Impact of Entrepreneurship Education on Job Intentions of Polytechnic Students in Nigeria

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Abstract*: The Nigeria State through the regulatory bodies for Polytechnics and Universities namely National Board for Technical Education (NBTE) and National Universities Commission (NUC) has made Entrepreneurship Education (EE) compulsory for Nigerian undergraduates from 2007/2008 academic session. This is to make them job creators rather than job seekers after graduation. About decade after the commencement, there is a need to assess the impact on both final years National Diploma (ND) Higher National Diploma (HND) students of the polytechnic system. There is yet no sufficient empirical evidence to suggest that EE has direct and positive impact on their self-employment intentions and drive. Fundamentally, Polytechnic education by design and rationale is expected to train and equip graduates with the requisites skill to be self-employed. This study is therefore on the impact that Entrepreneurship Education (EE) is having on Entrepreneurial outcome. The authors aim at investigating students' attitude towards Entrepreneurship Education (EE) and the perceived influence that various Entrepreneurship Education (EE) courses can have on a cohort of final year National Diploma (ND) and Higher National Diploma (HND) students in Nigerian Polytechnics starting with three (3) Polytechnics (both State and Federal Government owned) situated in Oyo, Ondo and Ekiti states of the Western Region of Nigeria in the first instance, and subsequently in other three states; Osun, Ogun and Lagos states of the region. The other geopolitical zones will follow later. The target beneficiaries for this study include entrepreneurship educators, researchers and EE decision-makers like regulatory agencies (e.g. NBTE), National Council on Education), institutional academic boards, donor agencies etc. It was found generally in the study empirically that more than enough evidence has suggested that EE has positive impact on job intentions of students in Nigerian Polytechnics and Colleges of Technology.

***Key Words*: Entrepreneurship, Entrepreneurship Education (EE), Entrepreneurial outcomes, attitudes, intentions.**

I. INTRODUCTION

National Policy on Entrepreneurship and the Nigerian Polytechnic System

In 2006, the Nigerian National Council on Education (NCE) during its 53rd meeting directed that all higher education institutions in Nigeria should introduce entrepreneurship education as a compulsory course for all their students (irrespective of their course of studies) from 2007/2008 academic session. This is expected to equip graduates from the system with appropriate skills, competence and disposition to compete globally with their counterparts and also contribute meaningfully to Nigeria's social-economic developments.

The National Board for Technical Education (NBTE) as the organ of government responsible for setting standards and ensuring quality is in collaboration with Polytechnics and Colleges of Technology to ensure that the government's directives of introducing entrepreneurship education and establishing study centers is complied with in all the institutions. This is with a view to fostering entrepreneurial culture which, will in turn, enable both students and faculty to appreciate and imbibe the rudiment of innovation, positive thinking, productivity and value addition.

In the context of the global knowledge economy, the traditional role of the polytechnic system as a generator and repository of knowledge is being reworked, at least in terms of new mechanisms to pursue the age old objectives. There is a growing view that tertiary institutions have a larger responsibility, and special capability, to assist in transforming their knowledge into potential gains – enterprise development, new product and employment generation. Nigerian Polytechnics, therefore, have great responsibility to encourage students to imbibe the entrepreneurial culture that encourages them to be creative, innovative, develop or find new solutions, ideas and ways of doing things and believe in their ability to excel.

A robust entrepreneurial culture is essential for encouraging and supporting students and faculties in launching and successfully growing production, processing or service enterprises. Student and faculty need to understand the fundamental concepts and accepted tactics associated with start-ups and believe in their ability to apply them in real life ventures. This requires establishing a rich and supporting environment that fosters the building of a strong sense of cooperative partnership and/or teams that will evolve into commercial ventures. The practical knowledge and experience gained from an Entrepreneurship Education (EE) programme should stimulate students to think about their careers, their destinies and their ability to start businesses. The new education process should help students to cultivate proper entrepreneurial mind-set that enables them to achieve their true potentials as they begin to think business, become doers and confidently explore their environment for opportunities for job creation (Ikeme and Amaechi, 2013).

Importance of Assessing Impact of Entrepreneurship Education

An assessment of the impact of entrepreneurship education at the level of educational institutions can determine the degree to which it has accomplished its objectives and justifies the resources that were committed to it. Also, it is important to apply broad impact measures to reflect that the entrepreneurship key competence is a competence for life and not solely aimed at the creation of a new venture. Having a broad impact measure will help to portray

entrepreneurship as a broad competence and convince academics that it is also a task for the education system to equip young learners with entrepreneurial mindsets and skills, i.e. a sense of initiative, creativity, tolerance to failure etc; that can be applied to all walks of life and help the youngsters to achieve the goals they set for themselves.

Entrepreneurship Education Strategy and policies may also require a greater level of commitment of Public resources at the level of public policy, and governments will need to be able to justify such expenditure, especially at a time of budget restraints. However, as long as it has not been figured out more explicitly what the level of impact of entrepreneurship education is, it will be difficult for the nation and NBTE to make a systematic effort to implement such policies.

Measurement will help policy makers know where they are now, and it helps them to get where they want to be. However, there is a perceived lack of evidence on the outcomes of

entrepreneurship education at policy level; institution level as well as at an individual level, and so far relatively little research has been conducted in this field. This study envisions contributing to fill this information gap and it can be considered as a first attempt for a broader perspective of the effect of entrepreneurship education.

By far, the majority of researchers, practitioners and policy makers admit that entrepreneurship education produces measurable outcomes which vary across countries and institutions (Martinez et al., 2010).

Entrepreneurship education (EE) has caught much interest and provides a body of knowledge to aspiring entrepreneurs particularly in the Polytechnics. Read and Sarasvathy (2005) said studying entrepreneurship as a form of expertise promises to shed light not only to how new businesses and markets are created but also how to make existing large enterprises more entrepreneurial as well. Entrepreneurship is taught in order to improve an individual's ability to create ideas and turn the ideas into action and cover creativity, innovation and risk taking. It is to help in the everyday life of individuals and also making employees better able to seize opportunities. Entrepreneurship provides a foundation. Furthermore, the objective of such studies is to promote creativity, innovation and self-employment.

In addition according to European Union (2009), entrepreneurial programs are to foster and develop creative thinking, innovation, problem solving, business idea assessment, evaluation and networking. EE is a means to provide individual with the ability to recognize commercial opportunities and the skills to act upon them (Jones and English, 2004). It is the notion that coaching and instruction can boost deliberate practice (Read and Sarasvathy, 2005).

Furthermore, the study of entrepreneurship is a form of expertise i.e. a set of skills, models and processes that can be acquired with time and deliberate practice. EE refers to activities aimed at developing enterprises or entrepreneurial people and increasing their knowledge and understanding of enterprising and entrepreneurship (Heinomen and Poikkijoki, 2006). They further write that the learning objectives in the entrepreneurial directed approach to entrepreneurship are focused on increasing understanding and knowledge of entrepreneurship amongst students to infuse their entrepreneurial skills and behavior as a precondition for entrepreneurial process.

Interestingly, Sluis et al., (2005) has found that in developing countries, those that are with a higher level of education usually enter wage employment rather than stating their own enterprise. This perhaps is related to the fact that needs-based entrepreneurship is extremely present in these regions as opposed to opportunity-based entrepreneurship. The resulting factor being that those who have receive d a high level of education are more inclined to choose the guaranteed income of wage employment rather than the risk associated with entrepreneurship.

However in Nigeria, there has not been much work to understudy the effectiveness of teaching and research in entrepreneurship, creativity and innovation as well as its positive outcomes before graduation as to provide a guide for continuous re-assessment of the curricula.

II. BACKGROUND OF THE STUDY

Polytechnic Education and entrepreneurship has been touted as one of the most effective means to enhancing entrepreneurial capacities and therefore self-employment, job creation (Micmullon et al., 1985) and economic development (Gibb 2002).

Fundamentally, polytechnic education by design and rational is expected to train and equip graduates with the requisite skills that would enable them to be self-employed. The entrepreneurship programs and courses are expected to expose students to the entrepreneurial climate, build the entrepreneurial capacity and skills of graduating students and therefore enhance their ability for self-employment (Fayolle et al., 2006). Authors have variously and correctly intimated that the main focus of polytechnic education is to shape the attitude, provide knowledge, skills, experiences and competencies of entrepreneurship as part of efforts to enhance

employability. Polytechnic education and EE are therefore complementary (Cotton et al., 2000).

Today, no matter where you turn, stories of the enormous social, economic and educational benefits of entrepreneurship. It is a topical issue that is of interest to academics, business people and government worldwide. As a result, Entrepreneurship Education (EE) programs are proliferating in Colleges, Polytechnics and Universities around the country. Whereas some few years ago, only a handful of schools offered courses in entrepreneurship, today more than 80 Polytechnics and Colleges of Technology offer some form of entrepreneurship training in Nigeria.

III. STATEMENT OF RESEARCH PROBLEM /JUSTIFICATION

The demand for entrepreneurship learning has been and is still steadily increasing in Nigeria with the Polytechnic system being fully involved. However, there are a number of obstacles hindering the implementation of entrepreneurship education.

Shortage of institutional evaluation and better knowledge on the impact of entrepreneurship education is one of the things that institutions, government and society are constantly looking for. This study therefore carried out an assessment of the impact of entrepreneurship education at the level of educational institutions and determines the degree it has accomplished its objectives particularly on job intentions of polytechnic students in Nigeria.

The study further seek to provide quantitative data for educators, regulatory agencies (NBTE) and student entrepreneurs which is expected to be a guide for continuous re-assessment of the curricula as well as fill the gap in research left by the dearth of information on impact assessment in Nigeria.

IV. RESEARCH QUESTIONS

Certain pertinent questions relating to the assessment of the extent to which the strategic goals and expected outcomes of EE in Nigerian Polytechnics have been accomplished were raised. The following research questions were addressed:

- What are the entry level characteristics of polytechnic students participating in entrepreneurship programs
- To what extent does entrepreneurship education play a role in polytechnic students' academic programs
- To what extent does entrepreneurship education play a role in polytechnic students' career plans?
- What are polytechnic students 'perceptions of their entrepreneurship related abilities?
- What are the students' Entrepreneurial intentions and success expectancy in enterprise development after graduation?

V. OBJECTIVES

The broad objective of this study is to assess the impact of Entrepreneurship Education on job intentions of Polytechnic students in Nigeria. The specific objectives are to

(i) Document the outcomes of entrepreneurship education in the Nigerian Polytechnic system
(ii) Examine the relationship between entrepreneurship education and the kind of employment preferred after graduation
(iii) Ascertain the entrepreneurial intentions and propensity of students to pursue self-employment as a career option.

VI. RESEARCH METHODOLOGY

Introduction

This section describes the methodological framework used in attaining the stated objectives of the study. It also shows the research hypotheses postulated. The main focus is on the research design, type and sources of data, population description, sample size, sampling frame and its characteristics, sampling technique and a description of the choice of data collection instruments, questionnaire design, and methods of data measurement.

Research Design

The multiple-method strategy was adopted for this study so as to reduce the possibility of personal bias by not depending only on one method or response from only institution. Adopting this approach enhances the authenticity of the study. The study was designed to combine primary survey-based data with secondary information from institution records. Both qualitative and quantitative data were used in a variety of ways. A well-structured questionnaire was administered to selected students of the selected tertiary institutions. The idea behind this was to obtain cross-referencing data and some independent confirmation of data, as well as a range of opinions. This is suitable for the present study because we are looking at a variable in retrospect (job creation) and relating it to the entrepreneurship education.

Population of the Study

The target population comprises of students that are offering entrepreneurship course(s) in the Southwestern Nigerian polytechnics. According to the Ministry of Education records as at 31st May, 2015, there were nine Federal and State-owned polytechnics in the Southwestern geopolitical zone of Nigeria. Hence, for the purpose of this study, the population of institutions adopted for the study is none. See distribution across the South-West as stated in Table 1.

Table 6.1: Distribution of Federal and State Polytechnics in the South-Western States of Nigeria

State	Lagos	Ogun	Oyo	Osun	Ondo	Ekiti	Total
Number of Polytechnics	2	1	1	3	1	1	9

Source: Field Survey: Ministry of Education

Sample Frame

The sample frame for this study comprises students in ND 2 and HND 2 of the three selected polytechnics in the southwestern part of Nigeria which are: Ekiti,, Ondo and Oyo states. Other three states; Osun, Ogun and Lagos will be considered later. A sample size of thirty (30) is considered large enough for the administration of questionnaire in each class.

Sampling Technique

In this study, the multistage random sampling technique was adopted. This is because the study identifies a two-in-one aggregate study groups which form different clusters, therefore, the multistage sampling technique becomes useful. The clusters are Polytechnics in South-West Nigeria and their students offering entrepreneurship courses. The selection of polytechnics is based on the geographical spread of the institutions in South-West Nigeria.

Distribution of Questionnaire and Response rate

A total of one hundred and eighty (180) copies of the questionnaire are administered across the selected polytechnics in the three states of the South-West to be covered by the study. The basis of distribution of the copies of the questionnaire was based on the Ministry of Education records of May 2015, which provides useful insights into the geographical spread of deferral and state polytechnics across the South-West of Nigeria, that operate within the ambit of the law that governs their operations. The details of the questionnaire distribution and response rate are shown in Table 3 below.

Table 3: Questionnaire Distribution/Response Rate

Selected States	No. of Questionnaire Administered			No. of Questionnaires Returned			Rate of Response (%)
	ND Students	HND Students	Total	ND Students	HND Students	Total	
Ekiti	30	30	60	30	30	60	100
Ondo	30	30	60	30	30	60	100
Oyo	30	30	60	30	30	60	100
Total	90	90	180	90	90	180	100

Sources of Data Collection

This study utilized primary data. The primary data consisted of responses to well-structured questionnaire that were administered to both ND 2 and HND 2 students in each of the selected institutions in the Western Region of Nigeria. The researchers utilized the questionnaire to obtain information needed on business take-off intentions and entrepreneurship education.

Data Collection Method

This involves data collection through the use of a well-structured questionnaire. The result was used to answer research questions and test relevant hypotheses. For this study a well-structured questionnaire and in-depth interview was used. A structured questionnaire gives the respondents a number of alternative options from which he/she chooses the one closest to his/her view, or requires the respondent to fill in the actual figure(s) related to the question asked. The essence of the study was explained to the respondents through the field officers so as to elicit the respondents' sincere response.

Primary data will be obtained majorly through the use of questionnaire administration. Hence, 30 questionnaires were randomly distributed to ND 2 and HND 2 student students respectively in each of the selected polytechnic in the three states of the southwestern part of Nigeria during the 2016/2017 academic session. The selected polytechnics in each of the three states of the southwestern part of Nigeria namely Ekiti, Ondo and Oyo states are as presented in the Table 4 below.

Table 6.2: Selected Polytechnic in each of the Southwestern State

State	Selected Polytechnics
Ekiti	Federal Polytechnic, Ado-Ekiti
Ondo	Rufus Giwa Polytechnic, Owo
Oyo	The Polytechnic, Ibadan

Source: Field Survey

The Questionnaire

The closed-ended questionnaire was structured to elicit information on the impact of the entrepreneurship education on job intensions. With the assistance of the field officers, we ensured that the validity of the information is obtained. The questionnaire was divided into two sections. Section A is on Socio-Demographic Characteristics of Participating Students while Section B of the questionnaires contains 11 subs-sections viz.: students' perception of the degree to which entrepreneurship is addressed within their programmes and courses; comparison of the general interest of the students in entrepreneurship education while section four examines the attitudes of the students towards entrepreneurship education; attitudes towards entrepreneurship; perceived behavioural control; comparison of the level of students' involvement in entrepreneurship-related activities; comparison of students' interest in post-graduation option; the reasons why students would start/not start a business; comparison of students perceptions on venturing and technology self-efficacy as well as comparison of students' perceived aptitude for entrepreneurial skills and traits. The last sub-section examines the relationship between program of study and students' employment preference.

VII. METHOD OF DATA ANALYSIS

The data generated for the study was analyzed using both descriptive statistical analysis and inferential analytical techniques. Descriptive analysis includes tabular presentation, percentages and comparison while the inferential statistical method was basically Chi-square analysis using SPSS statistical package version 17. Thus Chi-square distribution was used to determine whether there is significant relationship between students programs of study in school and their preferred employment type after graduation.

The first objective; documenting the outcomes of entrepreneurship education in the Polytechnics was analyzed using descriptive analysis of all the information from structured interview with students of the selected institutions.

The second objective; Examine (testing) the relationship between entrepreneurship education and the kind of employment preferred after graduation was analyzed using the summary table of the responses to the last sub-section of the questionnaire: relationship between programme of study and students' employment preference. The table for the analysis involved Programme of Study/Institution by the students' employment preference which includes self employment and salary/wages employment. Chi Square test was adopted for the analysis.

Procedures of Chi-Square Test

- Define the null hypothesis (H_0) and alternative hypothesis (H_1)
- Calculate x^2 using the observed and expected value from the x^2 statistics.
- Check the corresponding x^2 (r-1)(c-1) with (r-1)(c-1) degree of freedom and at *a* level of significance from the table of chi-square distribution.
- Accept the null hypothesis (H_0) if the calculated x^2 lies within the acceptance region i.e. x^2 cal < x^2 tab otherwise, reject null hypothesis.

The Test Statistic:

The chi-square test statistic is given as

$$\chi^2 = \sum_{i=1}^{n} \left(o_{ij} - e_{ij}\right)^2$$

With the table value given as

$\approx x^2(n=1)(k-1), 1-a$

Hypothesis

H_0: There is no significant relationship between program of study and preferred kind of employment after graduation

H_1: There is significant relationship between program of study and preferred kind of employment after graduation

VIII. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

General Information about Respondents

The primary data was obtained from responses to the one hundred and eighty questionnaires administered to respondents i.e. selected students in Federal Polytechnic, Ado Ekiti, Rufus Giwa Polytechnic, Owo and The Polytechnic, Ibadan

Gender of Respondents for ND Students

Table 8.1a and 8b are the report of gender classification of the respondents to the questionnaire

Table 8.1a Gender of respondents for ND Students

	Male		Female		Total	%
	Frequency	%	Frequency	%		
Federal Polytechnic Ado	13	43.3	17	56.7	30	100
Rufus Giwa Polytechnic Owo	11	36.7	19	63.3	30	100
The Polytechnic Ibadan	09	30.0	21	70.0	30	100
Total	33	36.7	57	63.3	90	100

Source: Field Wok, May 2017

Table 8.1b Gender of Respondents for HND Students

	Male		Female		Total	%
	Frequency	%	Frequency	%		
Federal Polytechnic Ado	11	36.7	19	63.3	30	100
Rufus Giwa Polytechnic Owo	18	60.0	12	40.0	30	100
The Polytechnic Ibadan	17	56.7	13	43.3	30	100
Total	46	51.1	44	48.9	90	100

Source: Field Wok, May 2017

36.7% (33) and 51.1% (46) at both ND and HND levels respectively of the respondents were male in the three selected institutions while the remaining 63.3% (57) and 48% (44) were respectively females. One might be tempted to conclude that there are more females than males in each of the selected institutions. This may or may not be the case as the method of data collection was stratified random sampling.

Age Groups of Respondents

Tables 8.2a and 8.2b are the analysis of age group of respondents to the questionnaire administered. A cursory look at the tables reveals that majority of the respondents fall within the last two age groups i.e. 21-25 and 26-30. The implication of this is that majority of these respondents are economically active and matured enough to decide their entrepreneurial intentions and propensity to pursue self employment as a career option.

Table 8.2a Age Group of Respondents for ND Students

	16-20		21-25		26-30		Total	%
	Frequency	%	Frequency	%	Frequency	%		
Federal Polytechnic Ado	07	23.3	14	46.7	09	30.0	30	100
Rufus Giwa Polytechnic Owo	02	6.7	22	73.3	06	20.0	30	100
The Polytechnic Ibadan	11	36.7	10	33.3	09	30.0	30	100
Total	20	22.2	46	51.1	24	26.7	90	100

Source: Field Wok, May 2017

Table 8.2b Age Group of Respondents for HND Students

	16-20		21-25		26-30		Total	%
	Frequency	%	Frequency	%	Frequency	%		
Federal Polytechnic Ado	09	30.0	12	40.0	09	30.0	30	100
Rufus Giwa Polytechnic Owo	01	3.3	20	66.7	09	30.0	30	100
The Polytechnic Ibadan	19	63.3	02	6.7	09	30.0	30	100
Total	29	32.2	34	37.8	27	30.0	90	100

Source: Field Wok, May 2017

Employment Status of Parents' Respondent

Tables 8.3a sand 8.3bshow the analysis of employment status of the parents of students in the questionnaire administered. These tables reveal that most of the parents of the respondents are self employed. This scenario coupled with entrepreneurship education acquired might even encourage the students to take after their parents by being self employed after their graduation.

Table 8.3a: Employment Status of Parents' Respondents for ND Students

1. Fathers Employment Type

	Self Employment		Wage Employment		Total	%
	Frequency	%	Frequency	%		
Federal Polytechnic Ado	10	33.3	20	66.7	30	100
Rufus Giwa Polytechnic Owo	26	86.7	04	13.3	30	100
The Polytechnic Ibadan	15	50.0	15	50.0	30	100
Total	51	56.7	39	43.3	90	100

2. Mothers Employment Type

	Self Employment		Wage Employment		Total	%
	Frequency	%	Frequency	%		
Federal Polytechnic Ado	23	76.7	07	23.3	30	100
Rufus Giwa Polytechnic Owo	29	93.7	01	3.3	30	100
The Polytechnic Ibadan	26	86.7	04	13.3	30	100
Total	78	86.7	12	13.3	90	100

Source: Field Wok, May 2017

Table 8.3b: Employment Status of Parents' Respondents for HND Students

1. Fathers Employment Type

	Self Employment		Wage Employment		Total	%
	Frequency	%	Frequency	%		
Federal Polytechnic Ado	08	26.7	22	73.3	30	100
Rufus Giwa Polytechnic Owo	08	26.7	22	73.3	30	100
The Polytechnic Ibadan	06	20.0	24	80.0	30	100
Total	22	24.4	68	75.6	90	100

2. Mothers Employment Type

	Self Employment		Wage Employment		Total	%
	Frequency	%	Frequency	%		
Federal Polytechnic Ado	21	70.0	09	30.0	30	100
Rufus Giwa Polytechnic Owo	26	86.7	04	13.3	30	100
The Polytechnic Ibadan	14	46.7	16	53.3	30	100
Total	61	67.8	29	32.2	90	100

Source: Field Wok, May 2017

IX. RELATIONSHIP BETWEEN PROGRAMS OF STUDY AND STUDENT EMPLOYMENT PREFERENCE AFTER GRADUATION

Tables 9.1 and 9.2 are the analysis of the relationship between programs of study and employment preference (self employment and salary/wages employment) from the questionnaire administered. From the tables we can see that majority of students (respondents) opted for self employment after graduation with 73.3% (66) at ND level and 81.1% (73)

at HND level. This has really reveals a positive impact of entrepreneurship education on job intentions of students after graduation. Further analysis of these tables was done with the application of Chi Square analysis. Details of the analysis are given below:

Hypothesis 1 (ND Level):

H_0: There is no significant relationship between program of study and preferred kind of employment after graduation

H_1: There is significant relationship between program of study and preferred kind of employment after graduation

Level of Significant $\alpha = 0.05$

P value = (0.000)

Conclusion: Since chi-square test (P value) < 0.05, H_0 is rejected and conclude that there is a significant relationship between program of study and preferred kind of employment after graduation.

Hypothesis 1 (HND Level):

H_0: There is no significant relationship between program of study and preferred kind of employment after graduation

H_1: There is significant relationship between program of study and preferred kind of employment after graduation

Level of Significant $\alpha = 0.05$

P value = (0.003)

Conclusion: Since chi-square test (P value) < 0.05, H_0 is rejected and conclude that there is a significant relationship between program of study and preferred kind of employment after graduation.

Table 9.1: Relationship between program of study & Student Employment Preference for National Diploma Students

Programme of Study /Institution	Self Employment	Wages Employment	Total
Computer Science (Federal Polytechnic Ado)	25 (83.3%)	05 (16.7%)	30 (100%)
Science Lab Tech (Rufus Giwa Polytechnic, Owo	27 (90.0%)	03 (10.0%)	30 (100%)
Architecture (The Polytechnic, Ibadan)	14 (46.7%)	16 (53.3%)	30 (100%)
Total	66 (73.3%)	24 (26.7%)	90 (100%)

Source: Field Wok, May 2017

Table 9.2 Relationship between program of study & Student Employment Preference for Higher Diploma Students

Programme of Study /Institution	Self Employment	Wages Employment	Total
Estate Management (Federal Polytechnic Ado)	21 (70.0%)	09 (30.0)	30 (100%)
Accountancy (Rufus Giwa Polytechnic, Owo)	26 (86.7%)	04 (13.3%)	30 (100%)
Quantity Survey/ Estate Mgt. (The Polytechnic, Ibadan)	26 (86.7%)	04 (13.3%)	30 (100%)
Total	73 (81.1%)	17 (18.9%)	90 (100%)

Source: Field Wok, May 2017

X. ENTREPRENEURIAL INTENTIONS AND PROPENSITY OF STUDENTS TO PURSUE SELF-EMPLOYMENT AS A CAREER OPTION

Analysis of Tables 9.1 and 9.2 coupled with the results of the associated Chi-Square analysis in Section 9 of this study have driven home the entrepreneurial intentions and propensity of students to pursue self-employment as a career option after graduation.

Also, in the analysis of Tables 10.1a, 10.1b, 10.2a and 10.2b below which revealed the past and current entrepreneurial intentions of students (respondents) in owning a small business has further given their (students) to be self employed after graduation.

Table 10.1a: Past Students' (Respondents) status in owning a Small Business at ND level

	Yes		No		Total	%
	Frequency	%	Frequency	%		
Federal Polytechnic Ado	22	73.3	08	26.7	30	100
Rufus Giwa Polytechnic Owo	12	40.0	18	60.0	30	100
The Polytechnic Ibadan	22	73.3	08	26.7	30	100
Total	56	62.2	34	37.8	90	100

Source: Field Wok, May 2017

Table 10.1b: Current Students' (Respondents) status in owning a Small Business at ND level

	Yes		No		Total	%
	Frequency	%	Frequency	%		
Federal Polytechnic Ado	12	40.0	18	60.0	30	100
Rufus Giwa Polytechnic Owo	01	3.3	29	96.7	30	100
The Polytechnic Ibadan	19	63.3	11	36.7	30	100
Total	32	35.6	58	64.4	90	100

Source: Field Wok, May 2017

Table 10.2a: Past Students' (Respondents) status in owning a Small Business at HND level

	Yes		No		Total	%
	Frequency	%	Frequency	%		
Federal Polytechnic Ado	24	80.0	06	20.0	30	100
Rufus Giwa Polytechnic Owo	21	70.0	09	30.0	30	100
The Polytechnic Ibadan	29	96.7	01	3.3	30	100
Total	74	82.2	16	17.8	90	100

Source: Field Wok, May 2017

Table 10.2b: Past Students' (Respondents) status in owning a Small Business at HND level

	Yes		No			
	Frequency	%	Frequency	%	Total	%
Federal Polytechnic Ado	16	53.3	14	46.7	30	100
Rufus Giwa Polytechnic Owo	14	46.7	16	53.3	30	100
The Polytechnic Ibadan	13	43.3	17	56.7	30	100
Total	43	47.8	47	52.2	90	100

XI. CONCLUSION AND RECOMMENDATION

The broad objective of this study is to assess the impact of Entrepreneurship Education on job intentions of Polytechnic and Colleges of Technology students in Nigeria. The study utilized primary sources of data. The primary data consisted of responses to questionnaire administered to one hundred and eighty (180) ND and HND final year students purposively selected from The Federal Polytechnic, Ado Ekiti; Rufus Giwa Polytechnic, Owo and The Polytechnic, Ibadan.

The primary data were analyzed using both descriptive statistical analysis and inferential analytical techniques. Descriptive Statistics include tabular presentations, percentages and comparisons while the inferential statistical technique was basically chi-square analysis using SPSS Statistical Package version 17. Based on the chi-square test, relationship between programmes of study and employment preferences of students after graduation at both ND and HND levels were found to be statistically significant. In the final analysis, the study has generally driven home the entrepreneurial intentions and propensity of students to pursue self – employment as a career option after graduation.

Consequent upon these findings, Nigerian Polytechnics and Colleges of Technology should create in their students, the more, the culture of entrepreneurship to prepare them for value-creation, employment-generation and self-employment which will result in wealth-creation for the individual in particular and the nation in general. This entails some direct and subtle approaches for teaching important entrepreneurial qualities such as focus, vision, discipline, creativity, risk taking and the like. The institutions involved should therefore endeavor to reward these qualities by encouraging students to take on an independent project each year of their studentship, which they are required to design and implement. This approach will go a long way in developing requisite skills for entrepreneurship among students.

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