

## **PLANTING THE SEEDS OF SUCCESS: ENTREPRENEURSHIP EDUCATION AND AMBITION AMONG NIGERIAN TERTIARY STUDENTS**

**Oluwaseun Temidayo Ogundipe**

The Great Business Clinic Ltd. (TGBCL), 4, Turton Street, Sabo Yaba, Lagos, Nigeria

### **Abstract:**

*This paper examines the relationship between entrepreneurship education and entrepreneurial intentions among Nigerian tertiary students. The research surveyed 381 students from four institutions comprising of a university, a polytechnic, a college of education, and a satellite campus of a university. The survey revealed that many of the students hold a positive attitude towards entrepreneurship education and perceive the need for more practical examples in the classroom. The study further revealed that the behavioral component of their entrepreneurial attitude is positive, and many students have the intention to start their own businesses after graduation. The paper concludes that entrepreneurship education plays a critical role in boosting economic growth, creating jobs, and increasing wealth. Therefore, it is essential for tertiary institutions in Nigeria to incorporate it into their curricula.*

**Keywords:** Entrepreneurship education, entrepreneurial intentions, tertiary students, job creation, economic growth.

### **1.0 Introduction**

In the last decades, the concept of entrepreneurship has become vital as a result of constant and increasing economic problems especially unemployment (García-Rodríguez, 2017). Countries are motivated to increase the rate of entrepreneurship to promote economic and social well being (Peng et al.; 2012). Entrepreneurship and innovation are a priority on the political agenda of many countries (Bleaker et al.; 2006). There is an increasing interest in Entrepreneurship Education in Nigeria. More private Universities are including entrepreneurial education in their curriculum while public universities are making it as part of their general studies. With the growing population in Nigeria (currently about 200m) coupled with huge unemployment figures, there is a need for the government to encourage entrepreneurial education. Entrepreneurship education among students will increase entrepreneurship intentions. Students can then set up their businesses after their education. Tertiary institutions are expected to take centre stage in the process of continuous development of entrepreneurship in a Nation, to generate employment, and improve the economic development (Fatoki & Oni, 2014). Job creation will be enhanced by quality entrepreneurship education which will invariably reduce unemployment, poverty and social vices in Nigeria (Maina, 2013). Entrepreneurship, therefore, is a gateway to employment in view of volatile economic realities (Teshome, 2014).

### **2.0 Statement of Problem**

Emanuel, Dazala, and Daniel (2012) argued that for a long time tertiary institutions have been focusing on producing graduates who have little or no market value, rather than focus on programs such as entrepreneurship that can help in job creation. Tertiary institutions need to produce job-creating and self-reliant graduates rather than job seeking graduates (Eugene, Adlive and Agwubuike, 2013). There is a need to encourage graduating students with an alternative to being employed by others. This alternative is, i.e. starting their own business. Employment markets are currently offering limited job opportunities for University graduates (Frazao, Santos,

Oliveira & Oliveira, 2010). According to Amidu, & Umaru, (2016), Teaching entrepreneurship in Polytechnic tertiary institutions without key learning facilities, infrastructures and manpower can best be described as cosmetic education.

### **3.0. Objectives of the Study**

The objectives of this research are:

- To ascertain the perceived views of students of the tertiary institution about entrepreneurship education and the support of their institutions.
- To determine the level of support the students receive from their tertiary institutions.
- To identify factors that influence entrepreneurship intention of students.
- To know the students view about their tertiary institutions support on entrepreneurial intention
- To suggest how the tertiary institutions can improve in order to support the students in entrepreneurship education.
- To examine whether students view entrepreneurship as a future career.

## **4.0 Literature Review 4.1 Theoretical Framework**

### **4.1.2 Theory of Planned Behaviour**

One of the most widely researched intention models is the Theory of planned behavior (TPB). TBP originated by Ajzen (1991). The theory of planned behaviour (Ajzen, 1991) was derived from the Theory of Reasoned Action (Fishbein and Ajzen, 1975). The theory states that behavioural intentions are formed by one's attitude toward that behavior and one's subjective norms (e.g., influence by parents, role models, peers). The theory of planned behavior hinged on 3 factors: the person's attitude toward the behavior, subjective norm (the influence of other people, and perceived behavioural control (personal assessment of whether one can do it or not).

Ajzen (2005) stated under the theory of planned behavior that the intention was affected by an individual's behavior. The theory of Planned Behaviour (TPB) predicts an individual's intention to engage in behavior at a specific time and place. Behavioural intention represents a person's motivation to plan or decide to perform certain behavior consciously. Attitude toward a behavior is the degree to which a person has positive or negative feelings of the behaviour of interest. Subjective norm relates to a person's perception of the social environment surrounding the behavior (Conner & Armitage, 1998). Perceived behavioral control refers to the individual's perception of the extent to which performance behavior difficult or is easy (Ajzen, 1991).

Perceived behaviour increases when individuals perceive they have more resources and confidence (Lee & Kozar, 2005). The relationship between students entrepreneurial intention and entrepreneurship education using the theory of planned behavior is gaining the interest of academics and professionals (Izquierdo and Buelens, 2008; Fayolle et al.; 2010; Sovitaris et al.; 2007). With the exception of Von Graevenitz et al.; 2010; Oosterbeek et al.; 2010).

### **4.2 Entrepreneurship**

The word entrepreneurship came into use since the 16<sup>th</sup> century. Entrepreneurship was coined from the French word "entreprendre" which initially means the organizer of musical or other entertainments (Gautam, & Singh, 2015). The word entrepreneurship was extended to economic aspects in the 18<sup>th</sup> century. According to Seymour, (2006), the French economist Richard Cotillion is generally accredited as being the first to come up with the term in the context of what is known today as "entrepreneurship" in about 1730. The importance of entrepreneurship to society has been identified, discussed since the 15<sup>th</sup> Century (Schumpeter, 1912) and it remains topical till today (Kirchhoff et al.; 2013). There is no universally acceptable definition of entrepreneurship (Gedeon, 2010). According to Gautam & Singh, (2015), an entrepreneur "refers to an individual who can turn ideas into action. It includes creativity, innovation, and risk-taking, as well as the ability to plan and manage projects to achieve

objectives". Entrepreneurship is a concept that is being widely studied (Kalyoncuoğlu, Aydın, Gökse, 2017). Mokaya et al.; (2012) define entrepreneurship as "the individual motivation and willingness to take a risk, create and sustain a growth-oriented and profit-making enterprise." According to Teshome (2014); Odunaike and Amoda (2013), entrepreneurship is the art of setting up and running an enterprise profitably and sustainably. An entrepreneur is a person that is never satisfied with the status quo but is ready and able to turn new ideas or invention into a successful innovation (Agbonlahor, 2016).

A person who perceives a business opportunity through risks analysis and takes advantage of the situation to make a profit is an entrepreneur. (Agbonlahor, 2016).

Entrepreneurship plays a critical role in boosting economic growth and development (Ho, Uy, Kang, Chan, 2018). Entrepreneurship is becoming increasingly vital in modern economies since it is the main weapon of fighting unemployment and the creation of wealth (Khalifa & Dhiaf, 2016).

According to Solomon (2007) and Henry et al. (2005) there is a level of uncertainty in the field of entrepreneurship to determine whether entrepreneurs are born or made. There is a growing acknowledgment that elements of entrepreneurship can be taught and learned. A person who renders the service of entrepreneurship is called an entrepreneur (Sofoluwe & Kayode, 2012). Entrepreneurship is the best antidote to unemployment, underemployment, and poverty among the youths, especially in instances where educated youths cannot get jobs

(Brownhilder, 2014)

#### **4.3 Entrepreneurship Education**

Education is the key to national development (Maina, 2013) Education is an important tool for sustainability (Maina, 2013). Generally, education is confirmed to have a positive effect on entrepreneurship (Kuttim et al.; 2014). According to Mwasalwiba (2010), entrepreneurship education was started by Shigeru Fijii in 1938 at Kobe University in Japan. Myles Mace started the first course in entrepreneurship in USA at Harvard Business school in 1947 (Alberti et al.; 2004). Entrepreneurship education has grown rapidly in tertiary institutions around the world (Fretschener and Weber, 2013). The growing number of tertiary institutions offering Entrepreneurship education is an attestation that entrepreneurship can be taught (Hafiz & Sa'ad, 2015). There is no consensus definition of entrepreneurship education (Valerio, Parton, Robb, 2014). In this study, entrepreneurship education is used in a narrow sense of referring to students intentions of starting their own business. Entrepreneurship education can be used in a broad sense also.

According to (Fretschener and Weber, 2013). The main objective of entrepreneurship education in tertiary institutions is to empower graduates irrespective their course of study with skills that will provide them the opportunity to engage in income yielding business, whether they are able or not able to secure paid employment whether in public or private sector. Entrepreneurship Education turns a graduate from being a job seeker to job creator (Bassey and Archibong, 2005). Entrepreneurial Education was introduced into the undergraduate curriculum of Nigerian Universities in 2006 (Agbonlahor, 2016). The main purpose of introducing to tertiary institutions is to produce graduates with entrepreneurial skills needed in the private sector can also start their businesses and consequently employs others.

Entrepreneurship education is based on the premise that entrepreneurship can be learned, can develop student entrepreneurial intention (Pittaway and Cope, 2007) and finally lead to business start-up (Nabi, Holden, and Walmsley, 2010). Though not all studies agree that entrepreneurship education affects entrepreneurial intention. (Oosterbrek, Van Praag & Ijssels, 2010). Scholars have seriously debated whether entrepreneurship can be taught and learned (Gorman et al.; 1997; Aronsson, 2004; Gendron, 2004). It is vital for

higher institutions to make available quality education for likely entrepreneurs to prepare them for future businesses that they can start. All over the world, entrepreneurs exist in all professions: Medicine, architecture, law, research, education, engineering et al. and they are available in different shapes, colours, size and background (Hisrich, Peters & Shepherd, 2005; Baron, 1998). According to Küttim (2014), participation in entrepreneurship education is likely to strengthen entrepreneurial intentions. Also, more favourable attitude towards entrepreneurship is likely to increase intentions of starting a business.

Furthermore, right after studies students in other fields than business and economics are likely to be more interested in starting their own business. Entrepreneurship education has the mandate to equip the youth with functional knowledge and skill to build up their character, attitude, and vision. Entrepreneurship education consists of all activities with the objective of fostering entrepreneurial mindsets, attitudes, and skills covering a range of areas such as idea generation, startup, growth and innovation (Fayolle, 2009). Fayolle, 2007 and Thompson, 2004 believed that entrepreneurship could not be taught because it is more of personality and psychological traits because talent and temperament cannot be taught. The key to achieving a successful entrepreneurship education is to determine the most efficient way to handle the teachable skills and identify the best match between student needs and teaching techniques (Lee et al., 2007). Entrepreneurship education influences students' entrepreneurial intentions and behaviours (Fayolle & Gailly, 2004). Entrepreneurial education plays an important role in setting up one's businesses (Roxas, Cayoca-Panizales & Jesus, 2008; Clereq & Arenius, 2006).

Research has shown that students that participated in entrepreneurship education are positively influenced to start a business (Balaban and Ozdemir, 2008; Tagraf & Halis, 2008; Izedonmi and Okafor, 2010; Karlsson and Moberg, 2013 and Wnnberg, 2015). While Oosterbeek, Praag, and Ijsselsten (2010); Mclarty, (2005) concluded that entrepreneurship education has a negative impact on entrepreneurial intentions by students. Entrepreneurship education can positively influence students to do something productive in the area of entrepreneurship. (Mahendra, Djatmika, & Hermawan, 2017). According to Shabami, (2013) entrepreneurship education should incorporate: (1) Group discussion inclusive of enriching scope of materials (2) networking and learning by doing group setting (3) collaborative and creative work by students (4) individual characteristics, capacities, and potentials as units.

Research findings by Kuttim et al.; (2016) revealed that participation in entrepreneurship education has a positive effect on entrepreneurial intentions. Also, Hussain & Norashidah, (2015) Lorz (2011), Hattab, (2015) showed that there is a positive relationship between entrepreneurship education and entrepreneurial intention. Hands-on entrepreneurship education is capable of having a positive effect on students entrepreneurial motivation (Farhangmehr et al.; Jakubiak & Buchta, 2016). According to Kuratko (2005), the question is not whether entrepreneurship can be taught but what should be taught. Academic research has indicated that entrepreneurship education increases entrepreneurial intention (Maresch, Harms, Kailer, Wimmer-Wurm, 2016). Haase & Lautenschlager (2011) observed that certain aspect of entrepreneurship cannot be learned. Akola and Heinonen (2006) distinguish the "Art" from the "science" of entrepreneurship while the „art' which includes creativity and innovative thinking is not teachable, the „science' which includes business and management skills can be taught. According to Learning Style theory (Kolb, 1976; Randolph and Posrer, 1979), Entrepreneurship education can be in two ways: Active style, where the student acquires knowledge through active experimentation (e.g., business plan, seminars or simulations) and reflective observation (e.g., theory lectures). Both methods may differ in their strength of impact. It is vital for tertiary institutions to provide entrepreneurship education for their students so that the students can effectively identify and improve

innovative and creative skills because they will be the driving force of economic development using scientific management principles to run business in future (Kalyoncuoğlu, Aydın, & Gökse, 2017).

The Federal Government of Nigeria gave directives to National Universities Commission (NUC), National Commission for Colleges of Education (NCCE), and National Board of Technical Education (NBTE) to ensure that tertiary institutions establish centres for entrepreneurship development (Hafiz & Sa'ad, 2015).

Osuala (2010) gave the summary of EE in Nigeria to include:

- Provision of a worthwhile education for the youths, which could make them self-reliant leading to selfindependence.
- give assistance to graduates with the training and support necessary to help them start a career in small business.
- Providing the graduates with the skills set that will make them fit into the manpower needs of the society.
- Provide graduates with training in risk management.
- Stimulate industrial and economic growth of less developed areas.
- Provide graduates with creative and innovative ways of identifying new business opportunities.
- Provide SMEs with the opportunity of recruiting entrepreneurial minded graduates.

There is a need for more studies to focus on assessment of the impact of entrepreneur education (Neck & Greene, 2011; Martin Mc Nally & Kay, 2013; Walter, Parboteeah, & Walter, 2013).

### **3.3.1 Entrepreneurship Education Curriculum**

According to *Sascha, Walter, & Dohse, (2009)*, Curriculum and courses of entrepreneurship education are a direct source of entrepreneurial motivation and knowledge. The course content of entrepreneurial education is also essential. Entrepreneurship education is consist of different disciplines, which include management education, economics and technical studies (Davidsson, 2008). There is three basis for which entrepreneurial education should increase entrepreneurial intentions. The first basis is that entrepreneurship education should lead to a generation of basic business ideas and to confirm that a given idea is new and valuable. This should culminate in the increase in number and innovativeness of opportunities (Shepherd and Detienne, 2005).

The second basis is that courses based on entrepreneurship education should provide knowledge of how to bring business ideas better and quicker to the market (Zhaw et al. 2005; Davidsson and Homig, 2003) students can even share their experiences with fellow students (Caputo and Dolinsky, 1998). Third, the number of courses shows the extent to which the department considers self-employment as a legitimate career alternative (Kolvereid, 1996b)

In empirical studies by Souetaris et al. (2007) and Peterman and Kennedy (2003), University and high school students respectively reported higher entrepreneurial intentions after taking entrepreneurship classes. The content and context of entrepreneurship education vary between Universities, countries, and regions (Khalifa & Dhiaf, 2016). To facilitate the effective delivery of entrepreneurship education, the Nigerian University Commission (NUC) prescribed the following ten areas in the Benchmark Minimum Academic Standard (BEMAS) guide for teaching EE in Nigerian Universities:

- Introduction to entrepreneurship
- Entrepreneurship in theory and practice
- Types of Business, staffing, and Marketing
- Capital requirement and raising capital
- Financial planning and management
- Feasibility studies and reports



- Innovations
- Legal issues in business
- Insurance and environmental consideration ☐ Possible business opportunities in Nigeria.

### **3.3.2 Challenges of Entrepreneurship Education**

Lack of academic programs dedicated to entrepreneurship may to a large extent have an adverse effect on entrepreneurial intention (Khalifa & Dhiaf, 2016). According to Maina (2013), some of the challenges of entrepreneurship education as shown by three scholars; Gana (2000), Aiyeduso (2004); and Osuala (2010) includes:

- Inadequate funding by government and non-governmental organizations.
- Ineffective or poor planning, supervision information, and evaluation of the programme across tertiary institutions.
- Inadequate teaching materials equipment and infrastructural facilities. The challenges of globalization, information technology affect curriculum, methodology, facilities, staff, and equipment.
- Inadequate qualified teachers, instructors and support staff.
- Inadequate motivation for teaching and non-teaching staff.
- Emphasizing theoretical knowledge rather than practical knowledge.
- Massive corruption and poor maintenance culture.
- Poor enabling environment, access to credit/loan, inflation, poverty, insecurity of lives and properties which have an adverse effect on economic activities.

Agbonlahor (2016) identified five practical challenges faced by Entrepreneurship education in Nigeria: Capacity of lecturers/instructors, Absence of curricular capacity to support the training, Limited infrastructural support, Limited government support, and overemphasis on theory delivery.

### **3.3.3. Entrepreneurship Intention**

Entrepreneurial intention can be defined as “the search for information that can be used to help fulfill the goal of venture creation” (Katz & Gartner, 1998; Choo & Wong, 2006). Entrepreneurial education programs have a positive effect on the entrepreneurial intentions (Fayolle; Gailly & Lassas – Clerc, 2006; Oosterbeek et al.; 2010). The entrepreneurial intention is a desire to carry out productive activities by effectively, directing people to utilize and implement relevant concepts of new ventures (Krueger et al.; 2000). Various researches have revealed that entrepreneurship education programs contribute to the development of entrepreneurial intentions (Izquierdo & BuRlens, 2008, Luthje & Franke, 2003; Peterman and Kennedy, 2003; Kolvereid & Moens 1997, Souitaris et al.; 2007; Fayolle et al.; 2006).

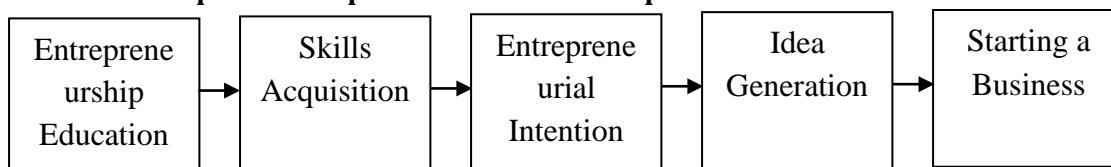
Furthermore, other studies also revealed that entrepreneurship education contributes to the development of entrepreneurial intention (Kuttim et al.; 2014; Mat et al.; 2015; Valliere, 2015; Sondari; 2014). Employers desire graduates that have entrepreneurship mind (Fatoki & Oni, 2014). The entrepreneurial intention is not inherited, but it can be acquired through training and education. This agreed with the position of Athayde (2009) that entrepreneurial attributes could be positively formed by the educational program that makes students aware about entrepreneurship as a career choice. Entrepreneurial intention summarizes the willingness of an individual to start his own business (Fayolle et al.; 2006).

According to Maresh et al.; (2015). Entrepreneurship education will first strengthen students positive attitudes towards entrepreneurial intention. Second, the level of students reliance on social reference groups drops which affords them the opportunity to take clearer decisions. Third entrepreneurship education aims to assist students to develop the skills and competencies to take advantage of entrepreneurial opportunities.

According to Saeed et al. (2013), Apart from entrepreneurship education, other factors that affect entrepreneurship intention includes demographic characteristics, mentorship, the locus of control, self-realization, the status of parents and grandparents, entrepreneurial experience, personality traits, subjective norms, independence, and self-efficacy. Bird (1988) stated that intention is a conscious state of mind that occurs before action but directs attention toward the goal of establishing a new business. The intention has been revealed to be the best predictor of planned behavior (Bagozzi, Baumgartner; and Yi, 1989). Intention can also be defined as a person's state of mind that directs a person's attention (experience and actions) toward a specific goal (object) or path in order to achieve something (e.g. becoming an entrepreneur). (Bird, 1998). The entrepreneurial intention has been shown in a number of entrepreneurship studies (Karinu et al.; 2014; Kolvereid and Isaken, 2006)

Not all theory of planned behaviour variables significantly determines the intention to own a business. For example, in examining responses of undergraduate students to the question of entrepreneurial interest, Anee et al.; (2012) showed that attitude and perceived behavioural control are major determinants of entrepreneurial intention with significant positive effect. Also, another study by Tong et al.; (2011) revealed that entrepreneurial intention is predicted by the need for achievement, family business background and subjective norm. The result suggests that students will choose to become entrepreneurs if there is a need for achievement. When they come from a family that engages in business and if there is support from close individuals such as family members and friends. Regarding gender, findings for participation in entrepreneurship, there is no agreement on whether males have higher tendency to engage in entrepreneurial activities than females and vice versa (Ismail et al.; 2009, Khan et al.; 2011, Camillus and Anthony, 2014).

**Figure 1: Model of Entrepreneurship education and Entrepreneurial intention**



#### 4.0 Research Method

The sample consists of 4 Tertiary institutions in Lagos, Nigeria. The institutions consist of a university, a polytechnic, a college of education, and a satellite campus of a university. Data was generated from the questionnaire distributed to 400 respondents, i.e. 100 questionnaires per tertiary institution. The questionnaire was divided into two main sections. Section A covers the basic information about the respondents, while section B covers information relating to the study. 381 students submitted their questionnaires. The SPSS was used to analyze the data gathered. 5 points Likert- Type scale was used.

#### 5.0 Results

Data was collected from three hundred and eighty-one students from a Nigerian university, a polytechnic, a college of education and one satellite campus. The questionnaire was formulated using a Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1) to provide information on Entrepreneurial Education.

**Table 1: Characteristics of Students-A**

Variable	Frequency (n=381)	Percentage (%)
Age		
16 – 25	283	74.3
26 – 35	90	23.6

> 35	8	2.1
Gender Male		
	119	31.2
Female	262	68.8
Specialisation		
Computer	28	7.4
Education	238	62.5
Finance/Business	81	21.3
Fashion	1	0.3
Guidance & Counselling	14	3.7
Photography	1	0.3
Political Science	18	4.7

Majority of the students (74.3%) were within the 16 to 25 years age group with 17 years being the least age; 23.6% were within the 26 to 35 years age group while 2.1% were above 35 years old. The population was majorly female as 68.8% were females while 31.2% were males. Most of the students (62.5%) were studying education courses, 21.3% were studying finance and business-related courses, 7.4% specialised in computer technology, 4.7% were studying political science, 3.7% were studying guidance and counselling while only one student each (0.3%) was studying fashion and photography.

**Table 2: Characteristics of Students –B Variable Frequency (n=381) Percentage (%)**

Educational Level 1		
	1	0.3
2	124	32.4
3	134	35.2
4	108	28.4
5	14	3.7
Institution		
College of Education	94	24.7
Polytechnic	94	24.7
Satellite Campus	96	25.2
University	97	25.4

The educational level of the students varied with 35.2% in their third year, 32.4% in their 2<sup>nd</sup> year, 28.4% in their 4<sup>th</sup> year, 3.7% in the 5<sup>th</sup> year and only one respondent (0.3%) in his or her first year. Based on the type of institution, 25.4% were university students, 25.2% were students attending a satellite campus, 24.7% were attending a polytechnic while another 24.7% were attending a Federal college of technology.

**Table 3: Behavioural Component Of Students' Attitudes**

S/ N	VARIABLE	MEAN	SD
1	I enjoyed entrepreneurship education lessons	4.44	0.74
2	Entrepreneurship education lessons increased my interest in a career in entrepreneurship	4.42	0.69
3	I consider entrepreneurship as being as important if not more important than any other subject	3.89	0.86



4	Entrepreneurship education prepared me to make innovative and informed decisions about career choices	4.20	0.75
5	I am happy to have learned entrepreneurship education	4.29	0.77
6	I consider entrepreneurship a desirable career option	4.12	0.81
7	The institution encouraged students to pursue entrepreneurship ventures	3.95	0.98

Analysis of the behavioural component of the students' attitudes towards entrepreneurial education, revealed positive means ranging from 3.85 to 4.44 and standard deviation ranging from 0.69 to 0.98. The statement "I enjoyed entrepreneurial education lessons" had the highest mean (4.44) while the statement "the institution encouraged students to pursue entrepreneurial ventures" had the lowest mean (3.85).

**Table 4: Cognitive Component of Students' Attitudes**

S/N	VARIABLE	MEAN	SD
1	Due to entrepreneurship education, I am able to identify business opportunities.	4.21	0.70
2	Due to entrepreneurship education, I can now create products and services that satisfy customers.	4.06	0.80
3	Due to entrepreneurship education, I can successfully develop a business plan	4.22	0.72
4	Due to entrepreneurship education, I now have the skills to create a new business	4.11	0.84
5	Due to entrepreneurship education, I can now successfully identify sources of business finance	4.09	0.84
6	Due to entrepreneurship education, I can now anticipate, tolerate and manage unexpected market changes, setbacks, and risks that may affect my business	4.05	0.80
7	Due to entrepreneurship education, I can perform feasibility studies to check if my business ideas work	4.02	0.83
8	Modules in the entrepreneurship programme stimulated my interest in entrepreneurship	4.01	0.80
9	Through entrepreneurship education, my knowledge, skills, and interest in entrepreneurship have overall improved	4.10	0.78
10	Overall I was very happy and satisfied with how the entrepreneurship programme was taught	4.03	0.95
11	I consider entrepreneurship class as an ideal place to learn about how to start a business	4.12	0.84
12	My lecturers stimulated interest in entrepreneurship through the subjects on entrepreneurship and small business management	4.01	0.93
13	Practical examples of entrepreneurship were included in classroom teaching	3.82	1.05
14	Through entrepreneurship lectures, I now understand the importance of entrepreneurship	4.20	0.80

Analysis of the cognitive component of the students „attitudes towards entrepreneurial education, revealed positive means ranging from 3.82 to 4.22 and standard deviation ranging from 0.70 to 0.95. The statement "Due to entrepreneurial education, I can successfully develop a business plan" had the highest mean (4.22) while the statement "practical examples of entrepreneurship were included in classroom teaching" had the lowest mean (3.82).

**Table 5: Affective Component of Students' Attitudes**

S/N	VARIABLE	MEAN	SD
1	I want to work for myself after completing school	4.45	0.80
2	The idea of working for myself is very appealing to me	4.39	0.76
3	I consider self-employment as very important	4.49	0.74
4	My personal satisfaction with self-employment is very high	4.30	0.86
5	The institution entrepreneurship programme effectively prepared me for an entrepreneurial career	4.06	0.89
6	My institution's entrepreneurship course prepares students very well for entrepreneurial careers	3.97	0.97

Analysis of the affective component of the students towards entrepreneurial education revealed positive means ranging from 3.97 to 4.45 and standard deviation ranging from 0.74 to 0.97. The statement "I want to work for myself after completing school" had the highest mean (4.45) while the statement "my institution's entrepreneurship course prepares students very well for entrepreneurial career" had the lowest mean (3.97).

**Table 6: Overall Score of Students' Attitudes on Entrepreneurial Education Comparing Institutions**

S/N	INSTITUTION TYPE	POOR	AVERAGE	GOOD
1	College of Education	0 (0.0%)	2 (2.1%)	92 (97.9%)
2	Polytechnic	0 (0.0%)	5 (5.3%)	89 (94.7%)
3	Satellite Campus	0 (0.0%)	1 (1%)	95 (99%)
4	University	0 (0.0%)	7 (7.2%)	90 (92.8%)
5	OVERALL	0 (0.0%)	15 (3.9%)	366 (96.1%)

Overall analysis of the components of students' attitudes in relation to entrepreneurial education showed a generally good attitude towards entrepreneurial education, only 3.9% showed average attitude while none of the students showed poor attitude. Comparing institution types, students from satellite campuses had the highest percentage of right attitude towards entrepreneurial education followed by students in the college of education; third is polytechnic students while university students took fourth place.

## 6.0 Discussion

The student population was a typical youth population with only a few (2.1%) above 35 years of age. Most of the students were females and specialised in finance and business-related courses. Their educational level varied majorly from the second year to the fourth year. The type of institution differed almost equally amongst students. The students generally showed good attitude and knowledge of entrepreneurial education. This could be as a result of the fact that most of the students are studying finance related courses. The study showed that the majority of the students enjoyed entrepreneurial education lessons even though the level of encouragement from the institutions towards entrepreneurial ventures when comparing means does not match this interest. Majority of the students show an intention to be an entrepreneur in future. It is impressive that most of the students can develop a business plan, however, a little better than average result in terms of use of practical examples of entrepreneurship in classrooms shows that this is mainly theoretical knowledge. In summary, the students showed a desire for entrepreneurship when they graduate, and it is recommended that Nigerian academic institutions should employ more practical means of teaching entrepreneurship.

## **7.0 Conclusion and Recommendation**

The research outcome shows that the students are interested in entrepreneurship studies. The students have a positive attitude to start their own business when they graduate. The student demands more practical entrepreneurship. Entrepreneurship education has a positive effect on entrepreneurial intention. There is a need for Government through National University's Commission to harmonise curriculum for entrepreneurship education in Nigeria. All students should have a minimum of three months mandatory attachment with firms that can support them in entrepreneurship. Lecturers that lecture Entrepreneurship should have more practical knowledge. Organised private sector and government at various levels should assist in funding research on entrepreneurship education. Youth Corp members under the National Youth Service Scheme (NYSC) can be further provided with entrepreneurship education during their service. Lastly, research should be carried out to find out the effect of entrepreneurship education on graduates that started their business after five years of graduation.

## **References**

- Adnan I., Yahya, M. & Husam K. (2012). The readiness of the university students towards entrepreneurship in Saudi private university: An exploratory study. *European Scientific Journal*, 8(15). 109-131. doi: 10.19044/esj.2012.v8n15p%25p
- Alberti, A., Sciascia, B. & Poli. (2004). *Entrepreneurship Education: Notes on an Ongoing Debate*. In: 14th Annual Int Ent Conference. University of Napoli Federico II, Italy.
- Agbonlahor, A.A. (2016). Challenges of entrepreneurial education in Nigerian universities: towards a repositioning for impact. *Journal of Educational and Social Research*, 6, 208-214. doi:10.5901/jesr.2016.v6n1p208
- Ajzen, I. (2005). *Attitude, Personality, and Behavior* (2nd ed.). Poland, EU: Open University Press.
- Ajzen, I. (1991). *The Theory of Planned Behaviour*. *Organizational Behaviour and Human Decision Processes* 50, 179-211. Retrieved from [www.citeseerx.ist.psu.edu](http://www.citeseerx.ist.psu.edu)
- Aiyeduso A. O. (2004). *Principles and methods of business and computer education*. Enugu, Cheston Agency Ltd Pub
- Akinbola O. A, Ogunnaike O. O. & Amaihian, A. B. (2015). Influence of contextual factors on entrepreneurial intention of university. Students: The Nigerian Experience. *Journal of South African Business Research*, 2015. doi: 10.5171/2015.750622
- Amidu, G. & Umaru, I.M. (2016). Repositioning of entrepreneurship education for entrepreneurial success of library and information science students. A Study of Nasarawa State Polytechnic Lafia, Nigeria. *Journal Of Humanities And Social Science*, 21(11). doi: 10.9790/0837-2111093440
- Baron, R. A. (1998). Cognitive mechanism in entrepreneurship: Why and when entrepreneurs think differently than other people. *Journal of Business Venturing*, 13(4), 275-294. doi:10.1016/S0883-9026(97)00031-1
- Aronsson, M., & Birch, D. (2004). Education matters: But does entrepreneurship education? An interview with david Birch. *Academy of Management Learning & Education*, 3(3), 289-292. Retrieved from [www.jstor.org](http://www.jstor.org)

- Athayde, R. (2009). Measuring enterprise potential in young people. *Entrepreneurship Theory & Practice*, 33(2), 481-500. doi:10.1111/j.1540-6520.2009.00300.x
- Balaban, O., & Ozdemir, Y. (2008). The effect of entrepreneurship education on entrepreneurial tendency: A case of
- Sakarya University Faculty of Economics and Administrative Sciences. *Journal of Entrepreneurship and Development*, 3(2), 133-147. Retrieved from [www.researchgate.net](http://www.researchgate.net)
- Bird, B (1988). Implementing entrepreneurial ideas: The case for intention. *Academy of Management Review* 13(3), 442-453. doi: 10.2307/258091
- Bagozzi, R., H. Baumgartner, J & Yi, Y. (1989). An investigation into the role of intentions as mediators of the attitude-behavior relationship. *Journal of Economic Psychology* 10, 35-62. doi: 10.1016/0167-4870(89)90056-1
- Bassey, U. U. & Archibong, I. A (2005). Assuring quality graduate output through entrepreneurial oriented education in Nigerian universities. *Nigerian Journal of Curriculum Studies*, 12(3), 18-23. Retrieved from [www.researchgate.net](http://www.researchgate.net)
- Blenker, P, Dreisler, P. & Kjeldsen, J. (2006). *Entrepreneurship education- the new challenge facing the universities. A frame work or understanding and development of entrepreneurial universities communities. Department of management. Working paper.* Retrieved from [pure.au.dk](http://pure.au.dk)
- Brownhilder, N. N. (2014). An assessment of entrepreneurial intention among university students in Cameroon. *Mediterranean Journal of Social Sciences*, 5(20), 542-55. doi:10.5901/mjss.2014.v5n20p542
- Camillus, A. W., & Anthony, Z. K. S. (2014). Factors influencing polytechnic students' decision to graduate as entrepreneurs. *Journal of Global Entrepreneurship Research*, 4,(2) doi:10.1186/2251-7316-2-2
- Čapienė, A. & Ragauskaitė, A. (2017). Entrepreneurship education at university: Innovative models and current trends. *Research for Rural Development*, 2, 284-291. doi:10.22616/rrd.23.2017.080
- Choo, S., & Wong, M. (2006). Entrepreneurial intention: Triggers and barriers to new venture creations in Singapore. *Singapore Management Review*, 28(2), 47-64. Retrieved from [www.researchgate.net](http://www.researchgate.net)
- Clercq, D. D., & Arenius, P. (2006). The role of knowledge in business start-up activity. *International Small Business Journal*, 24(4), 339-358. doi:10.1177/0266242606065507
- Conner, M., & Armitage, C. J. (1998). Extending the theory of planned behavior: A review and avenues for future research. *Journal of Applied Social Psychology*, 28(15), 1429-1464. doi: 10.1111/j.1559-1816.1998.tb01685.x
- Davidsson, P., Honig, B. 2003. The role of social and human capital among nascent entrepreneurs. *Journal of Business Venturing* 18(3): 301-331. doi: 10.1016/S0883-9026(02)00097-6

- Diaz-Garcia, C., Saez-Martinez, F., & Jimenez-Moreno, J. (2015). Assessing the impact of the Entrepreneurs education programme on participants' entrepreneurial intentions. *Universities and Knowledge Society Journal*, 12(3). 17-31. doi:10.7238/rusc.v12i3.2146
- Emmanuel, E.A.O., Dazala, I.U. & Daniel, J.D. (2012). Entrepreneurship education and attitude of undergraduate students to self employment in Mubi, Adamawa State, Nigeria. *Journal of Education and Practice*, 3(8): 95-102. Retrieved from [www.iiste.org](http://www.iiste.org)
- Fatoki, O. & Oni, O. (2014). Students' Perception of the Effectiveness of Entrepreneurship Education at a South African University. *Mediterranean Journal of Social Sciences*, 5(20).585-591. doi: 10.5901/mjss.2014.v5n20p585
- Farhangmehr, M., Goncalves, P., & Sarmiento, M. (2016). Predicting entrepreneurial motivation among University students. *Education Training*, 58(7/8), 861-881. doi:10.1108/ET-01-2016-0019
- Fayolle, A. (2009). *Entrepreneurship Education in Europe: Trends and Challenges. OECD LEED Programme. Universities, innovation and entrepreneurship: Good practice workshop. Retrieved on February 6, 2015 from retrieved from [www.oecd.org](http://www.oecd.org)*
- Fayolle, A. (2007). *Essay on the Nature of Entrepreneurship Education. Retrieved on February 2, 2015 from Retrieved [www.kmu.unisg.ch](http://www.kmu.unisg.ch)*
- Fayolle, A., Gailly, B. & Lassas-Clerc, N. (2006). Assessing the impact of entrepreneurship education programmes: a new methodology. *Journal of European Industrial Training*, 30(9), 701-720. doi:10.1108/03090590610715022
- Fayolle, A., & Gailly, B. (2004). *Using the theory of planned behaviour to assess entrepreneurship teaching programs: A first experimentation. 14. Annual IntEnt Conference, University of Napoli Federico II (Italy), July 4-7.*
- Fishbein, M. & Icek A. (1975), *Beliefs, attitudes, intentions and behavior: An Introduction to Theory and Research*, Reading, Mass.: Addison-Wesley
- Fretschner, Michael, and Susanne Weber. (2013). Measuring and understanding the effects of entrepreneurial awareness education. *Journal of Small Business Management* 51 (3), 410-428. doi:10.1111/jsbm.12019
- Gana J. S. S. (2000). *Entrepreneurship*. Jos, Jofegan Associate Pub.
- García-Rodríguez, F. J., Gutiérrez-Taño, D. & Ruiz-Rosa, I. (2017). The business model approach in entrepreneurship education: Impact on undergraduates' enterprise potential. *Mediterranean Journal of Social Sciences*, 8(3). doi:10.5901/mjss.2017.v8n3p11
- Gautam, M.K. & Singh, S.K. (2015). Entrepreneurship education: Concept, characteristics and implications for teacher education. *An International Journal of Education*, 5. 21-35. Retrieved from [www.researchgate.net](http://www.researchgate.net)
- Gedeon, S (2010). What is Entrepreneurship? *Entrepreneurship Practice Review*, 1(3):16-35. Retrieved from [www.scirp.org](http://www.scirp.org)



- Gendron, G. (2004). Practitioners' perspective on entrepreneurship education: An interview with Steve case, matt goldman, tom golisano, geraldine laybourne, jeff taylor, and alan webber. *Academy of Management Learning and Education* 3(3): 302-324. doi: doi:10.5465/amle.2004.14242231
- Gorman, G., Hanlon, D., King, W. (1997). Some research perspectives on entrepreneurship education. *International Small Business Journal* 15(3): 56-77. doi: 10.1177/0266242697153004
- Graevenitz, G. von, D. Harhoff and R. Weber (2010). The Effects of Entrepreneurship Education. *Journal of Economic Behavior and Organization*, 76 , 90-112. Retrieved from [www.researchgate.net](http://www.researchgate.net)
- Hafiz, H. & Sa'ad, G. (2015). Assessing the richness of entrepreneurship education curriculum content: Empirical evidence. *Journal of Research & Method in Education*, 5(6), 107-114. doi: 10.9790/7388-0562107114
- Hattab, H. W. (2015). The Impact of Entrepreneurship Education on Entrepreneurial Intentions of University Students in Egypt. *The Journal of Entrepreneurship*, 23(1), 1-18. doi:10.1177/0971355713513346
- Haase, H., & Lautenschläger, A. (2011). The Teachability Dilemma of entrepreneurship. *International Entrepreneurship and Management Journal*, 7(2), 145-162. doi:10.1007/s11365-010-0150-3
- Henry, C., Hill F. & Leitch C. (2005). Entrepreneurship education and training: Can entrepreneurship be taught? Part I. *Education and Training*, 47 (2): 98-111. doi: 10.1108/00400910510586524
- Hussain, A., & Norashidah. (2015). Impact of entrepreneurial education on entrepreneurial intention of Pakistani Students. *Journal of Entrepreneurship and Business Innovation*, 2(1), 43-53. doi:10.5296/jebi.v2i1.7534
- Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2005). *Entrepreneurship*. Boston, MA: McGraw-Hill Irwin.
- Ho, M., Uy, M.A. Kang, B.N.Y. Chan, K. (2018). Impact of entrepreneurship training on entrepreneurial efficacy and alertness among adolescent youth. *Original research*, 3(13). doi: 10.3389/feduc.2018.00013
- Ismail, M., Khalid, S. A., Othman, M., Jusoff, H. K., Kassim, K. M., & Zain, R. S. (2009). Entrepreneurial intention among Malaysian undergraduates. *International Journal of Business and Management*, 4(10), 54-58. Retrieved from [www.researchgate.net](http://www.researchgate.net)
- Izedonmi, P. F., & Okafor, C. (2010). The effect of entrepreneurship education on students' entrepreneurial intentions. *Global Journal of Management and Business Research*, 10(6), 49-60. Retrieved from [www.eprints.covenantuniversity](http://www.eprints.covenantuniversity)
- Izquierdo, E. & Buelens, M. (2008). *Competing models of entrepreneurial intentions: the influence of entrepreneurial self-efficacy and attitudes*. Presented at Internationalizing Entrepreneurship Education and Training, IntEnt2008 Conference, 17-20 Julio 2008, Oxford, Ohio, USA. Este artículo obtuvo el Best Paper Award, 3rd rank
- Jakubiak, M., & Buchta, K. (2016). Determinants of entrepreneurial attitudes in relation to students of economics and non-economics. *Studia i Materialy*, 2(1), 17-30. doi:10.7172/1733-9758.2016.21.2

- Kalyoncuoğlu, S., Aydıntan, B. & Gökse, A. (2017). The effect of entrepreneurship education on entrepreneurial intention: An experimental study on undergraduate business students. *Journal of Management Research*, 9(3), 72-91. doi:10.5296/jmr.v9i3.11282
- Karimi, S., Biemans, H. J. A. Lans, T. Chizari, M & Mulder, M. (2014). The Impact of entrepreneurship education: A study of Iranian students' entrepreneurial intentions and opportunity identification. *Journal of Small Business Management*, 1-23. doi: 10.1111/jsbm.12137
- Karimi, S., Biemans, H. J. A. Lans, T. Chizari, M & Mulder, M. (2014). Effects of role models and gender on students' entrepreneurial intentions. *European Journal of Training and Development* 38(8), 1-15.  
doi: 10.1108/EJTD-03-2013-0036
- Katz, J., & Gartner, W. B. (1988). Properties of emerging organizations. *Academy of Management Review*, 13(3), 429-441. doi:10.2307/258090
- Khalifa A.H. & Dhiaf M.M. (2016). The impact of entrepreneurship education on entrepreneurial intention: The UAE Context. *Polish Journal of Management Studies*, 14, 119-128. doi: 10.17512/pjms.2016.14.1.11
- Khan, M. M., Ahmed, I., Nawaz, M. M., & Ramzan, M. (2011). Impact of personality traits on entrepreneurial intentions of university students. *Interdisciplinary Journal of Research in Business*, 1(4), 51-57. doi: 10.6007/IJARBS/v5-i8/1759
- Kirchhoff, B.A., Linton, J.D., Walsh, S.T., 2013. Neo-Marshallian equilibrium versus Schumpeterian creative destruction: its impact on business research and economic policy. *Journal of Small Business Management*, 51, 159-166. doi: 10.1111/jsbm.12018
- Kolb, D.A. (1976). *The learning style inventory: Technical manual*. McBer & Co., Boston.
- Kolvereid, L. & Isaksen E. (2006). New business start-up and subsequent entry into self-employment. *Journal of Business Venturing* 21, 866-885. doi:10.1016/j.jbusvent.2005.06.008
- Kolvereid, L. (1996). Prediction of employment status choice intentions. *Entrepreneurship Theory & Practice* 2, 47-57. doi: 10.1177/104225879602100104
- Kuratko, D. F. (2005). The emergence of entrepreneurship education: Development, trends, and challenges. *Entrepreneurship Theory and Practice*, 29(5), 577-598. doi: 10.1111/j.1540 6520.2005.00099.x
- Küttim, M., Kallaste, K., Venesaar, U. & Kiis, A. (2014). Entrepreneurship education at university level and students' entrepreneurial intentions. *Procedia - Social and Behavioral Sciences* 110, 658-668.  
doi: 10.1016/j.sbspro.2013.12.910
- Krueger, N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15(5-6), 411-432. doi:10.1016/S0883-9026(98)00033-0

- Lee, Y., & Kozar, K. (2005). Investigating factors affecting the anti-spyware system adoption. *Communications of the ACM*, 48(8), 72-77. doi: 10.1145/1076211.1076243
- Luthje, C. & Franke, N. (2003). The „making“ of an entrepreneur: testing a model of entrepreneurial intent among engineering students at MIT. *R&D Management*, 33(2), 135-147. doi:10.1111/1467-9310.00288
- Lorz, M. (2011). *The impact of Entrepreneurship Education on Entrepreneurial Intention (Unpublished dissertation). The University of St. Gallen, School of Management, Economics, Law, Social Sciences and International Affairs, Germany.*
- McLarty, R. (2005). Entrepreneurship among graduates: Towards a measured response. *Journal of Management Development*, 24(3), 223-238. doi:10.1108/02621710510584044
- Mahendra, A.M., Djatmika, E.T.& Hermawan, A.(2017). The effect of entrepreneurship education on entrepreneurial intention mediated by motivation and attitude among management students, state university of Malang, Indonesia. *International Education Studies*,10(9). 61-69. doi:10.5539/ies.v10n9p61
- Maina, S. (2013). The role of entrepreneurship education on job creation among youths in Nigeria. *International Letters of Social and Humanistic Sciences*, 15, 87-96. Retrieved from [www.creativecommons.org](http://www.creativecommons.org)
- Maresch, D., Harms, R., Kailer, N., Wimmer-Wurm, B. (2016). The impact of entrepreneurship education on the entrepreneurial intention of students in science and engineering versus business studies university programs. *Technological Forecasting & Social Change*, 104, 172–179. doi: /10.1016/j.techfore.2015.11.006
- Martin, B. C., McNally, J. J., & Kay, M. J. (2013). Examining the formation of human capital in entrepreneurship: a metaanalysis of entrepreneurship education outcomes. *Journal of Business Venturing*, 28(2), 211-224. doi: 10.1016/j.jbusvent.2012.03.002
- Olufemi Aladejebi Mat S., Maat, S. & Mohd N., 2015, *Identifying factors that affecting the entrepreneurial intention among engineering technology students, [In:] 2nd Global Conference on Business and Social Science, Bali, Indonesia.*
- Mokaya, S.O., Namusonge, M., Sikalieh, D. (2012). The concept of entrepreneurship; in pursuit of a universally acceptable definition. *International Journal of Arts and Commerce*, 1(6):128-135. Retrieved from [www.ijac.org.uk](http://www.ijac.org.uk)
- Mwasalwiba, E. S. (2010). Entrepreneurship education: a review of its objectives, teaching methods, and impact indicators. *Education Training*, 52, 20 47, doi: doi:10.1108/00400911011017663
- Nabi, G Walmsley, A. Liñán, F Akhtar, I. & Neame, C. (2018). Does entrepreneurship education in the first year of higher education develop entrepreneurial intentions? The role of learning and inspiration, *Studies in Higher Education*, 43(3).452-467, doi:10.1080/03075079.2016.1177716

- Nabi, G. & Liñán, F. (2013). Considering business start-up in recession time: The role of risk perception and economic context in shaping the entrepreneurial intent. *International Journal of Entrepreneurial Behavior & Research*, 19(6).633-655 doi:10.1108/IJEBr-10-2012-0107
- Neck, H. M., & Greene, P. G. (2011). Entrepreneurship education: known worlds and new frontiers. *Journal of Small Business Management*, 49, 55-70. doi:doi.org/10.1111/j.1540-627X.2010.00314.x
- Ogundele, M. O., Sofoluwe, A. O. & Kayode, D. J. (2012). Integrating entrepreneurship skills acquisition in to the National Youths Service Corps (NYSC) Programme in Nigeria. *Journal of Entrepreneurship and Management*. 1(3), 24-28. Retrieved from [www.publishingindia.com](http://www.publishingindia.com)
- Oosterbeek, H., Praag, M. V., & Ijsselstein, A. (2010). The impact of entrepreneurship education on entrepreneurship skills and motivation. *European Economic Review*, 54(3), 442-454. doi:10.1016/j.eurocorev.2009.08.002
- Osakede, U. A, Lawanson, A. O. & Sobowale, D.A. (2017). Entrepreneurial interest and academic performance in Nigeria: Evidence from undergraduate students in the University of Ibadan. *Journal of Innovation and Entrepreneurship*, 6-19. doi 10.1186/s13731-017-0079-7
- Osuala E. C. (2010). *Principles and methods of business and computer education*. Enugu: Cheston Agency Ltd Pub, Nigeria
- Randolph, W.A., & Posner, B.Z. 1979. Designing meaningful learning situations in management: A contingency, decision-tree approach. *Academy of Management Review* 4(3): 459-467. doi:10.5465/amr.1979.4289136
- Raposo, M., & do Paco, A. (2011). Entrepreneurship education: Relationship between education and entrepreneurial activity. *Psicothema*, 23(3), 453-457. Retrieved from [www.psicothema.com](http://www.psicothema.com)
- Peng, Z., Lu, G., & Kang, H. (2012). Entrepreneurial intentions and its influencing factors: A survey of the university students in Xi'an China. *Creative Education*, 3(8), 95-100. doi:10.4236/ce.2012.38B021
- Peterman, N.E. & Kennedy, J. (2003). Enterprise education: influencing students' perceptions of entrepreneurship. *Entrepreneurship: Theory and Practice*, Winter, 129-144. doi:10.1046/j.1540-6520.2003.00035.x
- Pittaway, L. & Jason, C. (2007). Entrepreneurship education: A systematic review of the evidence. *International Small Business Journal*, 25(5). 479-510. Retrieved from [www.ssrn.com](http://www.ssrn.com)
- Roxas, B. G., Cayoca-Panizales, R., & Jesus, R. M. (2008). Entrepreneurial knowledge and its effects on entrepreneurial intentions: Development of a conceptual framework. *Asia-Pacific Social Science Review*, 8(2), 61-77. Retrieved from [www.philjol.info](http://www.philjol.info)
- Rudhumbu, N., Sivotwa, D., Munyanyiwa, T. & Mutsau, M. (2016). Attitudes of students towards entrepreneurship education at two selected higher education institutions in Botswana: A critical analysis and reflection. *Academic Journal of Interdisciplinary Studies*, 5(2), 83-94. doi:10.5901/ajis.2016.v5n2p83

- Ruskovaara, E.(2014).Entrepreneurship education in basic and upper secondary education –measurement and empirical evidence. *Acta Universitatis*
- Sanchez, J.C., Ward, A., Hernández, B., & Florez, J. (2017). Entrepreneurship Education: State of the Art. *Propósitos y Representaciones*, 5(2), 401 - 473. doi: 10.20511/pyr2017.v5n2.190
- Sascha, G. Walter, G. & Dohse, D. (2009). *The interplay between entrepreneurship education and regional knowledge potential in forming entrepreneurial intentions. Kiel Institute for the World Economy, Düsternbrooker Weg 120, 24105 Kiel, Germany*
- Saeed, S., Yousafzai, S. Y., Yani-De-Soriano, M. & Muffatto, M. (2013), The role of perceived university support in the formation of students' entrepreneurial intention. *Journal of Small Business Management*. 1-27. doi: 10.1111/jsbm.12090
- Schumpeter, J., Becker, M., & Knudsen, T. (2002). New translations: Theorie der wirtschaftlichen Entwicklung. *The American Journal of Economics and Sociology*, 61(2), 405-437. Retrieved from [www.jstor.org/stable/3487789](http://www.jstor.org/stable/3487789)
- Shabani, S. (2013). Entrepreneurship education: A new conceptual model in developing countries. *Australian Journal of Basic and Applied Sciences*, 7(8), 781-786. Retrieved from [www.ajbasweb.com](http://www.ajbasweb.com)
- Shepherd, D.A. & DeTienne, D.R. 2005. Prior knowledge, potential financial reward, and opportunity identification. *Entrepreneurship: Theory & Practice* 29(1): 91-112. doi: 10.1111/j.1540-6520.2005.00071.x
- Sondari, M. (2014). *Is entrepreneurship education really needed? : Examining the antecedent of entrepreneurial career intention, [In:] The 5th Indonesia International Conference on Innovation, Entrepreneurship and Small Business*
- Solomon, G. (2007). An examination of entrepreneurship education in the United States. *Journal of Small Business and Enterprise Development*, 14 (2), 168-182. doi: 10.1108/14626000710746637
- Souitaris, V., Zerbini, S. & Al-Laham, A. (2007). Do entrepreneurship programmes raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources. *Journal of Business Venturing*, 22, 566-591. doi:10.1016/j.jbusvent.2006.05.002
- Støren, L S. (2014). Entrepreneurship in higher education – impacts on graduates' entrepreneurial intentions, activity and learning outcome. *Education Training*, 56 (9), 795-813. doi: 10.1108/ET-06-2014-0070
- Teshome, T, (2014). Attitudes of private higher education students towards entrepreneurship: A case of distance learners in Wolaita Sodo and Hossana Towns. *Middle-East Journal of Scientific Research*, 19(2), 277-285. Retrieved from [www.hdl.handle.net](http://www.hdl.handle.net)
- Thomson, J. L. (2004). The facets of the entrepreneur: Identifying entrepreneurial potential. *Management Decision*, 42, (2), 243-258. doi: 10.1108/00251740410515861



- Tong X.A., Tong D.Y.K. & Loy L.C., (2011). Factors influencing entrepreneurial intention among university students. *International Journal of Social Sciences and Humanity Studies*, 3, 487-496. Retrieved from [www.dergipark.gov.tr](http://www.dergipark.gov.tr)
- Valerio, A, Parton, B & Robb, A. (2014). *Entrepreneurship education and training programs around the world. dimensions for success*
- Valliere, D. (2015). *An effectuation measure of entrepreneurial intent, [In:] The 6th Indonesia International Conference on Innovation and Small Business.*
- Walter, S. G., Parboteeah, K. P., & Walter, A. (2013). University departments and self-employment intentions of business students: a cross-level analysis. *Entrepreneurship Theory and Practice*, 37(2), 175-200. doi:10.1111/j.15406520.2011.00460.x
- Zhao, H., Seibert, S.E., Hills, G.E. 2005. The mediating role of self-efficacy in the development of entrepreneurial intentions. *Journal of Applied Psychology* 90(6): 1265-1272. doi: 10.1037/0021-9010.90.6.1265
- Zurriaga-Carda, A. Kageyama, K. & Akai, K. (2016). Effects of risk attitude, entrepreneurship education and self-efficacy on entrepreneurial intentions: A structure equation model approach to entrepreneurship. *International Review of Management and Business Research*, 5(4). Retrieved from [www.irmbrjournal.com](http://www.irmbrjournal.com)