

Assessment of Entrepreneurship Education and Graduate Entrepreneurial Intentions among TVET Institutions in Southwest Nigeria.

Ganiyu Akeem Adewale & Oshotoye Bradford Adedayo

Faculty of Social Management and Humanities and Faculty of Business and Communication studies,
The Polytechnic, Ibadan Oyo State

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ABSTRACT

This study investigates the relationship between entrepreneurship education (EE) and graduate entrepreneurial intentions (GEI) among Technical and Vocational Education and Training (TVET) institutions in Southwest Nigeria. A quantitative, cross-sectional research design was employed, utilizing a structured questionnaire administered to a sample of 450 final-year students from selected TVET institutions. Data analysis included descriptive statistics, correlation, and regression analyses.

Results reveal a moderately positive correlation ($r = 0.45, p < 0.01$) between EE and GEI. Regression analysis indicates that EE significantly predicts GEI ($\beta = 0.38, p < 0.01$), explaining approximately 14.4% ($R^2 = 0.144$) of the variance in GEI. Specifically, components of EE such as business plan development and entrepreneurial mindset training significantly contributed to higher GEI scores. However, access to funding and mentorship emerged as crucial mediating factors, with students reporting a lower propensity to start businesses despite receiving EE due to perceived limitations in these areas.

The study concludes that while EE positively influences GEI, its effectiveness is constrained by systemic challenges within the entrepreneurial ecosystem. The findings emphasize the need for TVET institutions to strengthen their EE programs by integrating practical, hands-on experiences, fostering stronger industry linkages, and actively facilitating access to funding and mentorship opportunities to effectively cultivate graduate entrepreneurial intentions and contribute to economic development in Southwest Nigeria. Further research should explore the qualitative experiences of graduates and the long-term impact of EE on actual entrepreneurial ventures.

Keywords: Entrepreneurship, entrepreneurship education, entrepreneurial intentions, TVET Institutions, Southwest Nigeria, new venture creation

INTRODUCTION

Entrepreneurship is the bedrock of the economic growth and development of nations. It is one of the factors in the production of goods and services which are key to human existence and has been identified as a key element in solving development imbalance globally (GEM, 2012).

It is one of the essential sources of poverty alleviation, employment creation and wealth generation. Its contribution to a continuous increment of goods and services is phenomenal. Entrepreneurship is regarded as the engine room for every country's economic development because it is a sure way of generating employment, marketing and market factor growth, capacity building on the citizenry and resource distribution which are necessary platforms for sustainable development.

Barot (2015) state that entrepreneurship is a key to success and every individual that creates a new organisation of business means entering into a new paradigm of entrepreneurship. The new paradigm is to catalyse massive

improvement of products and services that will enhance the standard of living of the nation. Entrepreneurship is a process undertaken by an entrepreneur to create incremental value and wealth by discovering investment opportunities, organising enterprises, undertaking risks and economic uncertainty and thereby contributing to economic growth (Abdulnasir, 2018). In a similar vein, Shane and Venkataraman (2000), defines entrepreneurship as the process whereby an individual or group of individuals use organised efforts to pursue opportunities to create value and growth by fulfilling wants and needs through innovation and uniqueness, no matter what kind

Entrepreneurship education has emerged as a strategic imperative for national development, particularly in regions facing high unemployment, economic diversification needs, and rapid technological change. In Nigeria, Technical and Vocational Education and Training (TVET) institutions are pivotal in producing graduates with practical skills, business acumen, and the mindset required to create and sustain enterprises.

Due to the prevailing economic situation across the globe, policy makers have in recent time recognized entrepreneurship as instrument for economic emancipation which led to the integration of entrepreneurship education into the university education curriculum in providing the opportunity for undergraduates to acquire entrepreneurial knowledge, change of attitude to entrepreneurship and skills acquisition in entrepreneurship. Following the presidential initiative to introduce entrepreneurship education in all tertiary institutions the federal government of Nigeria through the National Universities Commission resolved to introduce entrepreneurship education as a mandatory course for all Nigerian undergraduate students irrespective of their course of study.

This study focuses on Southwest Nigeria, a subregion characterized by vibrant entrepreneurial activity, dense educational infrastructure, and varied economic opportunities spanning agriculture, services, manufacturing, and informal sectors. Unemployment and underemployment are massive despite a growing pool of graduates, youth unemployment remains a persistent challenge. Graduate entrepreneurial intent is increasingly seen as a viable pathway to employment creation rather than sole dependence on wage employment. Role of TVET institutions are uniquely positioned to bridge the gap between technical skills and marketable business capabilities. Effective entrepreneurship education within these institutions can translate technical competencies into start-up ventures, enhancing graduates' employability and economic contribution. Southwest Nigeria as a locus region includes major states such as Lagos, Ogun, Oyo, Osun, Ondo, and Ekiti, each with distinctive economic ecosystems. Lagos State, in particular, acts as a hub for innovation and small- to medium-scale enterprises, while neighboring states offer diverse entrepreneurial landscapes. This heterogeneity provides a rich context to explore how entrepreneurship education correlates with graduate intentions to start businesses.

Statement of problem

Despite the critical role that Technical and Vocational Education and Training (TVET) institutions play in equipping young Nigerians with essential skills and knowledge, there remains a significant gap in the effectiveness of entrepreneurship education in these institutions. Many graduates from TVET programs exhibit limited entrepreneurial intentions and preparedness to start their own businesses, which contributes to persistent unemployment and underemployment challenges in Southwest Nigeria. Several key issues underpin this problem:

The existing entrepreneurship education curriculum is often outdated and fails to address the real-world challenges that aspiring entrepreneurs face. Many programs prioritize theoretical knowledge over practical applications, leaving students unprepared for the complexities of starting and managing a business.

Opportunities for hands-on experience, such as internships or project-based learning within the local business community, are frequently lacking. This absence undermines students' ability to apply their skills in practical settings, ultimately affecting their confidence and intentions to pursue entrepreneurship.

Graduates are often confronted with significant socio-economic barriers that deter them from pursuing entrepreneurial ventures. These include limited access to capital, inadequate support networks, and challenging market conditions. Many students lack confidence in their entrepreneurial capabilities due to insufficient training and exposure to the realities of business operations. This low self-efficacy significantly impacts their willingness

to engage in entrepreneurial activities. There is often disconnect between the skills and knowledge imparted through entrepreneurship education and the actual demands of the local job market or business environment. This misalignment can lead to decreased entrepreneurial aspirations among graduates.

Objectives of the Study

The objectives of this study on the assessment of entrepreneurship education and graduate entrepreneurial intentions among TVET institutions in Southwest Nigeria are as follows:

- Examine the content, structure, and delivery of entrepreneurship education programs within TVET institutions to determine their relevance and effectiveness in preparing graduates for entrepreneurial activities.
- Investigate the entrepreneurial intentions of graduates from TVET institutions, including their plans to start a business or engage in entrepreneurial activities post-graduation.
- Identify and analyse the socio-economic, psychological, and educational factors that influence graduates' intentions to pursue entrepreneurship, such as self-efficacy, perceived opportunities, and access to resources.
- Assess the availability and effectiveness of support systems (e.g., mentorship, funding, training) that facilitate entrepreneurship for graduates of TVET institutions

Significance of the Study

The findings of this study will provide stakeholders in Polytechnics education and entrepreneurial education with information regarding the extent to which entrepreneurial education general studies course has equipped the undergraduates with entrepreneurship education knowledge, change of attitude to entrepreneurship and skills acquisition in Entrepreneurship in South-west, Nigeria

LITERATURE REVIEW

This section reviewed existing literature works regarding the study topic to familiarize with the body of literature on entrepreneurship education and entrepreneurial intention.

The Concept of Entrepreneurship Education

Entrepreneurship education was conceived as the structured formal communication of entrepreneurial competencies that consists of skills and mental awareness used by people for the expression of entrepreneurial behavior and action (Alberti, et al, 2004). It is the whole set of education and training activities within the educational system that tries to develop in the participants the intention to perform entrepreneurial behavior or some elements that affect such intentions, such as entrepreneurial knowledge, the desirability of entrepreneurial activity, or its feasibility (Linan, et al, 2013). In this study, entrepreneurship education is conceived as any medium used in imparting to students, the attitude and behavior which inculcate entrepreneurial intention that motivates the pursuit of a career in entrepreneurship and the ability to recognize commercial opportunities to act on them.

Trait Theory

Personality traits are the stable qualities that a person shows in most situations (Coon, 2004). To trait theorists there are enduring inborn qualities or potentials of the individual that naturally make him an entrepreneur. Some of the behaviors associated with entrepreneurs are that they tend to be more opportunity driven and have propensity to take calculated risk as well as demonstrating high level of creativity and innovation (Simpeh, 2011). They have also been found to be optimistic, emotionally resilient and have mental energy, show intense commitment and perseverance, thrive on competitive desire to excel and win, tend to be dissatisfied with the

status quo and desire improvement (Coon, 2004) entrepreneurs are also transformational in nature, who are lifelong learners and use failure as a tool and springboard.

The Theory of Planned Behavior

Recent researchers have tried to explain entrepreneurial behavior from the perspective of cognition; due to the important role it plays in the entrepreneurial process. For instance, the theory of planned behavior (TPB) (Ajzen, 1991) developed from the theory of reasoned action on beliefs, attitudes, and intentions as the determinants of human behavior (Ajzen, 1991, 1985).

A major factor in the TPB is the individual's intention to perform a given behavior. Intentions are assumed to capture factors that influence behavior; the indications of how hard people are willing to try to exert the behavior (Ajzen, 1993). Further, this posits that people intend to perform behavior when they evaluate it positively when they experience social pressure to perform it, and when they believe that they have the means and opportunities to do so (Ajzen, 2011; Badura, 1993; Ajzen and Fishbein, 1980).

This is because the stronger the intention to engage in a particular behavior, the more likely its performance (Ajzen, 1991; 1988). Entrepreneurship is regarded as a planned behavior since intentions precede the starting of a new venture (Mwasalwiba, 2010). For future entrepreneurial expression of actions, like self-employment, intentions could provide a reliable lead. Similarly, it has been observed that entrepreneurship intentionality served as an indicator of the programmes of entrepreneurship education (Rengiah, 2013).

Students may have the ability of to exercise some measure of control over their thoughts, actions, and feelings based on their self-beliefs (Bandura, 1986). Thus, in teaching entrepreneurship, educators are faced with the challenge of improving the academic learning and confidence of students. Entrepreneurship educators are expected to improve students' emotional states and to correct faulty self-beliefs and habits of thinking to inculcate entrepreneurial skills (Pajares, 2002).

Understanding these factors and considering them will enhance and promote the teaching of entrepreneurship. Otherwise, the knowledge of entrepreneurship acquired will be insufficient to be able to motivate the students' entrepreneurial intention. Hence, access to quality entrepreneurial experiences would enhance the students' intention toward venture creation, and assist in minimizing the high rate of unemployment in the economy. Similarly, for businesses to succeed, they must have the ability to innovate. Innovation is the process of transforming the industry and continues to transform the economic structure from the inside, by continuously rescinding the old structures and building new structures (Schumpeter, 1961). Innovativeness can effectively predict entrepreneurial intention among undergraduate students, because, a causal relationship between innovativeness and entrepreneurial intention was established (Wathanakom, et al, 2020).

Similarly, entrepreneurship is seen as a means used by entrepreneurs to create opportunities for their businesses based on the existing changes (Kanungo and Calantone, 2002). It is believed that having acquired new orientations through entrepreneurship education, the students' perceptions about their ability to transform ideas or inventions into a new method of production have been influenced positively. Thus, perceived innovativeness should mediate the relationship between entrepreneurship education and entrepreneurial intention.

Review of Empirical Studies Entrepreneurship education has been acknowledged by both private and public sectors as a promising way to improve the work insertion of young people and at the same time, contribute to social and economic welfare (Fasla, 2017). Globally, entrepreneurship education programmes are having an impact on students' mind-sets, self-employment intention capabilities, and eventual formation of business (Afolabi, et al, 2017; Oluwafunmilayo, et al, 2017; Daniela, et al, 2016; Heinert and Roberts, 2016).

There is evidence that when people are sufficiently motivated and have the cognitive capacity, they can construct their attitudes toward an object in an effortful manner (Ajzen, 2005). Similarly, it was found that the vast majority of participants in the faculty of management at the University of Gdansk would prefer to become self-employed (Magorzata, et al, 2015). Also, findings showed that entrepreneurial intentions are strongly and positively related to entrepreneurial education (Anjum, et al, 2018).

Entrepreneurial development contextualized the effectiveness of entrepreneurship curriculum on the extent it can motivate students to develop critical thinking abilities, prioritization of achieving entrepreneurial goals and generation of business ideas competencies at graduation (Olokundun, et al, 2018). For instance, it was reported that the entrepreneurship curriculum has significantly increased students' entrepreneurial intentions and generation of business ideas to start a business (Olokundun, 2017; Olokundun, et al, 2017; United Nations industrial development organisation, 2014), it also empowered students with the necessary skills to start a new business (Sira and Blessing, 2019). In this regard, Anene and Imam, (n.a) recommended for inclusion of skills acquisition in the curriculum, because it entrenched attitudinal and behavioral changes among participants (behavioral and Ezekiel, 2018), and the curriculum should prepare students to have the right mind-set for entrepreneurial skills acquisition (Ekaja and Odu, 2016).

This is necessary because the graduation of competent experts is dependent on the provision of the right entrepreneurial curriculum and qualified teachers (Igbokwe-Ibeto, et al, 2018). Thus, a change from a classic teaching-learning system towards self-learning and critical analysis would bring substantial improvements (Popescu, et al, 2016), and redesigning the entrepreneurship curriculum in Nigeria is imperative because the current curriculum cannot produce graduates with practical knowledge, a spirit of invention and entrepreneurial spirit (behavioral and Ezekiel, 2018)

Entrepreneurship Intention

Entrepreneurial intention, assumes a significant part in the advancement of ensuing entrepreneurial activities. It is characterized as an insightful perspective that guides consideration, experience, and conduct towards an arranged entrepreneurial activity (Kautonen et. al., 2015). Quan (2012), contends that; entrepreneurship intentions can be grouped into two; impulsive and (b) deliberate. Impulsive entrepreneurial intention is known as objective without reasonable control of business resources and can be impacted by private characteristics, culture, or portion factors (Quan 2012). The conscious entrepreneurial intention suggests the capacity of the individual to meander into business in view of the chance of imaginative approaches to acting. It depends upon external resources, for instance, related information or association building (Quan 2012)

RESEARCH METHODOLOGY

Area of Study

The study was carried out in the Southwestern geo-political zone of Nigeria. Southwestern Nigeria lies between longitude 20° 42" and 60° 03" East of Greenwich and latitude 50° 49" and 90° 17" North of the equator). The Southwest comprises Osun, Ogun, Ondo, Ekiti, Oyo, and Lagos States. Two polytechnics were selected each from six state in the region (Lagos, Osun, Ondo, Ogun, Ekiti and Oyo) based on the approved number of both public and private Polytechnic and National Board of Technical Education (NBTE). Final year students of various faculties were question

Sampling Technique and Sample Size

A multi-stage sampling procedure was employed for the selection of the respondents for the study. In the first stage, purposive sampling was used to select five states and twelve institutions from Southwestern Nigeria based on their prominence in entrepreneurship education. Preliminary investigation revealed that these polytechnics have started implementing the entrepreneurship education. In the second stage, various faculties were selected purposively per institutions based on their involvement in entrepreneurship education. In the third stage, final year student and four departments per faculty from each institution were randomly selected to a total number of four hundred and fifty undergraduates for the study.

Method of data collection and analysis

The study made use of Primary data collected from final year students of various departments from twelve (12) institutions stated below. A well-structured questionnaire was administered purposively to 450 students from the twelve (12) institutions and analyzed using descriptive and logistic regression methods. This study focused on the final year students.

Instrument

Institutions involved	Number of respondents	Percentage
The Polytechnic, Ibadan	65	14.4
Yaba College of Tech	48	10.6
Federal Polytechnic, Ede	37	8.2
Federal Polytechnic, Ilaro	32	7.1
Moshood Abiola Polytechnic	35	7.7
Rufus Giwa Polytechnic Owo	32	7.1
Federal Polytechnic Ado Ekiti	31	6.8
Adeseun Ogundoyin Polytechnic Eruwa	42	9.3
Osun State Polytechnic, Ire	35	7.7
Lagos City Polytechnic,	34	7.5
Ekiti State Polytechnic isan	29	6.4
Federal Polytechnic, Ile Osuji	30	6.6

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
Entrepreneurship Education (HND level)	475	450
Total	475	450

According to the result presented above, the rates of return for the questionnaires administered, showed that 450 out of 472 questionnaires administered to the “Entrepreneurship Education were returned valid which was 95 percent and reasonable enough for the analysis.

Table 2.2 Determining Respondents Age Distribution

Age Category	Frequency	Percentage for Group
Below 25	214	47.5%
26 - 35	204	45.3%
36 – 45	20	4.4%
Above 45	12	2.6%
Total	450	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 Group	Percentage for Main Group
Male	245	54.4%
Female	205	45.5%
Total	450	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 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 2.5 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 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 2.6 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 2.7 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 Entrepreneurial Intentions of Entrepreneurship Educated Students

Table 2.8 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).

Multiple Regression Analysis Showing Effect of Entrepreneurship Education on Entrepreneurial Intentions

Model	R Square	Adjusted R Square	Root MSE	
1	0.9447	0.9447		1.3945
Source	Sum of Square	Do	Mean Square	F
Model	117539.645	5	23507.9289	12088.77
Residual	6874.19487	3535	1.94460958	
Total	124413.84	3540	35.1451524	
Model	Coef	Std. Error	T	Sig
(Constant)	1.89679	.0894585	21.20	0.000
Entrepreneur courses in my university prepare people well for an entrepreneurial career	.3881725	.0563482	6.89	0.000
In my institution, people are proactively encouraged to pursue their own ideas	.8366697	.0961768	8.70	0.000
Availability of functioning infrastructure to demonstrate the start-up of new firms	.8333098	.0769532	10.83	0.000
In my university, you get to meet lots of people with good ideas for a new business	.3128433	.0888472	3.52	0.000
In my university we always organize seminar and workshop to discover young entrepreneurs	2.542302	.0890712	28.54	0.000

Source: STATA Output, (2021)

CONCLUSION AND RECOMMENDATIONS

The study has sought to understand the determinants of entrepreneurship intentions among the undergraduate students in Nigeria with a particular emphasis on the role played by entrepreneurship education on students' entrepreneurial intention. This area of study has commanded tremendous attention in recent time due to the role of an entrepreneur as a stimulator of economic growth, reducing the rate of unemployment, creates new market, and also promotes technological innovation. However, findings emanated from the study showed that students possess greater entrepreneurial competencies in three major areas; which include identifying business opportunity, networking and risk taking out of the twenty-three entrepreneurial skills identified.

Majority of the students responded that entrepreneurship education was useful. While in term of job prospects, after graduation, a good number of the students opted for privately owned establishment. Finally, the study shows that students' entrepreneurial intention was not really motivated by entrepreneurship education. In conclusion, this study does not validate the previous studies in Nigeria, that indicated that entrepreneurship education promotes entrepreneurial intention among undergraduates.

Recommendations

The major motivation of this study is to examine the determinants of entrepreneurial intentions most especially the role played by entrepreneurship education which has become an instrument in promoting entrepreneurial behavior among undergraduates in tertiary institutions. Unfortunately, as showed by this study, entrepreneurship education was not a significant determinant of students' entrepreneurial intention. The implication of this is that, the introduction of entrepreneurship education may not be driven force for students taken to entrepreneurial activities after graduation. Therefore, for entrepreneurship education to be a variable instrument of promoting entrepreneurial intention among the graduates, youth, the following recommendations are suggested.

1. There is need for the government to produce the conducive environment for the growth of entrepreneurial related activities. In other words, the government should concentrate more in the provision of infrastructural facilities such as; good road networks, modern health facilities, stable political system, unbiased judicial system, safe air transport system and most importantly, adequate and stable power supply. With all these in place, the production of entrepreneurship education will yield the desired objectives.
2. The above recommendation necessarily, calls for a consistent and determined government to create a Ministry of Entrepreneurship Development. This ministry will be staffed with officials who thoroughly understand the need for promoting entrepreneurship among the youth in all the institutions in the country on the role and reward of becoming self employed
3. In order to encourage the youth, a total overhauling is highly needed in civil service.

It is suggested that government should introduce a reform that will enable the wages of civil servants to be determined by market forces. This will not only encourage increase in productivity but also discourage those with entrepreneurial intention from applying for paid jobs.

4. The study has shown that reward is a factor to be considered if entrepreneurship activities should be promoted. Hence, the government needs to make entrepreneurship rewarding by creating enable environment for it to drive. The promotion of entrepreneurial intention among the youth should not be government programmed alone. Stakeholders such as religion bodies, Non-Governmental Agencies (NGOs), communities etc. should also work hand-in-hand with the government in making entrepreneurial development a reality. It is therefore suggested that that a platform such as seminars, conferences, workshops, talk shows, etc. need to be incorporated into the school curriculum so as to provide sensitization on the prospect of becoming self-employed among the undergraduates.

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