

PERCEIVED ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL INTENTION AMONG GRADUATING STUDENTS

(A CASE STUDY OF KWARA STATE POLYTECHNIC, ILORIN)

BY

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**BEING A RESEARCH PROJECT SUBMITTED TO THE
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CERTIFICATION

This project work has been read and approved as meeting requirement for the Award of Higher National Diploma (HND) in Business Administration and Management, Institute of Finance and Management Studies (IFMS), Kwara State Polytechnic, Ilorin.

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DEDICATION

This project is dedicated to **ALMIGHTY GOD** and to my parents

ACKNOWLEDGEMENT

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

In every society, whether developed, developing or underdeveloped, education has been considered as a viable tool for presentation of culture and means for achieving personal and national emancipation. Every society has a goal it pursues, the needs of a society or nation at one point or the other determines the type of education it adopts. It is in this light Okoli (2011) maintains that every society, whether civilized or primitive evolves means of satisfying its needs and transmitting its culture to younger ones. The primary goal of any nation is the economic empowerment of its citizens. Education must then be tailored according to these needs and not according to some international prescriptions.

Today, the level of poverty, the rise in unemployment rate, and the inability of governments to meet the expectations of their people has reinforced the need for more emphasis on entrepreneurship across the globe especially in developing countries.

The discovery of oil in many countries in Africa especially Nigeria seems to have crippled the resourcefulness that Africans were known for. Duru (2011) laments that the boom has indeed distorted our people's attitude to work which has negatively impacted on their psychological quotient.

Youth is a valuable asset that can contribute to the economic development of a country. At this period of time, most of these youths are currently in the process of completing their studies and preparing themselves for the job sector. Both in public and private sectors, job applicants are expected to have acquired an appropriate level of education as one of the criteria to be fulfilled. According to Owuala (1999), entrepreneurship education is a programme or part of the programme that prepares individuals to undertake the formation and acquisition of small business. entrepreneurship development programme involves a planned systematic and sustained effort at inculcating and nurturing the entrepreneurial spirit among Nigerians so as to produce a pool of willing, able and successful entrepreneurs.

The twenty-first century has been tagged the “entrepreneurial age”. This is because the nation is been shaped by men and women who have taken their destinies in their own hands by risking their resources (time money and energy) in establishing and running their own businesses. Public policy makers recognize the importance of entrepreneurship as a promoter of economic development and hence support instruments like entrepreneurship education to increase entrepreneurial activity. The European commission, for example endorses such support, noting that the “primary purpose of entrepreneurship education (at higher education level) is to develop entrepreneurial capacities and mindsets” (European Commission, 2008) and recommends integrating entrepreneurship more fully into higher education curricula.

Federal Government of Nigeria issued a presidential directive through the Federal Ministry of Education making Entrepreneurship Education compulsory for all students of higher institutions with effect from 2007/2008 academic session government noted that if the global best practices must be adapted to Nigeria, entrepreneurship must be institutionalized. Entrepreneurship education has continued to feature as a captivating theme in local submits and international conferences. These is because entrepreneurial development will encourage entrepreneurs to create new enterprises, new commercial activities and new economic sectors. They will generate jobs for others; produce goods and services for society, introduce new technologies and improve or outputs and lower cost lower cost out puts and earn foreign exchange through export expansion or substitution of imports.

Entrepreneurship has many multiplier effects on the economy, spurs innovation, and fosters investment in people. Its potency as tool for mitigation unemployment and other social economic challenges inhabiting sustainable development in all parts of the globe.

Nigeria's heavy dependence on oil has killed our local industries frustrated our agricultural sector and caused us economic recession, we cannot continue like this, we need to focus on entrepreneurship education and entrepreneurial development.

1.2 STATEMENT OF PROBLEM

Entrepreneurship Education as a practical oriented venture with life-long impact on individuals and the society as a whole need to be adequately focused; taking into consideration the needed support structure for impact. There is need for repositioning of entrepreneurship education in Nigeria with respect to content and delivery components.

The following are some of the functional challenges identified.

- i) Inadequate infrastructural support: The inadequate infrastructural facilities and infrastructural failures results to high transaction costs which makes delivery very expensive and inefficient.
- ii) Inadequate research support and linkages: There is a pronounced absence of research support and most of the research endeavors of students are not targeted and not applied to real life adoption.
- iii) Absence of adequate funding and linkages are obvious limitation of entrepreneurship education development in Nigeria.
- iv) Capacity of instructors/lecturers: When we consider that most instructors have not been entrepreneurs, it seems obvious this is a major area of needs. The lack of entrepreneurial consciousness as also been indicted as a challenge to the quality delivery for impact of EED in Nigeria.
- v) Over-emphasis on theory delivery: The present method of teaching and Entrepreneurship Education Development (EED) has been described as a

mechanistic delivery. The method leaves no room for student to engage individually with the hard realities of business environment. The high students/lectures ratio in tertiary institutions occasioned by expanded admission quotas, usually beyond the carrying capabilities of the facilities available.

- vi) The absence of co-curricular activities such as entrepreneurship club, lectures, workshops, seminars, business plan competitions and venture incubators are key drawbacks of entrepreneurship education in Nigeria.
- vii) Lack of government support, inconsistent government policies and unfavorable environmental policies.

1.3 OBJECTIVES OF THE STUDY

The general objective of the study is to make an evaluation of entrepreneurship education and its effectiveness on entrepreneurial intention among students.

While the specific objectives of the study are as follows:

- To examine the relationship between management skills and entrepreneurship intention among students
- To investigate the relationship between operational skills and entrepreneurship intention among students

- To determine relationship between marketing skills and entrepreneurship intention among students.

1.4 RESEARCH QUESTIONS

In this research study, the following research questions were raised.

- Is there any relationship between management skills and entrepreneurship intention among student?
- Is there any relationship between operational skills and entrepreneurship intention among student?
- Is there any relationship between marketing skills and entrepreneurship intention among student?

1.5 RESEARCH HYPOTHESES

After a critical evaluation of the objectives, the following hypotheses were developed in null form.

Hi: There is no relationship between management skills and entrepreneurship intention

Ho: There is relationship between management skills and entrepreneurship intention

Hi: There is no significance relationship between operational skills and entrepreneurship intention

Ho: There is significance relationship between operational skills and entrepreneurship intention

Hi: There is no significant relationship between marketing skills and entrepreneurship intention

Ho: There is significant relationship between marketing skills and entrepreneurship intention

1.6 SIGNIFICANCE OF THE STUDY

This research will be of immense significance to students, prospective and practicing entrepreneurs, government, practicing managers of businesses and non-business organizations. The research work will also serve as a

Background and catalyst to future researchers and scholars who may wish to venture into areas of promoting entrepreneurship education. The conclusion which this research may expose could lead to improvement, effectiveness and efficiency of entrepreneurship education. Confidence level on embarking on entrepreneurship education in Nigeria will improve; more graduate and the general public will agree to venture into business.

1.7 SCOPE OF THE STUDY

The geographical scope of the study of Kwara state polytechnic while the subject evaluation of entrepreneurship education effectiveness on entrepreneurial intention among student.

Industrial Scope implies specification of the industry of the study, therefore, this research work deals with institution such as Kwara State Polytechnic, Universities of Ilorin e.t.c this research work focuses on Kwara state polytechnic and universities.

Time Scope is the period of time used in the completion of this research work which was within a year. This was so because reliable and objective data have to be collected.

1.8 DEFINITION OF TERMS

Entrepreneur: this is either the originator of a new business venture or a manager who tries to improve an organizational unit by initiating productive changes. This is an individual who sees environmental change as an opportunity.

Entrepreneurship Education: Process of impacting knowledge on how to create something different with value by devoting time and effort, assuming the accompanying financial, psychic and social risk and receiving the rewards of monetary and personal satisfaction.

Small Business: usually oriented, managed and controlled by one or two person. It has a differentiated organizational structure and a relatively small market share.

Self –Efficacy: concerns individual's personal beliefs in their own competence to perform certain task.

Management skills:- Are the abilities and attributes that help people in leadership positions succeed and achieve the goals and objective of an

organization. It also means giving employees their duties and monitoring their performance while at the same time reaching the business objective.

Operational skills: are skills that operations managers use to help business efficiently and successfully.

Marketing skills: It's the strategy that drives a business to grow and prosper.

Marketing skills is the process of promoting and selling products or service.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter shall provide operational definition of entrepreneurship education and entrepreneurship development and its objectives.

2.2 CONCEPTUAL CLARIFICATION

2.2.1 CONCEPT OF ENTREPRENEURSHIP

Entrepreneurship in Nigeria started when people in villages and farming communities produced more products than they needed, as such; they had to exchange these surpluses with those who needed them within their immediate and neighboring communities. The exchange of goods for goods or services was based on trade by barter initially, until the commodity money was developed and used. Exchange encouraged specialization among producers of the commodities. They came to realize that they can concentrate on the areas of production they are best fitted. Consequent on the above is the culture of entrepreneurship in Nigeria (Nicks, 2008).

Studies found that economic growth rates are usually linked to the role of the duo of government of government and entrepreneurs which is complementary Nwaokolo(2003) argued that like any other country, Nigeria government supports the development entrepreneurship .

Ogbari, Ajagbe and Adeturton (2015) argued further that the government provides security to protect lives and properties, maintaining law, order and freedom to carry out business activities. However the roles of government in developing entrepreneurial culture among citizens become essential after the Nigeria civil war. Otaki (2003) posit that since the middle of 1980 there has been an increased commitment of government to entrepreneurship development after the introduction of the Structural Adjustment Programme (SAP) in 1986. Added to the establishment of the National Directorate of Employment (NDE) National Open Apprenticeship Scheme (NOAS) and Small and Medium Enterprises Development Association of Nigeria (SMEDAN).

Entrepreneurship according to (Akanwa and Agu, 2005) is the service rendered by entrepreneur. At inception it was estimated that by 2014 over 340,000 graduates would have received the requisite training provided by the course to be entrepreneurs. It was expected that these graduates will form private investment initiators as jobs creators.

2.2.2 CONCEPT OF ENTREPRENEURSHIP EDUCATION

Entrepreneurship education was introduced into the educational system in early 2000s, particularly in Tertiary Education Curriculum as a compulsory course. The centre for Entrepreneurship Education Development (EED) was established with the aim of

teaching and helping undergraduate students develop entrepreneurial mindset; especially in technologies. In addition, the centre enables graduates to be self-employed, create job opportunities for other and to generate wealth.

Ojiefo (2012), reported that rising graduate unemployment and low entrepreneurial drive among school leavers in Nigeria; led to the need to reposition higher institutions as centre's for building self sustaining graduates that will be captains of industries.

Unachukw (2009) asserts that, through education the citizen is fully equipped to contribute meaningfully to social economic development of his nation. While according to Bloom et al (2005) indicated that in a knowledge economy education provides the means to help individual in developing self worth.

Mauchi et al (2011) reported that the objective of EE Entrepreneurship Education is to provide individuals with ability to recognize commercial opportunities, knowledge, skills and attitudes to act on them.

Oduwaiye (2009) reported that entrepreneurship education focuses on assisting trainee students on how to develop positive attitudes, innovation and skill for self reliance rather than depending on the government for employment.

Lee and Wong (2005) assert that entrepreneurship is a catalyst for economic development and job creation in any society.

European Commission (2011) sees entrepreneurship education as a process by which learners are equipped with a wide set of competencies that can bring about greater individual, social and economic benefits since the ability gained can be applied to any aspects of people's life.

Entrepreneurship involves the ability to transform ideas into profitable action. It also has to do with planning and executing project for the purpose of achieving pre determined objectives.

2.2.3 THE OBJECTIVES AND FOCUS OF ENTREPRENEURSHIP EDUCATION

Osuala (2010) summarize the objectives of entrepreneurship education into the following:

1. Providing meaningful education for youth which could make them self reliant and subsequently encourage them to be self-dependent.
2. Providing graduates with training and support necessary to help them establish a career in small and medium size business.
3. Providing graduates with training skills that will make them meet man power needs of the society.
4. Providing graduates with enough training in risk management to make risk bearing possible and easy.
5. Stimulating industrial and economic growth of rural and less developed areas.

6. Providing graduates enough training that will make them creative and innovative in identifying business opportunities.
7. Providing small and medium sized companies with the opportunity to recruit qualified graduate who have received training and tutoring in the skill relevant for business management.

The focus of entrepreneurship education is to produce entrepreneurs. The entrepreneur is someone who ventures by taking risks into a business involving planning, organizing, coordinating, and controlling use of materials and money to make a profit by producing goods or rendering services (Singh and Sharmal 2011).

An entrepreneur is someone that is never satisfied with the status quo. Nafukho (1998) argues an entrepreneur is a human bulldozer, who can convert a stumbling block into a stepping stone. The author added that there is no mountain that is unmovable to an entrepreneur. He is a creative and aggressive inventor who promotes the necessary relationships required for the new business to come into existence. Hayton (2002) defined entrepreneurship as a process of identifying opportunity related to needs satisfaction and converting it to a thing of value. It can be conceptualized to mean the process and activities undertaken by entrepreneurs directed at capturing value associated with business opportunities.

2.3 THEORETICAL REVIEW

Human behaviors has been attempted to be explained from different aspects-psychological, sociological and economical etc. Also entrepreneurship has been subject to different research approaches including historically economic (Schumpeter 1912/1926), social science (Chandler, 1962) and management studies (Birch, 1979), “trait” approach (Chell et al, 1991), a process approach (Gartner et al, 2004) and a cognitive approach (Rauch and Frese, 2007).

In entrepreneurship studies, there has been a shift in the interest from studying the characteristics of existing entrepreneurs in ex-post situations to studying factors leading to a decision to found a company to be able to better explain the entrepreneurial behavior. Researchers have proposed and elaborated on several intention models. For example, model combining personal contextual factors and self-efficacy (Vozikis, 1994) model of the entrepreneurial event (Krueger, 1993), view that entrepreneurial intention can be influenced by conviction that is related to personal variables. Understanding that attitudes towards entrepreneurial acts mediate the relationship between entrepreneurial self-efficacy and intentions towards new venture creation (Judge et al, 1998). The approaches have received more attention by subsequent research. Ajzen’s TPB and Shapero’s model of entrepreneurial event (Karali, 2013). The TPB is based on the idea

that human beings are rather rational in their choices and individual's intention may lead or may not lead certain behavior. There are three conceptual determinants of intentions according to the theory (figure 1).

First, the attitude towards behavior shows the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question. Secondly, the subjective norm means the perceived social pressure to perform or not to perform the behavior. Thirdly, the perceived behavioral control refers to perceived ease or difficulty of performing the behavior and it is assumed to reflect past experiences as well as expected obstacles. (Ajzen, 1991, 2005).

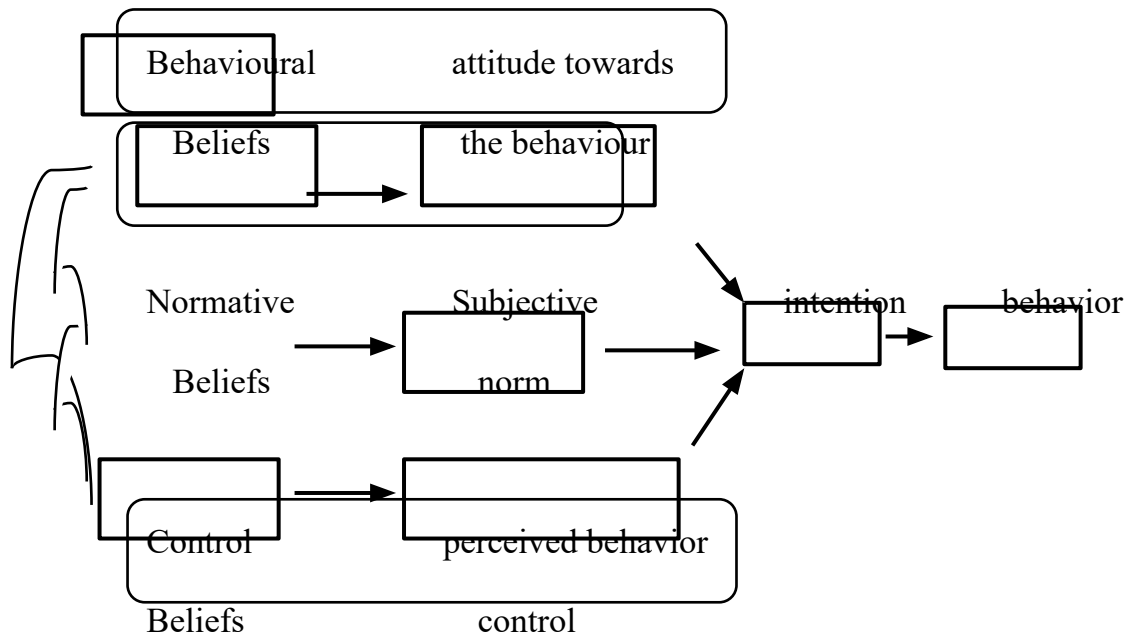


Fig. 1. Theory of planned behavior (Ajzen, 2005)

The TPB can be used to study and predict different kinds of human intentions to behave in a certain way including e.g health-related behavior. Like dieting, physical exercise, social behavior, ethical choices. The theory has been applied in entrepreneurial settings to study e.g comparing Ajzen's and Shapero intentions models (Krueger et al, 2002).

Relationship between entrepreneurship education program and students entrepreneurial intentions using TPB has not been so widely studied, although this line of research is gaining momentum (Fayolle et el, 2006). There are studies that have confirmed the positive effect of entrepreneurship education and its effectiveness on entrepreneurial intention among students but there are also studies that have reported a reverse outcome. In the context of entrepreneurship education research the TPB has been complemented to include entrepreneurial intentions that are influence by the attitude towards entrepreneurship, the subjective norms and the perceived behavioral control.

Shapero and Sokol's Entrepreneurial Event Model

Shapero and Sokol introduced their entrepreneurial event model (EEM) in 1982, they did not propose it as an intentional model, but it was quickly seen and used as such in the literature (Kermit, 2008). The aim of the model is to provide an explanation for the processes that lead to an entrepreneurial event, that is, the moment of launching a new business (Kollmann and Kukertz, 2006).

The model assumes that inertia guides human behavior until some event “displaces” that inertia and unblocks previously undesired behaviors. For example a displacement, such as job loss, might alter the perception of the desirability to become self-employed. Shapero and Sokol (1982) classify these life path changes into three categories.

First, negative displacement such as being fired, insulted, angered, bored, reaching middle age, getting divorced or widowed. The second being between things such as graduating from high school, university, finishing military duty or being released from jail. Especially this second category of between things is potentially interesting for entrepreneurship education programs since students often have no clear idea of what they want to do after graduation. The third category is of a positive nature, the so-called positive pulls from the partners, mentor, investor, or customers. Which behavior is ultimately performed depends on the credibility of the alternatives and their propensity to act. Credibility in this context is given when there is perceived desirability and feasibility of the specified behavior. However, this alone is not enough to execute a specified behavior, what is needed is a participating event, a displacement event that changes these perception and propensity to act in such a way as to eventually perform the behavior.

2.4 EMPIRICAL REVIEW

The argument on the impact of entrepreneurship education on entrepreneurial intention has been in the front burner for decades. This has geared up many researchers and scholars on the subject to conduct researches that could beam light on the issue. It is in this spirit that this study attempts to review the past research studies.

Considering a study conducted by Idogbo and A. Inabor (2011), the study investigated the extent to which the entrepreneur education introduced in tertiary institutions in Nigeria has impacted in students, the entrepreneurial skills and intentions need to set up a new business. The result of the analysis conducted shows that there is a positive correlation between variables. It also found that students who received instructions in entrepreneurship education showed a greater desire to set up small scale business after graduation.

Salihu (2016), studies on effect of entrepreneurship education in graduates business start up in north central Nigeria. A sampling technique of Yaro Yamane sampling formula was adopted. Descriptive survey research design was employed. Sample sizes of 202 graduates were selected and questionnaires were administered. Questionnaire was structured to include general entrepreneurship education and business start-up test in gathering information. Data were analyzed using descriptive statistic¹ and logistic regression to test hypotheses. The major finding of the study revealed that entrepreneurial careers have a significant impact on graduate's business

start-up. The study also revealed that entrepreneurial culture has impacted on graduate significantly.

In another study conducted by Olatunji, Adunola, Musibau, David and Abimbola (2016), the study investigates the impact of youth entrepreneurship in nation building. 40 upcoming entrepreneurial firms were selected randomly from a cross section of a population of firms located across Yaba local government area of Lagos state. The responses to questionnaire were completed with personal interviews. Responses were analyzed with the use of percentage and are presented on pie and bar chart. Contrary to generally believed notion or assumption, this research found out that access to finance or capital is not the greatest problem facing young entrepreneur in Nigeria. According to finding the greatest problem confronting young entrepreneur in Nigeria is managerial capacity.

In a longitudinal study that forced on the impact of entrepreneurial education and societal subjective norms on entrepreneurial attitudes and intentions to start a business of university students in Uganda by by Abashaija, Katono and Isabalija (2010) using sample that composed of college students pursuing business orientated courses. The results show small but significant changes in attitudes and a significant meditating role of attitudes- perceived feasibility and perceived desirability but non-significant role of perceived feasibility on relationship between societal subjective norms and entrepreneurial intention. Contrary to expectation of the researchers the study did not

find evidence to support a moderating influence of employment expectation on the relationship between the attitude variables and entrepreneurial intentions.

Another empirical study conducted by Izedonmi and Chinonye (2010) in Nigeria set out to examine the effect of entrepreneurship education on the student's entrepreneurial intentions. The study makes use of survey research. The study makes it clear that entrepreneurial characteristics of youth are diverse and their exposure to entrepreneurship education for a period of four years is capable of provoking the intention of becoming an entrepreneur. This is also an indication that they have been equipped with the necessary knowledge and skills required for a new venture start-up. It is also deductive that entrepreneurship education is a useful program that will enable the respondents either to help the future employers or manage their own business successfully.

Furthermore, an empirical findings by Mudashin, Rozilah and David (2014) in their study is the impact of entrepreneurship education as remarkable as the demand revealed that entrepreneurship education program (EED) had a positive impact on students entrepreneurial intents, value creation and strong ambition to act in the future as entrepreneurs. Despite this remarkable impact, the critical issue is the fidelity of the impacted value on the students over a time lag after graduation. The research focused on the academic effect while future can focus on real life effects; by ascertaining the student's actual transfer of educational value to the real behavior.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter centres on the various methods used in carrying out the research work. This includes research design population of the study, sample size and sampling techniques method, of data collection, research instrument, validity and reliability of instrument and method of data analysis.

3.2 RESEARCH DESIGN

To obtain reliable data for analysis, descriptive research design was adopted coupled with survey approach.

Research design is the general plan or structure of the investigation in order to obtain answer to the research questions. The research design include a description of the research design include a description of the research method used for collection that was

analyzed to the completion of this project work. It also states the instrument employed. During the period of data collection and the instrument employed. During the period of data collection was employed random sampling techniques. This is because every member of the population has resources full equipment probable of being selected or included for the sample and again, the method is proved to be less sampling error.

3.3 POPULATION OF THE STUDY

The populations of the study are fourth year studies in Ilorin Kwara State. These institutions of Kwara State Polytechnic. A total of 4872 students are the population size of this research.

3.4 SAMPLING TECHNIQUES/ SAMPLE SIZE

The study is conducted on a random sampling of fourth year students of university of Ilorin and Kwara State Polytechnic. Kreijcire and Morgan (1970) statistical formula is used to determine sample size for the study

$$n = \frac{X^2 NP (1-P)}{d^2 (N - I) + X^2 P (I - P)}$$

Where n = sample size

X^2 = chi-square value at degree of freedom = 3.84

N = population size = 4872

P = Population proportion expressed as decimal assumed to be 0.7 (70%)

1 = constant value

d^2 = Degree of accuracy (7%), expressed as a proportion = 0.07; 2 it is margin of error

$$n = \frac{3.84 \times 4872 \times 0.7 \times 0.7}{0.07^2 (4872-1) + 3.84 \times 0.7 \times 0.7}$$

$$n = \frac{9167.17}{23.87 + 1.88}$$

$$n = \frac{9167.16}{25.78}$$

$$n = 355.9$$

$$n = 356$$

$$n = 356$$

$$n = 356$$

$n=356$ sample size approximately

3.5 METHODS OF DATA COLLECTION

The study adopted both primary and secondary data. Questionnaire was administered to obtain primary data. While secondary data formed a sizeable portion of this research. The secondary data were mainly from books, journals, unpublished projects, lectures and lastly internet sources.

3.6 INSTRUMENT OF DATA COLLECTION

In order to obtain accurate and reliable information the following research instrument were used in this project. Questionnaire: the questionnaire was structured in line with variables of the study stated in the research questions and hypotheses. The questionnaire was directed into two parts Section A was designed to collect demographic information of the respondents. Section B deals with issues relating to the subject of inquiring. This was distributed to the respondents.

3.7 METHOD OF DATA ANALYSIS

Data collection from questionnaires were presented and analyzed by using descriptive statistic techniques, regression and correlation analysis.

Knowing how to legally design a research study and properly analyze the gathered data are two of the most critical knowledge tools a student can be acquire during his or her research.

However, Data collected were manually analyzed processed by the research using percentage to describe the relation of the respondents for easy understanding and clear presentation as shown in chapter four of this project. Tabular Presentation was used to indicate the choice of respondent for illustration and better understanding.

3.8 HISTORICAL BACKGROUND OF THE STUDY

Kwara State Polytechnic is being headed by the Kwara State Polytechnic as the overall head of the polytechnic. The governors control the polytechnic affairs through the Kwara State Commissioner of education as the superintendent of the polytechnic. The governors appoint the council members for the institution.

THE COUNCIL AFFAIRS ORGANISATION CHART

The Chairman for council affairs is appointed by the Kwara State governor through the state commissioner for education. The ex-official members are the following namely: - Rector, Deputy Rector, Ministry of Commerce and Industries, Ministry of Works. In case of their absence, they may delegate one of the senior officials in that ministry to represent them. The board of the Polytechnic assembly may appoint nine persons. The chairman held this office post for a term of three years starting from the date of his appointment and also may be eligible for a requirement for another term of three years.

Kwara State Polytechnic is responsible for the general management of the affairs of the institution particularly the control of the poverty and finance of the Polytechnic. It

also has the power to do anything which units opinion is evaluated to facilitate the carrying out of the objectives of the institution in its best interest.

THE RECTOR OFFICE

The rector is the chief academic and also the chief executive officer of the polytechnic and has general authority all over the institution and the staff. The following offices are under the rector's office, deputy rector who is the next to the rector and normally assist the rector in his duties.

Industries liason office, security office, park or guardian unit, international audit, green revolution, Kwara venture, secondary school and last but not he least is the guardian and counselling units.

BURSARY DEPARTMENT

The department is headed by the bursar of the institution, the department is divided into the following section or unit namely: - expenditure control students affairs and main and international store unit. The main duties of the section or units includes the disbursement of polytechnic money, the preparation of financial account for auditing, collecting of various types of money on behalf of the institution, purchasing of materials and official stationeries for the institution preparation of staff salaries and allowance also many other function.

LIBRARY DEPARTMENT

The library department is headed by the chief Librarian who is responsible to the rector of the polytechnic. The department is divided into two sub-departments namely: - reader service and technical services which comprises boundary and reprography units. Their duties include services to students and staff for loan of books researcher, cataloging documentation, boundary and re-geographic services.

WORKS DEPARTMENT

The department is headed by the director of works who is responsible to the rector of the institution department in divided into various sections or units namely: - civil building, mechanical building and physical planning.

The main duties of these departments are is to see the general maintenance of the polytechnic building, vehicles, electricity water supply, shuttle services for both the staffs and students, quantity survey and physical planning telephone maintenance and furniture supplies.

MEDICAL CENTRE

The medical centre is headed by a medical doctor who has being referred as director of medical centre. The medical centre is divided into various units, namely laboratory technologist, washing officers, medical officer, pharmacist, environment sanitation, administrative and the store.

ACADEMIC DEPARTMENTS

Institute of basic studies and applied science (IBAS). This department is one of the earlier department with the institution, it is headed by the director who is responsible to the rector of the polytechnic. The institution comprises of twelve department and each department is headed by the head of department. These department have various grades of lecturers for the lecturing of the students.

Basically, the institute is headed by a director. It offers three main courses both at the National Diploma (ND) and the Higher National Diploma (HND) levels, running full time and part-time programmes. The department is being headed by the head of department (HOD). They are: -

- i. Computer Science
- ii. Maths/Statistic
- iii. Science laboratory technology

The following departments are also segments of the institute.

- i. Biology department

- ii. Chemistry department
- iii Geography department
- iv. Physics department

The present director, ALHAJI N.A. SUBAIR is the 12th director of the Institute.

INSTITUTE OF ENVIRONMENTAL STUDIES

Institute of environmental studies was established in the 1995/1996 academic session. It has been part of the institute of technology in the past but had to be exercised the following directive of the national board for technical education, that is being separated from engineering programmes.

It consists of six departments: -

- i. Department of architectural technology.
- ii. Department of building technology
- iii. Department of estate management
- iv. Department of surveying and geo – informatics
- v. Department of urban and regional planning
- vi. Department of quantity surveying

These six department are fully accredited to run national diploma programmes. Five of them are accredited to run higher national diploma programmes, while

surveying and geo – informatics is due for resource inspection for it's higher national diploma programmes.

INSTITUTE OF FINANCE AND MANAGEMENT STUDIES

The Institute is headed by the Director and it is also responsible to the Rector. It is divided into the following Departments:

- i. Public Administration,
- ii. Business Administration & Management
- iii. Accountancy,
- iv. Banking and Finance,
- v. Marketing
- vi. Procurement and Supply Chain & Management.
- vii. Micro-finance and Enterprise development
- viii. Taxation

INSTITUTE OF TECHNOLOGY

This institute of technology was established in September 1978 and the purpose is to produce much needed men

It consist of 7 departments

- i. Civil Engineering Technology
- ii. Electrical Electronic Engineering Technology

- iii. Mechanical Engineering Technology
- iv. Metallurgical Engineering Technology
- v. Welding and Fabrication Technology
- vi. Mechatronics Engineering Technology
- vii. Railway Engineering Technology

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The chapter analyses and presents the descriptive statistics of dependent and independent variables. The presentation were organized according to research questions and null hypotheses formulated to guide the study.

4.2 DATA PRESENTATION ANALYSIS AND INTERPRETATION

In carrying out this research a total of 356 copies of questionnaires were distributed to respondents and in all 350 copies of the questionnaire were filled, completed and

returned, making a representation of 98.3% while a total of 6 were not returned also making a representation of 1.6%. As a result, presentation analysis and interpretation of the study were based on 36 returned copies of questionnaire of shown in the table below.

Table 4.1 Return Rate of Questionnaire

Questionnaire	Frequency	Percentage
Returned	350	98.3%
Not returned	6	1.6%
Total	356	100%

Source: field survey, 2025

Table 4.1 shows that 356 copies of questionnaire were administered while 350 copies were daily completed and returned. 6 copies of the questionnaire administered were not returned

Table 4.1 Demographic profile of respondent

Gender	Frequency	Percentage
Female	200	57.1%
Male	150	42.8%
Total	350	100

Source: field survey, 2025

The table above indicates that majority of the respondents in this research were female, with 57.1% followed by male with 42.8%.

Age	Frequency	Percentage
Below 25yrs	49	14%
26-30yrs	224	62.4%
31-35%	38	11.8%
36-40yrs	23	7.3%
41 yrs & above	16	4.5%
Total	350	100%

Source: field survey, 2025

Marital status	Frequency	Percentage
Single	45	12.9%
Married	300	85.7%
Divorced	5	1.4%
Total	350	100%

Source: field survey, 2025

From table 4.1.1, the percentage of female to male in the sample respondents were 57.1% to 42.8%, showing that majority of the respondents were female. The result further indicates the age brackets of respondents which show 62.4% of the respondent are between age (26-30) years; 14% are between age group of below 25 years, 11.8%

are between 31-35 years, 7.3% were in the group 36-40 years, while 4.5% are 41 years and above. This result indicates that the respondents are majorly dominated by young adults and capable workforce.

Further summary analysis indicates that 12.9% of the respondents are singles, 85.7% are married and lastly 9.6% is divorced.

Table 4.3 is there a relationship between risk taking and entrepreneurial intention among students

Responses	Frequency	Percentage
Strongly Agreed	230	65.7%
Agreed	75	21.4%
Disagreed	35	10%
Strongly disagreed	10	2.8%
Total	350	100%

Source: field survey, 2025

Table 4.3 above shows responses of respondents on the question is there a relationship between risk thinking and entrepreneurial intention among students?

Results shows that 21.4% of the respondents agreed, 65.7% strongly agreed, 10% disagreed 2.8% strongly disagreed. Majority of the respondents strongly agreed that there is a relationship between risk thinking and entrepreneurial intention among students.

Table 4.4 Self-Efficacy Have Effect on Entrepreneurial Intention Among Students

Responses	Frequency	Percentage
Strongly agreed	250	71.4%
Agreed	70	20%
Disagreed	23	6.6%
Strongly disagreed	7	2%
Total	350	100%

Source: field survey, 2025

Table 4.4 shows a total 250 respondents representing 71.4% strongly agreed, 70 (20%) agreed, 23 (6.6%) of the respondents disagreed, 7 (2%) strongly disagreed to the effect of self –efficacy on entrepreneurial intention among students.

Table 4.5 accesses to funds do play a key role on Entrepreneurial Intention among Students

Responses	Frequency	Percentage
------------------	------------------	-------------------

Strongly agreed	210	60%
Agreed	98	28%
Disagreed	35	10%
Strongly disagreed	7	2%
Total	350	100%

Source: field survey, 2025.

The responses in table 4.5 shows respondents opinion on the contribution of access to funds as a key to entrepreneurial intention among student from the table above 98 (28%) of the respondent agreed, 210 (60%) strongly agreed 35 (10%), disagrees to the assertion 7 (2%) in their responses.

Table 4.6 poor business opportunities have a direct influence on Entrepreneurial Intention among Students

Responses	Frequency	Percentage
Strongly agreed	241	68.9%
Agreed	70	20%
Disagreed	22	6.3%
Strongly disagreed	17	4.9%
Total	350	100%

Source: field survey, 2025

Table 4.6 above shows the percentage to the question above agreed 70(20%), 241(68.9%) strongly agreed, 22(6.3%) disagreed, 17(4.9%) strongly disagreed. Therefore majority of respondents that agree to the question are 241(68.9%).

Table 4.7 Skill acquisition affect on Entrepreneurial Intention among Students

Responses	Frequency	Percentage
Strongly agreed	178	50.9%
Agreed	106	30.3%
Disagreed	45	12.6%
Strongly disagreed	21	6%
Total	350	100%

Source: field survey, 2025

Table 4.7 shows the opinion of respondents on the question above 106(30.3%) of the respondents agreed, 178 (50.9%) strongly agreed, 45(12.6%) disagreed, 21(6%) strongly disagreed in response. A larger percentage of the (50.9%) respondents are of the opinion that skill acquisition affect entrepreneurial intention among students.

Table 4.8 Gender influence Entrepreneurial Intention among Students

Responses	Frequency	Percentage
Strongly agreed	125	35.7%
Agreed	101	28.9%
Disagreed	90	25.7%
Strongly disagreed	34	9.7%
Total	350	100%

Source: field survey, 2025

Table 4.8 show that 34(9.7%) of respondents strongly disagreed that the gender of student will influence their decision to become entrepreneurs in the future 101 (28.9%) agreed, 125 (35.7%) strongly agreed, 90 (25.7%) disagreed.

Table 4.9 prior exposure to entrepreneurship education at tender age affect Entrepreneurial Intention among Students

Responses	Frequency	Percentage
Strongly agreed	280	80%
Agreed	42	12%
Disagreed	22	6.3%
Strongly disagreed	6	1.7%
Total	350	100%

Source: field survey, 2025

Table 4.9 shows 42 (12%) agreed to the question above 280(80%) strongly agreed, 22(6.3%) disagreed, 6(1.7%) strongly disagree, 280 (80%) strongly agreed that prior exposure to entrepreneurship education at tender age affect entrepreneurial intention among students.

Table 4.10 family business backgrounds affect Entrepreneurial Intention among Students

Responses	Frequency	Percentage
Strongly agreed	235	67.1%
Agreed	98	28%
Disagreed	15	4.3%

Strongly disagreed	2	0.6%
Total	350	100%

Source: field survey, 2025

The 4.10 shows 98 (28%) agreed to the question, 235(67.1%) of respondents gave strongly agreed opinion, 15(4.3%) disagreed, 2 (0.6%) strongly disagree in their response. This indicates that generality of the respondent 235 (67.1%) agreed that family business background has influence on entrepreneurial intention among students.

4.3 DISCUSSIONS OF FINDINGS

This study dealt with evaluation of entrepreneurship education and its effectiveness on entrepreneurial intentions among students. Entrepreneurship education effectiveness has increased the entrepreneurial intention among student by indicating positive correlation between the variable in this study. Risk thinking with result of $R=0.910$, $t\text{-value} = 15.230$, β , 0.796. Self-efficacy $R=0.926$, $t\text{-value} = 10.022$ and $\beta=0.926$ implies the level of entrepreneurial intention among students increase by 92.6% if self-efficacy increase by one. Access to funds results shows $R=0.577$. $t\text{-value} 10.23$, and $\beta=0.926$ $p < 0.05$, skill acquisition shows that $R=0.797$, $t\text{-value} = 5.7.9$ $\beta=0.427$. This shows that these variables are important to the increase in level or entrepreneurial intention among students of tertiary institutions.

4.4 TESTING OF HYPOTHESIS

Hypothesis one

Ho: There is no significance relationship between management skills and entrepreneurship intention.

H1: There is significance relationship between management skills and entrepreneurship intention.

Table 1: computation of chi-square (X²) of response frequencies between risk thinking and entrepreneurial among students.

Response	Observed frequency (Fo)	Expected frequency (Fe)	Fo-Fe	$\frac{(Fo-Fe)^2}{Fe}$
Strongly Agree	230	87.5	142.5	232
Agree	75	87.5	12.5	1.79
Disagree	35	87.5	-52.5	31.5
Strongly Disagree	10	87.5	-77.5	68.6
Total	350	350		333.89

Source: research Data, 2025

Computed $\sum x^2 = 333.89$

Also, to determine the decision rule, the degree of freedom is applied.

Df=(r-1) (c-1) where df= degree of freedom, r= number of rows, c= numbers of columns

Degree of freedom= $(r-1)(c-1) = 2((2-1)(5-1)) = 1 \times 4$

Df= 4

Significance level=5%

Critical value of χ^2 at df 4=9.49

Computed $\chi^2 = 333.89$

Decision rule:

Since the computed value $\chi^2 = 333.89$ is greater than the critical value of 9.49. The null hypothesis (H_0) is rejected and the alternative accepted. Thus there is significance relation between risk thinking and entrepreneurial intention among students.

Hypothesis Two

H_0 : There is no significance relationship between operational skills and entrepreneurship intention.

H_1 : There is significance relationship between operational skills and entrepreneurship intention.

Table 2: computation of chi-square (χ^2) of response frequencies between self efficacy effect on entrepreneurial intention among students.

Response	Observed frequency (F_o)	Expected frequency (F_e)	$F_o - F_e$	$\frac{(F_o - F_e)^2}{F_e}$
Strongly Agree	178	87.5	90.5	93.6
Agree	106	87.5	18.5	3.9

Disagree	45	87.5	42.5	20.6
Strongly Disagree	21	87.5	66	50.5
Total	350	350		168.6

Source: research Data, 2025

Computed $\sum x^2 = 168.6$

Also, to determine the decision rule, the degree of freedom is applied.

$Df = (r-1)(c-1)$ where df = degree of freedom, r = number of rows, c = numbers of columns

Degree of freedom = $(r-1)(c-1) = 2((2-1)(5-1)) = 1 \times 4$

$Df = 4$

Significance level = 5%

Critical value of x^2 at $df = 4 = 9.49$

Computed $x^2 = 168.6$

Decision rule:

Since the computed value $x^2 = 168.6$ is greater than the critical value of 9.49. The null hypothesis (H_0) is rejected and the alternative accepted. Thus there is significance relation between self efficacy entrepreneurial intentions among students.

Hypothesis Three

Ho: There is no significance relationship between marketing skills and entrepreneurship intention

H1: There is no significance relationship between marketing skills and entrepreneurship intention.

Table 2: computation of chi-square (X²) of response frequencies between self efficacy effects on entrepreneurial intention among students.

Response	Observed frequency (Fo)	Expected frequency (Fe)	Fo-Fe	$\frac{(Fo-Fe)^2}{Fe}$
Strongly Agree	280	87.5	192.5	423.5
Agree	42	87.5	45.5	23.7
Disagree	22	87.5	65.5	49.03
Strongly Disagree	6	87.5	81.5	75.9
Total	350	350		572.13

Source: research Data, 2025

Computed $\sum x^2 = 572.13$

Also, to determine the decision rule, the degree of freedom is applied.

$DF = (r-1)(c-1)$ where df= degree of freedom, r= number of rows, c= numbers of columns

Degree of freedom = $(r-1)(c-1) = 2((2-1)(5-1)) = 1 \times 4$

DF= 4

Significance level=5%

Critical value of χ^2 at df 4=9.49

Computed $\chi^2 = 572.13$

Decision rule:

Since the computed value $\chi^2 = 572.13$ is greater than the critical value of 9.49. The null hypothesis (H_0) is rejected and the alternative accepted. Thus there is significance relation between poor business opportunity has direct influence on entrepreneurial intentions among students.

CHAPTER FIVE

SUMMARY, RECOMMENDATION AND CONCLUSION

5.1 SUMMARY OF FINDINGS

Over the years, the rate of unemployment in Nigeria has been on the high side. This is as a result of overdependence on white collar jobs. This research study was carried out to examine the impact of entrepreneurship education and its effectiveness on entrepreneurial intention among students.

In view of this research, two tertiary institutions was selected as case study. During the research, it was discovered from the responses obtained from the questionnaire distributed to students from the two institutions indicates that entrepreneurship education has impact on students intentions to become self-reliant in the nearest future. This study also discovered that how to finance business also has impact on entrepreneurial intentions among students. The findings also indicate a need for self-efficacy, risk-thinking, skill acquisition and favorable industrials trends.

The influence of gender and entrepreneurial intentions is rather weak. Having or having had self-employed parents has a relatively weak, but positive effect on entrepreneurial intentions, indicating the importance of family business background.

5.2 RECOMMENDATION

First of all, the entrepreneurship education should being at primary school level. This is for the purpose of exposing the students to entrepreneurship at a very young age. The basic of entrepreneurship should be introduced at gaining their interests in this field. Similar education should be continued in secondary level where the learning process will cover the basic steps to start and enter the entrepreneur's world the role of entrepreneurs in reality and so on.

Secondly, future research should study this issue with larger sample size of particular concern is the need to get larger sample sizes and to do comparisons. It is also

important for future research not to stop accessing entrepreneurial intention but to go on to examine whether intentions lead to entrepreneurial entry and entrepreneurial success.

Lastly, teaching methods used in entrepreneurship education and students views on that would be an insightful means of developing the area further.

5.3 CONCLUSION

As a conclusion, developing entrepreneurial graduates is therefore essential for our future.

Universities and other higher institutions should be ideally placed to expose students to environment which foster entrepreneurial mindset and the effectiveness of entrepreneurial programs is important keys to produce more entrepreneurs in the future.

The objectives of entrepreneurship education should be wider than educating for founding one's own business. Understanding entrepreneurship does not only create potential for becoming an entrepreneur but for being an innovative employee to future employers of labour.

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APPENDIX

Institute of finance and management studies,
Department of business administration,
Kwara State Polytechnic,
Ilorin.

16th March, 2025

Dear respondents,

This questionnaire, being presented for your completion is purely for academic purpose in partial fulfillment of the requirements for the Award of Higher National Diploma in Business Administration of Kwara State Polytechnic, Ilorin.

I am conducting a research on an **PERCIEVED ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL INTENTION AMONG GRADUATING STUDENTS.**

You are requested to assist in the research by completing the attached questionnaire. Any information provided by you will be treated confidentially and for academic purpose only.

Yours faithfully,

ADIGUN ISLAMIAH OLAIDE

QUESTIONNAIRE

Section A; tick () where appropriate

- (1) Sex of respondent (a) Male () (b) Female ()
- (2) Age of respondent (a) below 25 () (b) 26-30 ()
(c) 31-40 () (d) 41 above ()
- (3) Marital status (a) single () (b) married () (c) divorced

SECTION B:

General guide:- strongly agreed=SA agreed= A, disagreed=D, strongly disagreed=SD

1. Is there a relationship between risk thinking and entrepreneurial intention among students (a) SA () (b) A () (c) D () (d) SD ()
2. Self-efficiency do have effect on entrepreneurial intention among students (a)SA () (b) A () (c) D () (d) SD ()
3. Access to funds do play a key role on entrepreneurial intention among students.
(a) SA () (b) A () (c) D () (d) SD ()
4. Poor business opportunities do have a direct influence on entrepreneurial intention among students (a) SA () (b) A () (c) D () (d) SD ()
5. Will skill acquisition affect entrepreneurial intention among students (a) SA () (b) A () (c) D () (d) SD ()
6. Gender influence entrepreneurial intention among students (a) (a) SA () (b) A () (c) D () (d) SD ()
7. Prior exposure to entrepreneurship education at tender age affect entrepreneurial intention among students (a) SA () (b) A () (c) D () (d) SD ()
8. Family business background do have effect on entrepreneurial intention among students (a) SA () (b) A () (c) D () (d) SD ()

