4.5 -5.0 Strongly Agree), this implies that respondents generally agreed with the items provided in the survey. It also shows that

respondents have good attitude towards entrepreneurship. The cumulative mean obtained (4.14) falls within the range of agree (3.5 – 4.4: agree).

Table 2.8 Determining the Influence of Attitude of Control Group on their Entrepreneurial Intention

Items	Mean	St. Dev.
I will like to be an entrepreneur so that I can become rich	4.10	0.47
I will make more money if I create my own job	2.46	0.38
I would rather create a new firm than become an employee of an existing one	2.61	0.93
I need constant change to remain motivated, even if this would mean higher uncertainty	3.16	0.83
I like to be an entrepreneur because of its competitive nature	3.17	0.81
I am well developed to compete with other business men	2.36	0.72
Cumulative Mean	**2.9**	

The result presented above in table 4.8 is for "Determining the Influence of Attitude of the Control Group to Entrepreneurial Intention", according to the result, most of the respondents disagreed with the items provided in the survey as the mean obtained mostly fell within (1.5 – 2.4: Disagreed; 2.5 – 3.4 Undecided). This implies that they did not agree with the provided items. Although one of the items; "I will like to be an entrepreneur so that I can become rich" had a mean of 4.10 which was in agreement. The results presented in table 4.7 and 4.8 generally indicate that the entrepreneurship educated group have better attitude towards entrepreneurial intention than the control group. The cumulative mean obtained (2.9) falls within the "undecided" range (2.5 – 3.4). This shows that the control group are not in agreement with the items for attitude provided in the survey.

Determining the Influence of Entrepreneurship Curricula of Entrepreneurship Educated Students on Entrepreneurial Intention

Table 2.9 Determining the Influence of Entrepreneurship Curricula of Entrepreneurship Educated Students on their Entrepreneurial Intention

Items	**Mean**	**Std. Dev.**
The subject of entrepreneurship interests me very much because of interactive learning.	3.95	1.06
I have a better understanding about business as a result of taking up the entrepreneurship course.	4.68	0.74

I developed entrepreneurship skills through the course program.	3.89	0.59
The entrepreneurship course programme increased my interest in entrepreneurship	4.53	0.74
Cumulative Mean	**4.26**	

The table above presents result for "Determining the Influence of Entrepreneurship Curricula of Entrepreneurship Educated Students on their Entrepreneurial Intention". The result obtained showed that all of the items provided in the survey had mean values that fall within the agreement range (3.5 – 4.4: Agree; 4.5 -5.0 Strongly Agree), this implies that respondents generally agreed to the items provided in the survey. It also indicates that 'Entrepreneurship Curricular' influences entrepreneurial intention. The highest mean value (4.68) was obtained for "I have a better understanding about business as a result of taking up the entrepreneurship course", while the least mean value (3.89) was obtained for "I developed entrepreneurship skills through the course program". The cumulative mean obtained (4.26) falls within the agree range (3.5 – 4.4).

Determining the Influence of Teaching Methodologies of Entrepreneurship Educated Students on Entrepreneurial Intention

Table 2.10 Determining the Influence of Teaching Methodologies of Entrepreneurship Educated Students on their Entrepreneurial Intention

Items	**Mean**	**Std. Dev.**
The methods introduced by the instructors for the entrepreneurship courses increased my interest in the course.	4.46	0.93
The lecturer teaches a comprehensive business plan model for the subject.	3.95	0.73
Practical sessions help a lot in understanding the entrepreneurship subject.	4.12	0.47
The lecturers have an excellent way of presenting the entrepreneurship courses.	3.57	0.63
Cumulative Mean	**4.03**	

The result presented in the above table, shows "The Influence of Teaching Methodologies of Entrepreneurship Educated Students on their Entrepreneurial Intention". According to the result, all of the items provided in the section of the survey had mean values within the agreement range (3.5 – 4.4: Agree; 4.5 -5.0 Strongly Agree), this implies that respondents generally agreed to the items provided in the survey. It also indicates that 'Teaching Methodologies' influences entrepreneurial intention. The highest mean value (4.46) was obtained

for "The methods introduced by the instructors for the entrepreneurship courses increased my interest in the course", while the least mean value (3.57) was obtained for "The lecturers have an excellent way of presenting the entrepreneurship courses". The cumulative mean obtained (4.03) falls within the agree range (3.5 – 4.4).

Determining the Influence of Teaching Environment of Entrepreneurship Educated Students on Entrepreneurial Intention

Table 2.11 Determining the Influence of Teaching Environment of Entrepreneurship Educated Students on their Entrepreneurial Intention

Items	Mean	St. Dev
My Polytechnic is focused towards entrepreneurship.	4.91	0.47
Entrepreneurship courses was made compulsory and this to a large extent stimulated my interest in the entrepreneurship course in the Polytechnic	4.38	0.84
The Polytechnic environment inspires me to develop innovative ideas for new business.	3.88	0.62
The Polytechnic provides instructional resources to assist students in entrepreneurship	3.50	0.91
Cumulative Mean	**4.17**	

The above table presents results for the survey on "The Influence of Teaching Environment of Entrepreneurship Educated Students on their Entrepreneurial Intention". The result shows that respondents generally agree with the items provided in the section of the survey. All of the items provided in the section of the survey had mean values within the agreement range (3.5 – 4.4: Agree; 4.5 -5.0 Strongly Agree), this implies that respondents generally agreed to the items provided in the survey. It also indicates that 'Teaching Environment' influences entrepreneurial intention. The highest mean value (4.91) was obtained for "My Polytechnic is focused towards entrepreneurship", while the least mean value (3.50) was obtained for "The Polytechnic provides instructional resources to assist students in entrepreneurship". The cumulative mean obtained (4.17) falls within the agree range (3.5 – 4.4).

Determining the Influence of Stakeholders Support System on Entrepreneurial Intention

Table 2.12 Determining the Influence of Stakeholders Support System on Entrepreneurial Intention of Entrepreneurship Educated Students

Items	Mean	Std. Dev
The government provides many opportunities for entrepreneurship	3.31	0.74

I like the way the government supports entrepreneurship activities in the country.	2.69	0.67
There are many financial institutions providing financial support for business	2.25	0.95
The school provided us with adequate information on how to access loans, grants and credit facilities from financial institutions	3.42	0.70
Cumulative Mean	**2.92**	

The results presented above, shows "The Influence of Stakeholders Support System on Entrepreneurial Intention of Entrepreneurship Educated Students". The result shows that respondents generally disagree with the items provided in this section of the survey. All of the items provided in the section of the survey had mean values within the "disagree" and undecided range (1.5 – 2.4: Disagree; 2.5 – 3.4: Undecided), this implies that respondents generally disagreed to the items provided in the survey. It also indicates that 'Stakeholders Support System' does not influences entrepreneurial intention among entrepreneurship educated students. The highest mean value (3.42) was obtained for "The school provided us with adequate information on how to access loans, grants and credit facilities from financial institutions", while the least mean value (2.25) was obtained for "There are many financial institutions providing financial support for business". The cumulative mean obtained (2.92) falls within the undecided range (2.5 – 3.4).
This result generally implies that stakeholder's support system does not have influence on entrepreneurial intention of entrepreneurship educated students.

Table 2.13 Determining the Influence of Stakeholders Support System on Entrepreneurial Intention of the Control Group

Items	**Mean**	**Std. Dev**
The government provides many opportunities for entrepreneurship	2.82	0.97
I like the way the government supports entrepreneurship activities in the country.	2.01	0.76
There are many financial institutions providing financial support for business	1.93	0.81
Cumulative Mean	**2.25**	

The results presented above, shows "The Influence of Stakeholders Support System on Entrepreneurial Intention of the Control Group". The result shows that respondents generally disagree with the items provided in this section of the survey. All of the items provided in the

section of the survey had mean values within the disagree range (1.5 – 2.4: Disagree), this implies that respondents generally agreed to the items provided in the survey. It also indicates that 'Stakeholders Support System' does not influences entrepreneurial intention among the control group. The highest mean value (2.82) was obtained for "The government provides many opportunities for entrepreneurship", while the least mean value (1.93) was obtained for "There are many financial institutions providing financial support for business". The cumulative mean obtained (2.25) falls within the "disagree" range (1.5 – 2.4).This result generally implies that stakeholders support system does not have influence on entrepreneurial intention of control group.

Generally, this results show that the variable "Stakeholders Support System" does not influence both the entrepreneurship educated students and the control group.

Determining the Entrepreneurial Intentions of Entrepreneurship Educated Students and the Control Group

Table 2.14 Determining the Entrepreneurial Intentions of Entrepreneurship Educated Students

Items	**Mean**	**Std. Dev**
I would like to start my own business as soon as I complete my studies	4.83	0.34
I am interested in venturing into entrepreneurship so as to be self-employed and make money	4.52	0.60
The entrepreneurship course in my school inspired my interest plan to venture into business after my studies	4.01	0.52
The teaching methods employed by my lecturers in presenting entrepreneurship lessons increased my interest to venture into a new business.	3.94	0.75
The teaching environment influenced my interest to start up a business after my studies	3.83	0.69
Ease of obtaining start-up capital from either government, financial institutions and my parents, inspired my interest in starting up a business.	3.31	0.92
Cumulative Mean	**4.07**	

The above table presents results for the survey on "The Entrepreneurial Intentions of Entrepreneurship Educated Students". The result shows that respondents generally agree with the items provided in the section of the survey. All of the items provided in the section of the survey had mean values within the agreement range (3.5 – 4.4: Agree; 4.5 -5.0 Strongly Agree), except for "Ease of obtaining start-up capital from either government, financial institutions and my parents, inspired my interest in starting up a business" which had 3.31 (falling within the range

of Undecided: 2.5 – 3.4); this implies that respondents generally agreed to the items provided in the survey. It also indicates that entrepreneurship educated students (HND level students) have high entrepreneurial intentions. The highest mean value (4.83) was obtained for "I would like to start my own business as soon as I complete my studies", while the least mean value (3.31) was obtained for "Ease of obtaining start-up capital from either government, financial institutions and my parents, inspired my interest in starting up a business". The cumulative mean obtained (4.07) falls within the agree range (3.5 – 4.4).

Table 2.15 Determining the Entrepreneurial Intentions of the Control Group

Items	**Mean**	**Std. Dev**
I would like to start my own business as soon as I complete my studies	2.08	0.97
I am interested in venturing into entrepreneurship so as to be self-employed and make money	2.24	0.84
Ease of obtaining start-up capital from either government, financial institutions and my parents, inspired my interest in starting up a business.	2.12	0.91
Cumulative Mean	**2.15**	

The results presented above, shows "The Entrepreneurial Intentions of the Control Group". The result shows that respondents generally disagree with the items provided in this section of the survey. All of the items provided in the section of the survey had mean values within the disagree range (1.5 – 2.4: Disagree), this implies that respondents generally disagreed to the items provided in the survey. It also indicates that the control group (ND level students) have very low entrepreneurial intentions. The highest mean value (2.24) was obtained for "I am interested in venturing into entrepreneurship so as to be self-employed and make money", while the least mean value (2.08) was obtained for "I would like to start my own business as soon as I complete my studies". The cumulative mean obtained (2.15) falls within the "disagree" range (1.5 – 2.4).

Data Analysis and Results

Analysis of Variance (ANOVA) was computed to determine whether there is variation between the results obtained for 'Entrepreneurship Educated Students' entrepreneurial intentions and that of the 'Control Group'.

Table 2.16 Summary of Data Used to Compute ANOVA

Groups	Count	Sum	Average	Variance
Entrepreneurship Educated Students	12	45.76	3.81333333	0.66295152
Control Group	12	27.68	2.30666667	1.10151515

Author's Computation using SPSS version 23.0

The result presented above in table 4.16, shows the analysis of variance ANOVA output for 'Entrepreneurship Educated Students' entrepreneurial intentions and that of the 'Control Group'. According to the result, "Entrepreneurship Educated Students" had a mean of 3.8 which falls within the range of agree (3.5 – 4.4), while "Control Group" had 2.3 which falls within the disagree range (1.5 – 2.4).

Table 2.17 ANOVA Result to Determine Variation Between 'Entrepreneurship Educated Students' and 'Control Group' Entrepreneurial Intentions

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	13.6202667	1	13.6202667	15.438395	0.00071672	4.30094946
Within Groups	19.4091333	22	0.88223333			
Total	33.0294	23				

Author's Computation using SPSS version 23.0

The ANOVA result obtained was presented in table 4.17. According to the result; the obtained p-value was 0.001 which was lower than the alpha value 0.01 (99% confidence level). This result indicates significance at 1%, implying that there is significant difference between the results obtained for 'Entrepreneurship Educated Students' entrepreneurial intentions and that of the 'Control Group'. Furthermore, the high value of the obtained **F** which was 15.4 further confirms that the difference is not coincidental but as a result of the result obtained and utilized for the ANOVA (that is there is no autocorrelation). Thus ANOVA result confirms that there is difference between the mean values obtained for 'Entrepreneurship Educated Students' entrepreneurial intentions from that obtained for the 'Control Group'.

Hypothesis Testing

To test the formulated hypothesis of the study, Correlation and multiple regression was computed to determine the relationships between the dependent and independent variables and to estimate the specified model of the study and determine the associations between the independent variables and dependent variable.

Table 2.18 Correlation

		Entrepreneurial Intention
Attitude	Pearson Correlation	0.803**
	Sig. (2-tailed)	0.000
Entrepreneurship Curricula	Pearson Correlation	0.719*
	Sig. (2-tailed)	0.014

Teaching Methodologies	Pearson Correlation	0.811**
	Sig. (2-tailed)	0.001
Teaching Environment	Pearson Correlation	0.752**
	Sig. (2-tailed)	0.000
Stakeholders Support System	Pearson Correlation	0.041
	Sig. (2-tailed)	0.376

Correlation is significant at the 0.05 level (2-tailed).*
Correlation is significant at the 0.01 level (2-tailed). **

From the result presented above, Pearson Correlation (r) value obtained for Attitude and Entrepreneurial intentions was 0.803 indicating a strong uphill (positive) relationship between the dependent variable; Entrepreneurial intentions and Predictor; Attitude. Moreover, the sig. value obtained for Attitude and Entrepreneurial intentions was 0.000, which indicates that there is statistically significant correlation at 1% (since the value was less than 0.01) between the two variables (implying that increase in one necessitates an increase in the other and vice versa).

The result presented above, shows that the Pearson Correlation (r) value obtained for Entrepreneurship Curricula and Entrepreneurial intentions was 0.719 indicating a strong uphill (positive) relationship between the dependent variable; Entrepreneurial intentions and Predictor; Entrepreneurship Curricula. The sig. value obtained for Entrepreneurship Curricula and Entrepreneurial intentions was 0.014, which indicates that there is statistically significant correlation at 5% (since the value was less than 0.05) between the two variables (implying that increase in one necessitates an increase in the other and vice versa).

According to the result presented above, the Pearson Correlation (r) value obtained for Teaching Methodologies and Entrepreneurial intentions was 0.811 indicating a strong uphill (positive) relationship between the dependent variable; Entrepreneurial intentions and Predictor; Teaching Methodologies. The sig. value obtained for Teaching Methodologies and Entrepreneurial intentions was 0.001, which indicates that there is statistically significant correlation at 1% (since the value was less than 0.01) between the two variables (implying that increase in one necessitates an increase in the other and vice versa).

The result presented above, shows that the Pearson Correlation (r) value obtained for Teaching Environment and Entrepreneurial intentions was 0.752 indicating a strong uphill (positive) relationship between the dependent variable; Entrepreneurial intentions and predictor; Teaching Environment. The sig. value obtained for Teaching Environment and Entrepreneurial intentions was 0.000, which indicates that there is statistically significant correlation at 1% (since the value was less than 0.01) between the two variables (implying that increase in one necessitates an increase in the other and vice versa). From the result presented above, the Pearson Correlation (r) value obtained for Stakeholders Support System and Entrepreneurial intentions was 0.041 and the sig. value obtained was 0.376 (higher than 0.05) indicating that there is no statistically significant relationship between the independent variable; Stakeholders Support System and entrepreneurial intentions.

Table 2.19 Multiple Regression Output

Variables	**Coefficient**	**t-Statistics**	**P-values**
Constant	0.497013304	13.860	0.000
ATT	0.272063151	5.732	0.002
ENC	0.347862267	4.368	0.000
TEM	0.454631150	6.085	0.000
TEE	0.201556432	3.107	0.001
SSS	0.013095221	0.611	0.460
R			0.7392
R Square			0.6832
Adjusted R Square			0.6554
F-Statistics			18.405
F-Sig			0.000
Durbin Watson			3.021

Predictors: (Constant), Attitude, Entrepreneurship Curricular, Teaching Methodologies, Teaching Environment and Stakeholders Support System

Dependent Variable: Entrepreneurial Intentions.

From the multiple regression result presented in table 4.18, the obtained R Square (0.6832) which is the multiple coefficient of determination, indicating the proportion of variance in the dependent variable (Entrepreneurial intentions) which can be predicted by the independent variables shows that 68.32% of the variation in the dependent variable (entrepreneurial intentions) is explained by the independent variables (Attitude, Entrepreneurship Curricula, Teaching Methodologies, Teaching Environment and Stakeholders Support System) among entrepreneurship educated HND level students. The Durbin-Watson statistics of 3.021, which falls within the values 1.5 to 3.5, showed the absence of perfect serial correlation. Furthermore, the coefficients result presented in the same table 2.19, revealed that "Attitude" has a t-value of 5.732 and a coefficient of 0.2721 which is significant at 1% (since obtained p-value, 0.002 is less than 0.01). This result implies that for every 1 unit increase in attitude value, there is a proportional increase of 0.27 in entrepreneurial intentions. Thus based on this result and the correlation result presented in table 4.18, it is confirmed that "Attitude" is statistically significant in predicting entrepreneurial intentions among entrepreneurship educated HND level students of the Polytechnic. Thus, the formulated null hypothesis: "There is no significant relationship

between attitude and entrepreneurial intentions" is rejected and the alternative hypothesis: "There is significant relationship between attitude and entrepreneurial intentions" is accepted.

The coefficients result presented in table 4.19 above, revealed that "Entrepreneurship Curricula" has a t-value of 4.368 and a coefficient of 0.3479 which is significant at 1% (since obtained p-value, 0.000 is less than 0.01). This result implies that for every 1 unit increase in entrepreneurship curricula value, there is a proportional increase of 0.35 in entrepreneurial intentions. Thus based on this result and the correlation result presented in table 4.18, it is confirmed that "Entrepreneurship Curricula" is statistically significant in predicting entrepreneurial intentions among entrepreneurship educated HND level students. Therefore, the formulated null hypothesis: "Entrepreneurship curricula have no significant impact on entrepreneurial intentions" is rejected and the alternative hypothesis: "Entrepreneurship curricula have significant impact on entrepreneurial intentions" is accepted.

According to the coefficients result presented in table 4.19 above, "Teaching Methodologies" has a t-value of 6.085 and a coefficient of 0.4546 which is significant at 1% (since obtained p-value, 0.000 is less than 0.01). This result implies that for every 1 unit increase in teaching methodologies value, there is a proportional increase of 0.45 in entrepreneurial intentions. Thus based on this result and the correlation result presented in table 4.18, it is confirmed that "Teaching Methodologies" is statistically significant in predicting entrepreneurial intentions among entrepreneurship educated HND level students of Polytechnics. The formulated null hypothesis: "There is no significant relationship between teaching methodologies and entrepreneurial intentions" is rejected and the alternative hypothesis: "There is significant relationship between teaching methodologies and entrepreneurial intention" is accepted.

The coefficients result presented in table 2.19 above, also revealed that "Teaching Environment" has a t-value of 3.017 and a coefficient of 0.2016 which is significant at 1% (since obtained p-value, 0.001 is less than 0.01). This result implies that for every 1 unit increase in Teaching Environment value, there is a proportional increase of 0.27 in entrepreneurial intentions. Thus based on this result and the correlation result presented in table 2.18, it is confirmed that "Teaching Environment" is statistically significant in predicting entrepreneurial intentions among entrepreneurship educated HND level. The formulated null hypothesis: "Teaching environment has no significant effect on entrepreneurial intentions" is rejected and the alternative hypothesis: "Teaching environment has no significant effect on entrepreneurial intention" is accepted.

The coefficients result presented in the same table 2.19 above, revealed that "Teaching Environment" has a t-value of 0.611 and a coefficient of 0.013 which is not significant (since obtained p-value, 0.460 is more than 0.05). This result implies that "Stakeholders support system" is not significant in predicting entrepreneurial intentions among entrepreneurship educated HND level students. Thus based on this result and the correlation result presented in table 4.18, it is confirmed that "Teaching Environment" is statistically significant in predicting entrepreneurial intention among entrepreneurship educated HND level students. Hence, the null hypothesis: "There is no significant relationship between stakeholders' support system and entrepreneurial intentions" is accepted.

Discussion of Findings

The analysed result for the survey of this study revealed that there was significant difference between the entrepreneurial intentions of entrepreneurship educated HND level

students and that of the control group whom are ND level students with little or no entrepreneurship educational background. Based on the observation of the descriptive statistics (mean) and the inferential (ANOVA), it could be observed that entrepreneurship educated HND level students of the Polytechnics were more inclined to venture into entrepreneurship based on their knowledge and trainings on entrepreneurship obtained from the school. The mean obtained for the entrepreneurship educated HND level students, were higher than those obtained for the control group (ND level students) students the Polytechnics. Thus it can be presumed that the entrepreneurship education acquired by the HND level students from the tertiary institution had impact on their entrepreneurial intentions. The analysed results of this study generally found significant relationship between the dependent variable (entrepreneurial intentions) and all of the independent variables (attitude, entrepreneurship curricula, teaching methodologies and teaching environment), except stakeholders support system which was not significant or related to the entrepreneurial intentions among entrepreneurship educated HND level students.

The descriptive analysis of the obtained mean values for items provided in the survey for; "Determining the Influence of Attitude of Entrepreneurship Educated Students on their Entrepreneurial Intention" showed that Attitude has significant impact on entrepreneurial intentions of entrepreneurship educated HND level students, this was further confirmed by the inferential statistics (correlation and multiple regression). Similarly, the obtained mean values for items provided in the survey for; "Determining the Influence of Entrepreneurship Curricula of Entrepreneurship Educated Students on their Entrepreneurial Intention" revealed that Entrepreneurship Curricula has significant impact on entrepreneurial intentions, this was further confirmed by the computed inferential statistics (correlation and multiple regression).

The result of the descriptive statistics (mean) and the inferential statistics (correlation and multiple regression), both indicate that "Teaching Environment" of Entrepreneurship Educated Students have significant impact on their Entrepreneurial Intentions. It was also confirmed that there is significant relationship between "Teaching Environment" of Entrepreneurship Educated Students with their Entrepreneurial Intentions.

The obtained mean values for items provided in the survey for; "Determining the Influence of Teaching Environment of Entrepreneurship Educated Students on their Entrepreneurial Intentions" revealed that Entrepreneurship Curricula has significant impact on entrepreneurial intentions, this was further confirmed by the computed inferential statistics (correlation and multiple regression), which found significant relationship between the duo.

Stakeholder's support system was found to have no significant impact on the entrepreneurial intentions of both the entrepreneurship educated students (HND level students) and the control group (ND level students) of the Polytechnics. The result of the study showed that four out of the five independent variables (attitude, entrepreneurship curricula, teaching method), positively contribute to entrepreneurial intention among the HND level students of the Polytechnics. These factors made their entrepreneurial intention higher when compared to the values obtained for the ND level students whom comprise the control group. However, Stakeholders support system was found to insignificant in contributing to entrepreneurship intentions among the both groups. Not surprisingly, the students who participated in the entrepreneurship education program showed a higher propensity towards entrepreneurship than the control group. The present findings seem to be consistent with previous research which found a positive link between participation in entrepreneurship education and entrepreneurial intentions. Such studies include; Sofia, (2013); Parimala and Ilham (2016); Pulka, Aminu and Rikwentishe (2015); Moses, Olokundun and

Akinbode (2016); Oguntimehin and Olaniran (2017). They all found significant positive relationship between entrepreneurship education and entrepreneurial intentions.

Conclusion

The priority of entrepreneurship education should be the development of entrepreneurial attitudes, skills and behaviour which in turn inspires entrepreneurial intentions among participants. In this respect, the development of the current entrepreneurial potential of Nigeria is possible, above all, through a quality system of entrepreneurship education especially in the tertiary institutions. It is quite important that Polytechnic students be interested in entrepreneurship as a career option, that they adopt entrepreneurship with their hearts and minds, and that entrepreneurship courses be provided on the basis of the principle of developing their self-efficacy, as this will go a long way in curbing the current unemployment challenge ravishing the Nigerian society. The study found a significant positive relation between entrepreneurship education and entrepreneurial intention, confirming the important role played by such entrepreneurship education on entrepreneurial intention among undergraduate and graduate students of tertiary institutions. The results obtained from the empirical analysis indicate that participants in an entrepreneurship education program are more likely to intend to start their own business, directly after their studies, compared to non-participants. In addition, it was revealed that the students with self-employed parents had higher entrepreneurial intentions than the others did. This result is also important in that it shows the role-model position of the father in our national culture.

From the results of this study, it can be concluded that descriptively, the students agreed that the exposure to entrepreneurship education course led to the development of their entrepreneurial intention and it also help them make decision in favour of starting their own businesses before or after graduation. The Pearson correlation analysis indicated that there exist positive relationships between offering entrepreneurship education course and students intention to become entrepreneurs. Attitude, entrepreneurship curricula, teaching methodologies and teaching environment were found to be predictors of entrepreneurial intentions, while stakeholders' support system failed to predict entrepreneurial intentions among students that participated in entrepreneurship education programme.

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