

Research article

ROLE OF ENTREPRENEURSHIP EDUCATION IN NIGERIA

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Abstract

This study focuses on investigating the entrepreneurial intentions, drivers and challenges of starting a business in Nigeria. Higher National Diploma and National Diploma final year students of Jigawa State Polytechnic from department of accounting, business administration and management and public administration were used as a case study. The study became necessary due to the alarming rate of graduate unemployment in Nigeria. The study adopted a holistic case study approach involving a multiple methods of questionnaires (182) Higher National Diploma (HND) and National Diploma (ND) final year students and a telephone interview with two lecturers teaching entrepreneurship in the college. The findings clearly indicate that exposure to entrepreneurship education increases students' entrepreneurial intentions. The result found that desire for independence; confidence and strong intention are the most important factors that influence students' entrepreneurial intention. The study identified 3 key drivers of students' entrepreneurial intentions. These are to earn a living, to seek job security and provision of employment. The result again identified 4 factors namely lack of support, finance, insecurity and erratic power supply as the major challenges in starting a business in Nigeria. It was also revealed that the current entrepreneurship education programme prepares students on how to open up a business not becoming an entrepreneur. The study concluded entrepreneurship helps students toward building and driving their intention to venture into business. However, the challenges of entrepreneurship in Nigeria need to be addressed in order to enable individuals to become an entrepreneur and create employment opportunities that will lead to the development of Nigerian economy. There is need for government to ensure their adequate security and support initiatives towards entrepreneurship education are efficient. Thus, the government should provide adequate support particularly the issue of infrastructures. The Federal Government of Nigeria through the National Board for Technical Education should fashion out the curriculum thereby making it more practically-oriented so that students may become more interested. Polytechnics should develop an internship programme for students to work in firms so as to put theory learnt in the class to practise. Hence, this might build their entrepreneurial intentions. Students should try to align the theory learnt in college with the practical application in dynamic economic environment. Hence, this will help in building their capabilities toward entrepreneurship development in Nigeria.

Keywords: Entrepreneurship, Education, Motivation, intention, drivers and challenges

Introduction

Studies indicate that there has been a growing concern on entrepreneurship and entrepreneurship education throughout the world. This development was traceable to some factors such as the increasing rate of unemployment and poverty. Policy makers all over the world (Nigeria inclusive) recognised that entrepreneurship plays a vital role in economic growth and development of many countries through creation of wealth and providing employment opportunities (Pastigo and Tomborini, 2005; Othman, Ghazali and Cheng, 2005; Gurol and Atsan, 2006; Alarape, 2009).

Other researchers discovered that the entrepreneurship is viewed as an economic cure-all for creating employment and economic prosperity in both developing and developed countries. This has resulted in higher demand for entrepreneurship education. (Kuratko, 2005; Matlay, 2005; Nabi, Holden, and Walmsley, 2006; Packham et al, 2010; Mason, 2011). However, governments all over the world have introduced a range of programmes so as to encourage entrepreneurship in higher education. It includes the recent UK examples which involves initiatives aimed to expand the number of university students undertaking entrepreneurship courses. Similarly, in the USA, the development of entrepreneurship has been speedy (Green and Saridakis, 2008). As a result, such developments have been replicated in Asia and some African countries such as South Africa, Ghana, Nigeria, Kenya and Ethiopia.

Identifying entrepreneurial intention for a person before becoming an entrepreneur is of great value. This may provide them with a clear goal on how to achieve success. Intention can be a fundamental aspect of decision making in the entrepreneurial context. Hisrich, Peters and Shepherd (2010, pp.38-39) stated that entrepreneurial intentions entails the motivational factors that impact individuals engage in entrepreneurial results. Hence, the stronger the intention to involve in behaviour, the more likely should be its act. Studies have shown that individuals have stronger intentions to perform when taking action is perceived to be feasible and desirable (Hisrich, Peters and Shepherd, 2010, p. 38). In support, Krueger and Brazeal (1994) cited in Giacomini et al. (2011) stated that entrepreneurship education shape students' perceptions about the feasibility and desirability of business creation. However, many studies have employed intention models to describe the decision to create new business. Specifically, the applicability of Ajzen (1991) theory of planned behaviour (TPB) to entrepreneurship has been consistently supported (Fayolle, Gailly and Lassas-Clerc, 2006). The model is a single best predictor of behaviour (Linan and Rodriguez-Cohard and Guzman, 2011). Although there are intentions and triggers to become entrepreneurs, there are also some perceived and feasible challenges towards business creation among the graduates.

Entrepreneurial studies suggested education and training as one of the triggers for entrepreneurial intention among individuals (Adenipekun, 2004 cited in Ogundipe, Kosile, and Ogundipe, 2012). In the same light, Gerba (2012) argued that the education impacts young people's aspiration towards entrepreneurship and support the necessity to recognise the predictors of entrepreneurial intention so as to better cultivate prospective entrepreneurs during their study period. According to Hisrich, Peters and Shepherd (2010, p.38) education is essential in the developing of the entrepreneur. Its significance is indicated not only in the level of education obtained but also it continues to play a vital part in assisting entrepreneurs deal with the challenges they faced. Apart from education, individuals who want to be entrepreneurs can as well differentiate themselves from others

by intentionally providing their resources needed for the success of the business. In their perspective, Izedonmi and Okafor (2010) state that intentionality acts as a driving force towards entrepreneurial actions and behaviour. Krueger (2005) cited in Izedonmi and Okafor (2010) equally express the view that intentionality provides direction to someone's attention and determines experience one attains in life. Thus, research threw more light on how intentions forms someone entrepreneurial behaviour.

Presently, HEIs in Nigeria have introduced entrepreneurship education programmes with the hope that it will equip graduating students with skills necessary to start their businesses, to be job providers, instead of job seekers. This is in line with the directives by the (FGN) to all HEIs to offer entrepreneurship education courses so as to boost the skills acquisition of higher education graduates for self- employment (Alarape, 2008; Akpomi, 2008).

However, in Nigeria, entrepreneurship education is still at its early stages (Akpomi, 2008; Anene and Iman, 2011; Ekpoh and Edet, 2011). Although many HEIs in Nigerian have initiated entrepreneurship programmes, most of the research conducted have focused mainly on assessing entrepreneurship education, entrepreneurship and employment stimulation and education policy in Nigeria. As a result, it becomes vital to focus on graduates' students and understand drivers that affect their intention to start up a business in the future. It is also significant to find out the drivers as well as the perceived challenges to start-up new business.

This will help to find out whether entrepreneurship education courses introduced in Jigawa state polytechnic increases graduates students career intentions to become entrepreneurs.

Literature Review

Entrepreneurship Concept

The concept of entrepreneurship has a significant role in today's economy as well as in the employment market. While the number of entrepreneurs is repeatedly increasing, they are becoming the engine of economic development in any society. To quote Taatila (2010), "without an entrepreneurial attitude societies can stagnate, which can hinder the long-term growth and prosperity of the region." Obviously this signifies the importance of entrepreneurship to society, but also the country's economic development and global competitiveness.

It is important to note that entrepreneur and entrepreneurship are two inseparable words that means trying to define one will definitely lead to the meaning of the other. As such, the only difference is that an entrepreneur is regarded as an individual whereas entrepreneurship is the act of undertaken entrepreneurial activity. Although there is no consensus on the definition of the two terms, scholars provide different definitions of the phenomenon (Arthur and Hisrich, 2011).

The term 'entrepreneur' is broadly used, both in the day to day talk and as a technical term in management and economics. Entrepreneur was originated from the French verb *entreprendre* and a literal meaning might translate as 'one who takes between.' Equally, some important French writers have presented opinions on the role of the entrepreneur, the most important among them are Cantillon, Say, Schumpeter and Knight cited in Deakins and Freel, 2006, p.3. Drucker (1986) in Stokes and Wilson (2006, p.31) defined entrepreneur as "someone who

always searches for change, responds to it, and exploits it as an opportunity." Similarly, Makgosa and Organi (2012), viewed entrepreneur as a catalyst for economic development through the ability to create new employment opportunities, exploitation of opportunities, generation of new technologies and introduction of new products, as well as effective use of resources. Moreover, an entrepreneur has been defined as someone who setup, builds, utilises and develops a business venture under personal risks for anticipated profit (Kumar, 2008, p.33; Wickham, 2004, p.5). In other words, an entrepreneur is also seen as a person who not only perceives and organises ventures but also regularly takes risk in doing so (Santhi and Kumar, 2011). It is a well-known fact entrepreneurs have been recognised as risk takers. Thus, entrepreneurship is all about risk taking (Akpan and Etoh, 2013; Block, Sander and Spiegel, 2013) However, this is supported by Block, Sandner and Spiegel (2013) stating that entrepreneurs are viewed as risk takers. Therefore, being an entrepreneur is not just starting a business, but also about having the intention and motivation to succeed in business. Thus, all successful entrepreneurs have the same way of thinking and possess some key personal traits that allow them to be successful in business.

However, research has shown that entrepreneurs could be classified into two namely actual entrepreneurs and latent entrepreneurs. The former includes people that have started a business while the latter consist of people that intent to start a business in the near future (Pihie, 2009; Mueller, 2004). As a result, this research work focused on latent entrepreneurship because it is associated with the intentions and motivations of people to business start-up.

It is clearly evident from the foregoing definitions there is consensus that the entrepreneurship is a kind of behaviour that embraces the opportunity by identifying and taking initiative. Nevertheless, the readiness to accept calculated risks or failures and organising and reorganising of social and economic mechanisms to turn resources and circumstances to practical account (Arthur and Hisrich, 2011) In considering the topic for this research, Henley (2007) suggest that an entrepreneurship is an intentional activity, in that for many those intentions are developed prior to new venture creation signifying a relationship between entrepreneurship and intention.

Concept of Entrepreneurship Education

The term entrepreneurship education has been defined as "education that equips the student with an entrepreneurial mind-set that will enable them to facilitate social change, to think and/or behave entrepreneurially as an everyday practice, and/or to transform ideas and knowledge into feasible opportunities including the creation of new ventures" (Jones, 2011). Entrepreneurship education, in other words, has been described as the scope of curricular courses that equip students with entrepreneurial competencies, skills and knowledge towards an entrepreneurial career (Ekpoh and Edet, 2011; Keat, Selvarajah and Meyer, 2011).

Studies revealed that entrepreneurship education is a valuable means in stimulating students' intention towards an entrepreneurial career, revolving into entrepreneurial actions thereby enhancing venturing rate of students (Matlay, 2008; Izedonmi and Okafor, 2010; Keat, Selvarajah and Meyer, 2011). Hence, the importance of entrepreneurship education cannot be overemphasised because appropriate skill acquisition through entrepreneurship will enable youths to be self-reliant and improve their economic status.

The purpose of entrepreneurship education according to Nabi and Holden (2008) is to provide graduate entrepreneurship that describes the relationships between the graduate as a product of higher educational institution as well as their willingness to undertake their career as entrepreneurs. It can be seen that exposure of students to entrepreneurship education will ginger-up their entrepreneurial drive. Kuratko (2005) entrepreneurship has been offered in universities for about seven. The first entrepreneurship programme was initiated in Japan in late 1930s. In the United State also, entrepreneurship was acknowledged as a discipline only 40 years later than in the 1970s and 1980s there has been a growing number of entrepreneurial programmes initiated in American universities (Bell et al., 2004 cited in Giacomini et al., 2011). However, a similar development was happening in many countries during the 1990s. Presently, be it in Europe, Asia or America, a large number of universities offer their students entrepreneurship education courses.

Therefore, this in many cases has been driven by the view that education is best position to prepare students with the required knowledge and skills needed to succeed in conducive environments (Kirby, 2004 cited in Packham et al., 2010).

Previous researches have shown that there is a correlation between entrepreneurship education and career intention after graduation. Kuttim, Kallaste and Kiis (2013) in consistent with Emmanuel, Dazala and Daniel (2012); Ekpoh and Edet (2011) and Izedonmi and Okafor (2010), postulate that exposure to entrepreneurship education influences the entrepreneurial intentions of final year students in tertiary institutions. These findings are highly consistent with those of Opoku-Antwi et al. (2012), their findings disclosed that majority (91%) of the student are of the view that entrepreneurship could be developed through education and that (65%) are taught entrepreneurship in their schools. In a similar vein, a study by Packham et al. (2010) contrasted and compares the effect of an entrepreneurship course on entrepreneurial behaviour among undergraduate students in French, German and Polish Higher Education Institutions and reported that entrepreneurship education impacted positively on French and Polish students' entrepreneurial attitude. Likewise, the course had a negative impact on male German students. The study also reveals that while female students are more probable to perceive to gain more from the learning experience, the influence of entrepreneurship education on entrepreneurial attitude is truly more important for male students.

Drivers of entrepreneurial intention

Motivation is a very general term which is commonly seen as the driving force behind all actions. Chan and Baum (2007) described motivation as "a dynamic process of internal psychological factors encompassing the needs, wants and goals of an individual". An investigation of the relevant literature shows the drives why people go about starting their own business. Thus, motivation plays a very significant role in the creation of a new business for instance, a profit making business opportunity and job dissatisfaction may lead people to establish their own business.

According to KumarKumar et al. (2006) the performance of an entrepreneur could be determined by their ability to perform and willingness to perform. Ability is a function of education and experience and skill whereas inclination to perform depends on the level of motivation. Essentially, motivation could be anything depending on the individual and situations for instance, achievement, independence, power, and idleness. Entrepreneurial

motivation refers to the motive of an entrepreneur to retain an entrepreneurial spirit in all their actions. It is assumed that achievement of motivation is directed at encouraging individuals to take action to start up new business (Kumar *et al.*, 2006, p.12). Tyszka *et al.* (2011) suggest that motivation is an important factor in guiding an individual towards an entrepreneurial life route. Similarly, Krishna (2013) suggest that motivation is an inspirational process of directing an individual's motives and actions towards goals. The term motivation is originated from motive which means an active form of a desire, craving or needs and desires effect of change the behaviour which becomes goal oriented. Motivation is also energetic force setting an individual into action or motion (Krishna, 2013).

Motivations to create businesses vary greatly all over the world. Individual drivers are customarily captured within the Global Entrepreneurship Monitor (GEM) structure with a simple contrast between necessity-driven motives and opportunity driven- motives (GEM, 2013, p.32).

Factors influencing student's entrepreneurial intentions

According to research there are many factors that motivate people to start their own businesses, and the factors are categorised into two namely push (external) and pull (internal) factors (Stokes and Wilson, 2006; Salimah, Syamsyul and Yuslizawati, 2007 cited in Chan and Quah, 2011; Krishna, 2013).

Previous studies indicate that individuals who select entrepreneurship as an alternative career are subjected to various push and pull factors that ultimately determine and shape their selected entrepreneurial ways (Matlay and Storey, 2003) cited in Matlay (2008).

Beeka and Rimmington (2011) submitted that entrepreneurship as a career choice is a lifetime aim and not a decision taken in the separation while certain factors could influence the choice to become an entrepreneur. Entrepreneurship is a socio-economic option and not all the time an individual in a bad situation (Reynolds and Curtain, 2008). However, observations have shown that entrepreneurship could be a career option especially in a condition of high unemployment. In support, Thurik *et al.* (2008) pointed out that even though unemployment raises self-employment.

It is also important to know that the triggers of entrepreneurship can be classified as either push and pull situational factors or personal attributes. It was reported that those trigger factors might have an impact the way in which a business is managed as well as its performance. As stated by Lowe and Marriott (2006, p.46) that though the decision to become an entrepreneur is regarded as an individual and personal one, there is seem to be some consistencies in the push and pull factors that impact individual personal decision to become self-employed. There has been indication Researchers indicate that many entrepreneurial activities or initiatives have been embarked as a result of these trigger factors (Chell, 2001, p.53; Benzing, Chu and Kara, 2009; Fatoki and Patswawairi, 2012).

Push and pull factors

According to Makgosa and Ongori (2012) *Push* factors are considered to be external circumstances that push people to engage in business during situations such as unemployment, recession, lack of career prospects and frustration with the former employment. Thus, frustrations with the former employment may include job

dissatisfaction, inadequate remuneration, idleness, inflexible work schedule and block promotion. In a similar vein, Lowe and Marriott (2006, p.47) summarise push factors as job insecurity, job competition, career limitations, lack of opportunity for innovation, lack of recognition, job dissatisfaction and insufficient financial rewards. Thus, a number of entrepreneurial literature on motivation viewed push factors as a significant motivating factor.

In their perspectives, Crant (1996) cited Olufunsu (2010); Kim-soon et al. (2013) found that family background could also be a motivator, for instance men who are growing in a family with entrepreneurial background have great inclination to follow their family's footsteps to start their own businesses. However, having a role model is also an important factor of motivating an individual to be an entrepreneur (Birley and Westley, 1994 cited in Kim-Soon et al., 2013). In the same light, having self-employed was found to be a significant factor to influence business start-up as the parent may serve as mentors to their children (Matthews and Moser, 1995 cited in Olufunsu, 2010). However, this also agrees with the findings of Choo and Wong (2006) that having a family business background and self-employed parents tend to be particularly significant as mentors and guides for children establishing their own business.

Moreover, research revealed that environmental approach theory-Choice of Entrepreneurship, which focuses on factors such as a cultural phenomenon, education and experience as well as family experience also correlated to push factors. In their research, Ahmed et al. (2010) investigated the factors that determine entrepreneurial intention among students in Pakistan. They examined the impact of innovation, education, family background and gender differences on creating intentions. The findings showed that innovativeness and family business are connected with entrepreneurial intention (Uddin and Bose, 2012). Similarly, a research carried out by Basu and Virick (2008) evaluated entrepreneurial intentions and their antecedents among 122 students at San Jose state university, USA and reported that prior experience to entrepreneurship education have a positive and significant influence on students' attitudes toward a career in entrepreneurship as well as on perceived behavioural control or self- efficacy. The study also reveals that individuals' prior experience to entrepreneurship in practice, both direct and indirect through their family background in business, is importantly related to their attitudes, norms, and perceived behavioural control concerning entrepreneurship. Thus having a self-employed father is also significantly connected to the student's positive attitudes, stronger norms and greater self-efficacy with regard to entrepreneurship. In support, Crant (1996) cited Olufunsu (2010); Kim-soon et al. (2013) also found that family background could also be a motivator, for instance men who are growing in a family with entrepreneurial background have great inclination to follow their family's footsteps to start their own businesses.

Pull factors on the other hand, depend on internal motives such as the need to become one's own boss (independence), monetary motivation or the need to increase wealth, changing lifestyle, need for self-realisation, high achievement or desire to use one's own boss, experience and knowledge (Benzing, Chu and Kara, 2009). Further work by Orthan and Scott, (2001) cited in Barnard (2012) suggest that the pull factors are more important than push factors as motivators of entrepreneurial behaviour.

In other words, pull factors entail a strong positive internal desire in an individual to start a business. These factors are also related to self-fulfilment and growth and they include: desire for independence, desire to exploit an opportunity, desire to make high level of profit, previous experience, educational background,

innovativeness, and family background (Stokes and Wilson, 2006; Olufonsu, 2010). Pull factors establish the personality of the entrepreneur and thereby create an inclination to embrace entrepreneurial activity. The existence of these factors is therefore, vital for entrepreneurial activity to take place. However, entrepreneurial drives cannot trigger well without a support from the external environment. Among the pull factors, the desire to do something creative is essential. It means the desire to make a contribution to the development of the state, to present a completely new product in the market, to place the home town on the country's industrial map, to utilise technical skills, and to provide employment (Krishna, 2013).

Education/knowledge in general is considered to be one of the significant factor that influence the students' intentions to start a business. Thus entrepreneurship education could have a positive impact towards students' intention to start a business. According to Turker and Selcuk (2009) education and training are among the most key elements in the development of human resources. Research also indicate that entrepreneur with entrepreneurial education and experience could produce higher profits from entrepreneurial businesses (Jo and Lee, 1996 cited in Asamani and Mensah, 2013). Hisrich, Peters and Shepherd (2008, p58) stated that the education is considered essential in the upbringing of the entrepreneur. Its significance is demonstrated not only on the level of knowledge acquired but also in the fact that it remains to play a vital role in assisting entrepreneurs deal with the challenges facing them.

It is generally believed that many people desire to become entrepreneurs because of independence or desire to be autonomy. Independence has been cited in many researches is like a key motivator (Stokes and Wilson, 2006). Similarly, Kirkwood (2009) cited in Fatoki and Patswawairi (2012) identified a desire for independence as one of the key triggers of entrepreneurial motivations.

Independence and autonomy are considered to be primary drivers in becoming an entrepreneur. Thus, being motivated by a desire to be one own boss can also be seen important motivating factor for studying graduates entrepreneurial intention. Desire for independence has been found to be one of the most mentioned among the pull factors on entrepreneurial intentions and motivation research that influenced people to become entrepreneurs (Stokes and Wilson, 2006; Kirkwood, 2009; Olufonsu, 2010; Opuku-Antwi et al., 2012; Achuchuthan and Nimalathasan, 2013; Kim-Soon et al., 2013; Yusof et al., 2014). It also agrees with the findings of Choo and Wong (2006) who did a study to identify the key motivators and barriers to business creation among 145 retired military officers from the Singapore Armed Forces. The results indicate independence as one of the key triggers in motivating the respondents.

Why students want to become entrepreneurs?

Many studies have indicated that entrepreneurship education programmes contribute to the development of entrepreneurial intentions (Fayolle et al., 2006; Izquierdo and Buelens, 2008; Kolvereid and Moens, 1997 cited in Kuttim, Kallaste and Kiis, 2013). Entrepreneurship intention has been broadly researched in the past years and remains to be of interest to scholars due to its significance to the economic development for many nations (Hart and Harrison, 1992; Graham and McKenzie, 1995 cited in Zain, Akram and Ghani, 2010; Nabi and Holden, 2008; Ismail et al., 2009). Further, Zain, Akram and Ghani (2010) revealed that the literature on entrepreneurship intention investigates a range of issues that looks at the factors determining entrepreneurship

intention such as demographic profile (for instance gender, age and education), contextual factors (such as perceived support, perceived barriers and close support) and personality traits (such as extraversion and conscientiousness).

This research also tried to examine the relationship between entrepreneurship education and entrepreneurial intention. However, certain factors according to current literature may be connected to intentions and behaviour. To elaborate this further, many behavioural theories are of the belief that prior behaviour and experience have a positive connection with individual's future intentions (Kuratko, 2005). In general, intention may be seen as a cognitive state immediately prior to performing an action or executing a behaviour (Krueger, 2005). Bird (1989) cited in Yusof et al. (2014) described entrepreneurial intention "as a conscious state of mind that directs attention towards a specific goal or pathway to achieve it." Entrepreneurial intention according to Davidson (1995) quoted in Izedonmi and Okafor (2010) relates to the tendency of a person to start a business activity in the future. This view was complimented by Gerba (2012) that entrepreneurial intention reveals the state of mind that induces individuals to choose in favour of self-employment or undertake business activity rather than selecting traditional salary based employment while the intention is built on a certain approach in that person. Behaviour can be seen as a mediator to influence the entrepreneurial intention. In other words, entrepreneurial intentions could be seen as one's decisions about the possibility of owning one's own business. Understanding entrepreneurial intention is therefore, essential in the forecasting behaviour. Studies contend that intentions are a fundamental predictor of subsequent planned behaviour (Krueger and Carsrud, 1993 cited in Choo and Wong, 2006; Bagozzi et al. (1989) cited in Gerba, 2012). They also contend that people with the intention to commence business can be recognised and studied as they move forward through the entrepreneurial process much more quickly than individuals without entrepreneurial intention. For that reason, with the intention as a foundation for studying would-be entrepreneurs seems to be a sensible approach (Choo and Wang, 2006).

The Theory of Planned Behaviour (TPB)

Creating an intention to develop an entrepreneurial career is considered to be the first step in the often long process of business creation. Although there are many models of entrepreneurial intentions in the entrepreneurship literature, the Theory of Planned Behaviour (TPB) developed by Ajzen (1991) could be regarded as the most widely used model adapted by many researchers. The theory provides a useful framework and appropriate theoretical structure that enable individuals to understand and predict entrepreneurial intention by taken into account not only personal but also social factors (Krueger et al., 2000 cited in Iakovleva, Kolvereid and Stephan, 2011). Similarly, Fayolle, Gailly and Lassas-Clerc (2006) suggest that TPB is viewed as an important tool to model the development of entrepreneurial intention through pedagogical processes as well as learning situations.

In this regard, this study focuses on Ajzen's (1991) intention model so as to investigate the entrepreneurial intentions of graduate students as used in another research. Nevertheless in recent times, scholars' interest in the use of Ajzen's intention model in their research has increased immensely.

According to Ajzen (1991) cited in do Paco et al. (2011) intentions towards behaviour rest on a set of basic attitudes. In essence, intentions to take a certain course of action is determined by the perceptions of participants

concerning personal and social desirability of the behaviour and the views of the participants of whether they can accomplish such action effectively. Thus, TPB belongs to a larger family of intentional models that have been employed to describe the emergence of entrepreneurial behaviour. The theory also believes that human social behaviour is reasoned, controlled or planned as it considers the likely outcomes of the considered behaviour. In those approaches career intentions rest on attitude connected to the behaviour considered, social standard and the level of perceived control (Fayolle, Gailly and Lassas-Clerc, 2006).

The TPB implies planning may be anticipated by the intention to adopt that behaviour. According to Ogundipe, Kosile and Ogundipe (2012) there are three components that predict behavioural intentions in this model. The first component is individual's attitude towards the proposed behaviour. This act is built on the belief of the person of what he/she might think of as the anticipated outcome. If somebody anticipates that the result of the action is getting him/her in a better position, then it will be more likely that he/she will perform the act. The second attitude is concerned with subjective or social norm that replicates the extra personal influence on the decision maker. Whereas the third component is the perceived control or feasibility of the proposed behaviour. The degree to which someone perceives the action as realistic, it is very possible that he/she will do it. In the TPB, the three factors pointed out above are the antecedents of intention and therefore impacted future behaviours. The fundamental basis of intention and the determination of behaviour are perceptions, which are established increasingly from beliefs (Fayolle, Gailly and Lassas-Clerc, 2006).

On the other hand, Fayolle, Hailly and Lassas-Clerc (2006) reported that Krueger and Carsrud (1993) were the first to use the TPB to the field of entrepreneurship in an attempt to make Ajzen's (1991) model well suited with other theoretical frameworks, particularly that of Shapero and Sokol (1982). Their final model as displayed in Figure 1, is the outcome of this approach. However, this theory remains open to the impact of exogenous variables that contributes in the development of beliefs and attitudes. This mode also applied some of the conceptual contributions of Shapero and Sokol (1982) quoted in Fayolle, Gailly and Lassas-Clerc (2006), comprising the idea of an external motive, to explain the shift from intention to behaviour.

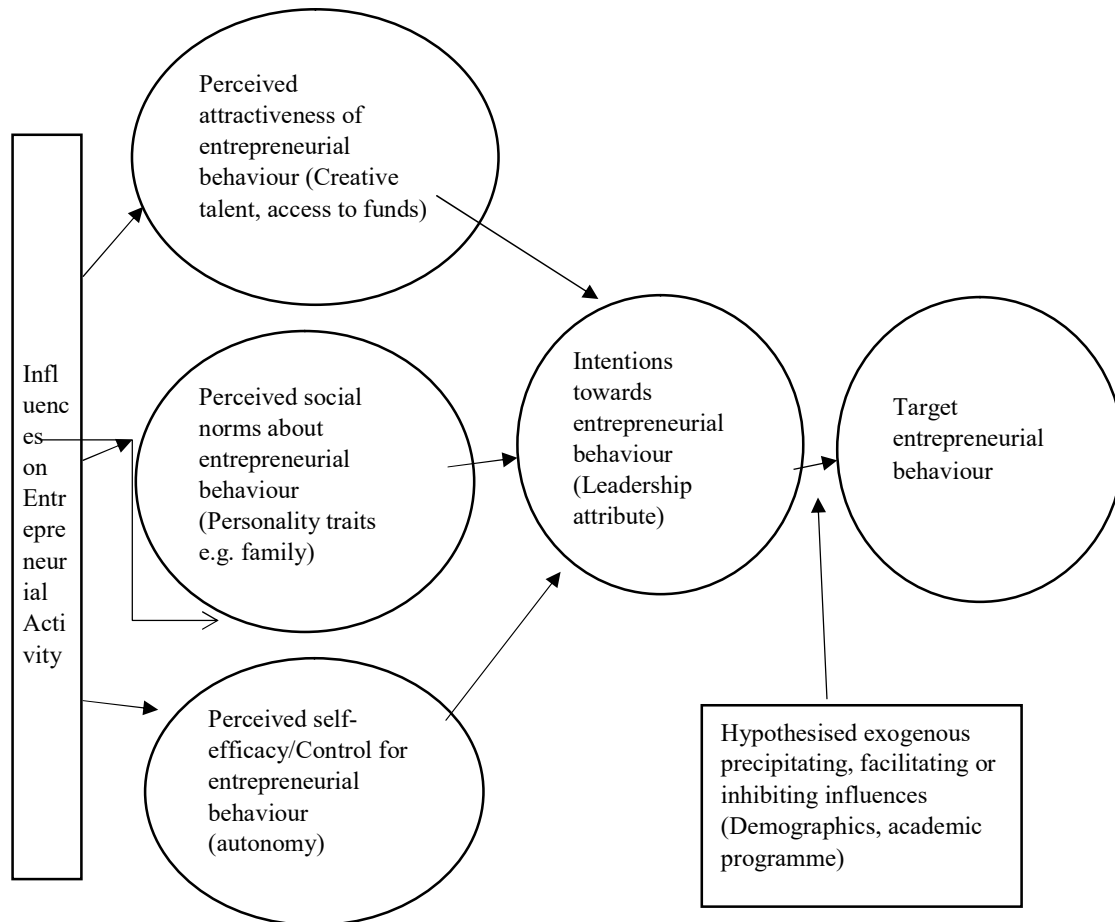


Figure 2.1: The Theory of Planned Behaviour (TPB)

Source: Adapted and modified from Krueger and Carsrud (1993) cited in Fayolle, Gailly and Lassas-Clerc (2006).

As we can see the model above indicate how an individual intention towards entrepreneurial behaviour was developed by the three factors mentioned before. It is also the intention that in turn governs future entrepreneurial behaviour which is moderated by some exogenous factors. Thus, students at higher education institutes (Universities, Polytechnics and Colleges) could have diverse behaviours largely as a result of other exogenous factors such as entrepreneurial education and experience, present of role model, demographics and government support (Garba, Kabir and Nalado, 2014). Similarly, Peterman and Kennedy (2003) cited in Gerba (2012) contended that the careful thought on the entrepreneurial option would arise as a result of some external change (a precipitating event). In some cases, socio-economic factors (external influences such as current economic situation in Nigeria, insecurity, erratic power outage among others) contribute greatly in changing student's attitudes. For instance, the rising competition in the labour market for jobs, students may be pushed to think proactively and develop the intention of setting up their business after graduation rather than battling for employment.

Moreover, exogenous factors play a significant role in impacting the intention and entrepreneurial behaviour concerning how people create new business. According to Garba, Kabir and Nalado (2014) the students' intentions in schools could be stimulated based on their feelings towards entrepreneurial behaviour. Some of the exogenous factors influencing entrepreneurial intention may include unemployment, unstable/unpredictable business environment and personality traits. The exogenous factors are also consistent with the push factors of entrepreneurial motivation. Likewise, students may establish intention to involve in entrepreneurial activity depending on some motivational factors for instance need for success, willingness to take risk and need for independence. Hence, those students who observed that their future in the labour market is undefined may choose on their destiny by developing an intention to commence a business on completion of their studies (Garba, Kabir and Nalado, 2014).

A study by Samuel, Ernest and Awuah (2013) assesses the entrepreneurship intention among Sunyani polytechnic marketing students in Ghana. The results show that the entrepreneurial intention of the students is found to be high and that students are interested to become entrepreneurs. The study identified the most important motivators for entrepreneurial intention, namely to take advantage of creative talent, to earn reasonable living, and to provide employment. These findings also agree with the results of Olufunso (2010) in which important motivators of entrepreneurial intention were identified namely: employment, autonomy, job security, creativity, economic and availability of capital. While the major obstacles identified include lack of collateral security, difficulty in obtaining a bank loan and lack of savings, insufficient capital, skill, support, risk, economy and crime. Further, the findings reveal that demographic variables such as gender, age and religion affect answers given by respondents. The result also indicates that the entrepreneurial intention of the graduate in South Africa is very low and majority of the respondents choose to work for private firms or public organisations.

Zain, Akram and Ghani (2010) investigated the entrepreneurial intention among Malaysian business students. The study indicates that majority of the respondents have a desire to pursue into entrepreneurship and they are influenced by the entrepreneurial courses taken, family members who are entrepreneurs as well as academics who are in business related disciplines. The results indicate a significant relationship between the personality trait and entrepreneurial intention which is in agreement with Ismail et al. (2009) in which the result also shows a link between Big Five personality factors, contextual factors and entrepreneurial intention.

Akpomi (2008) conducted a study on entrepreneurship among graduate-to-be of business/management faculties and economic development in Nigeria using a sample of 500 final year students selected through random sample. The findings show that only 12.4% of the respondents have a desire to own business upon graduation. Some of the rationales provided for this include no take-off funds/sponsorship, insufficient preparation to face the demands of managing ventures and the poor attitude of Nigerians towards purchasing internally produced goods.

A study by Asamani and Mensah (2013) showed that Ghanaian students have high entrepreneurial inclination. Nevertheless, students' age, gender and academic programmes were discovered to have no considerable influence on their entrepreneurial inclination. The study also reveals that student' personal qualities such as task performance attitude, leadership attributes, and achievement attitude and risk-taking attributes have a significant

effect on their entrepreneurial inclination. The result also correlate with those of Opuku-Antwi et al. (2012) who found that generally entrepreneurial intention among Senior High School students in the Sunyani Municipality, Ghana is found to be high and encouraging. The findings exposed that impact of the family business, locus of control, entrepreneurship and education, need for achievement, leadership attributes, innovativeness and risk-taking propensity have significant influence on students' entrepreneurial intention. Correspondingly, the findings of Achuchuthan and Nimalathan (2013) figure out four keys drivers that motivate individual's intention toward entrepreneurial activity, namely the desirability of self-employment, feasibility of self-employment, tolerance for risk and perceived government and non-government support.

Challenges that inhibits students in opening a new business

According to Sandhu, Sidique and Riaz (2010) some of the common challenges faced by entrepreneurs are psychological in nature for instance fear of failure, aversion to risk, aversion to stress and hard work. In a related study Taormina and Lao (2007) stated that there are also the institutional challenges from the institutional school of thought such as inadequate resources and lack of government support. However, Sandhu, Sidique and Riaz (2010) contend that obstacles encountered by actual entrepreneurs may be different from obstacles encountered by potential entrepreneurs. Other entrepreneurial research indicate that, obstacles faced by actual entrepreneurs are normally confined to institutional obstacles namely shortage of funds, lack of government support, poor infrastructures, lack of training, corruption, poor contract and proper laws (Benzing, Chu and Kara, 2009). While challenges faces by potential entrepreneurs are mostly psychological (Taormani and Lao, 2007). As a result, the obstacles chosen for this study are derived from the institutional and psychological school of thought.

considering the institutional challenges, research indicate that potential graduate entrepreneurs may be motivated, prepared and willing to start their own business but start-up funding may become a challenge to them (Olufunso, 2010). However, Ihuga, Odili and Njoku (2013) found that lack of adequate start-up capital and difficulties in obtaining bank loans as the major challenges faced by graduate potential entrepreneurs. In Nigeria, potential graduate entrepreneurs go through many hardships when trying to access bank loans. Although there are many financial institutions that give loans they usually charge high-interest rates deterring aspiring entrepreneurs. For instance, major banks have fixed their lending rates to as much a 28% deterring potential entrepreneurs who are mostly graduates students and low-income earners. Similarly, there are also severe collateral conditions set by these financial institutions thereby discouraging the entrepreneurial intentions of graduate students. Thus, those graduate students cannot have the collateral to get the loans. It is also in support of this, Casson (2003) cited in Olufunso (2010) report that access to funds is crucial for all individual so as to realise their business objectives especially for start-up business as well as businesses that need to invest and grow.

Current economic situation and external influences can be constraint to youth entrepreneurial intention. Hence, creating a business environment favourable to entrepreneurship and business venture demands a wide range of augment and supportive policies. These consist of monetary policies and fiscal, which are needed to provide a basis for a stable macroeconomic environment. They also comprise structural policies that govern the overall

economic model in which the firms operates, such as those affecting labour markets, competition, tax design, financial markets and bankruptcy laws. In fact, these regulations are sometimes harsh for aspiring entrepreneur and this may create a couple of constraints on the development of entrepreneurship (Ihuga, Odili and Njoku, 2013). It was also found that lack of marketing skills and managerial or financial ability serve as challenges to entrepreneurial performance (Robertson et al. 2003 cited in Fatoki and Patswairi, 2012). The findings of Garba, Kabirand Nalado (2014) suggest that although many people had the intention of starting a business but failed due to lack of initial capital, penetrating into the market and sustainability of the business. Hence, these obstacles discouraged potential entrepreneurs from starting a business of their own, so they need to be overcome.

Other challenges facing aspiring graduate entrepreneurs in Nigeria include lack of access to bank loans, lack of government support, poor state of infrastructures and incidence of extortion by government officials (Ariyo, 2005; Chu et al. 2008 cited in Sofoluwe et al., 2013).

An overview of Entrepreneurship and Entrepreneurship Education in Nigeria

The development of entrepreneurship in Nigeria could be triggered by the political instability as well as poor execution of socio-economic policies of successive government that resulted to unemployment in the country. As a result, the Nigerian economy collapsed in the mid-80s whereas youth and graduate joblessness took an unprecedented direction. However, there was massive redundancy of employees and early retirement as a consequence of excess in the world's petroleum market and the poorly employed Structural Adjustment Programmes (SAP). This turned into a cause for decreasing productivity rather than bringing support to the industries that were previously downsizing or closing (Ogundipe, Kosile and Ogundipe, 2012; Emmanuel, Dazala and Daniel, 2012).

In an attempt to salvage the economy from total collapse, also to combat unemployment and poverty, the Federal Government of Nigeria (FGN) with the technical assistance multilateral institutions such as United Nations Industrial Development Organisation (UNIDO), United Nations Development Programmes (UNDP), International Labour Organisation (ILO) and the Cooperation of the Organised Private Sector (OPS) implemented certain number of entrepreneurship programmes. Some of these entrepreneurial programmes started in the late 1980s, which among them were Work-For-Your-Self (WFYS) programmes executed across Nigeria between 1987 and 1991; while the Start-and-Improve-Your-Business (SIYB) programme was implemented in 1994 and the Work-Improvement-for-Small-Enterprise (WISE) programme was also introduced in 1997.

Nevertheless, in an attempt to reduce the problem of unemployment, the Federal government of Nigeria has taken a step through the establishment of the National Directorate of Employment (NDE) in 1986 with the purpose of delivery of training opportunities through the guidance and management support services to youth graduates, farmers and small-scale entrepreneurs (Chenube et al., 2011), yet there is still massive unemployment.

Additionally, from 2003 to 2007, the government also attempted to introduce an economic reform programme known as the National Economic Empowerment Development Strategy (NEEDS) in order to promote the country's standard of living through a range of reforms, comprising macro-economic stability, degradation, liberalisation, privatisation, transparency and accountability. Hence, the government believed that the programme would provide 7 million new jobs, diversify the economy, and enhance non-energy exports, boost industrial capacity utilisation as well as developing agricultural productivity. All these attempts could not produce the expected result because the programmes were not adequate to give the necessary entrepreneurial training for the teeming unemployed youths in the country.

In an effort to solve the problem of poverty and unemployment, the (FGN) directed that entrepreneurship education be encompassed as a compulsory part of the curricula of the universities, polytechnics and colleges of education through the National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission of Colleges of Education (NCCE) with effect from 2007/2008 academic session (ILO, 2010; Gabadeen and Raimi, 2012 cited in Akhuemonkhan, Raimi and Sofoluwe, 2013).

The objective of introducing entrepreneurship education is for higher institutions to provide a crop of graduates with the proper entrepreneurial skills and attitudes for creativity, innovation and enterprise while this will allow graduates generate rather than pursue jobs, thereby reducing the percentage of graduate unemployment in the country (Chenube et al., 2011). In his perspective, Alarape (2008) state there is an indication of entrepreneurial activities and informal entrepreneurial training in Nigerian traditional societies, entrepreneurship education is still a new development in the Nigerian educational sector since 1990s.

Research Methodology

Survey method tends to be appropriate for this research study since the researcher is trying to establish a broad and representative overview of a specific situation when it includes the collection of primary data from individuals (Hair *et al.* 2007, p.203; Saunders, Lewis and Thornhill, 2007, p.139). However, the strategy is suitable when the researcher is trying to describe, compare, or explain personal and societal knowledge, behaviour, value, emotions, and preferences (Saunders, Lewis and Thornhill, 2007). Hence, the primary data of the study was generated through holistic case study approach involving a multiple methods of questionnaire and a telephone interview (Hair *et al.*, 2007). Nevertheless, the secondary data was generated from academic journal articles, publication, internet database and textbook.

The study used HND final year students chosen from the department of Accounting, Business Administration and Management and Public Administration of Jigawa state polytechnic in 2012/2013 academic session as the target population. This is because they are considered to have some prior knowledge and experience of business. Ahmed *et al.* (2010) added that final year students are chosen because they are presently in the critical stage to decide their future career route.

Results and discussion of findings

Business owner Vs.an Entrepreneur

The variables in figure 1.1 below will be used to support this question.

Differentiating between starting a business (small business owner) and being an entrepreneur may be a complicated proposition. Thus, both display qualities especially when developing the business at the early stage (Quon-Lee, 2014). Still they may have the same behaviours on building their businesses but differences increases and become more critical as the business start growing (Quon-Lee, 2014). Sometimes, individual start business out of necessity may be they have no other option than to open a business just to earn a living. While others start business as a result the identified business opportunities emerged. For instance some people start business as a result of having access to finance regardless of whether they have the intention or not. While others start business because of the desire for independence, and may be the drive for them to succeed in the business. Krishna (2013) stated that the difference may also rests on the level of confidence or motivation that make them to start their businesses as entrepreneurs have more confidence than small business owners. Another differentiating quality is that of risk taking attitude. It is generally believed that entrepreneurs are found to be risk takers whereas those that open a business does not have positive attitude in taking risk.taking. In support, the findings of Block, Sandner and Spiegel (2013) stated that entrepreneurs are more willing to accept risks more than small business owners or necessity entrepreneurs. Hence, being an entrepreneur is not just about opening a business, it entails having the attitude as well as the drive to succeed in business (Santhi and Kumar, 2011).

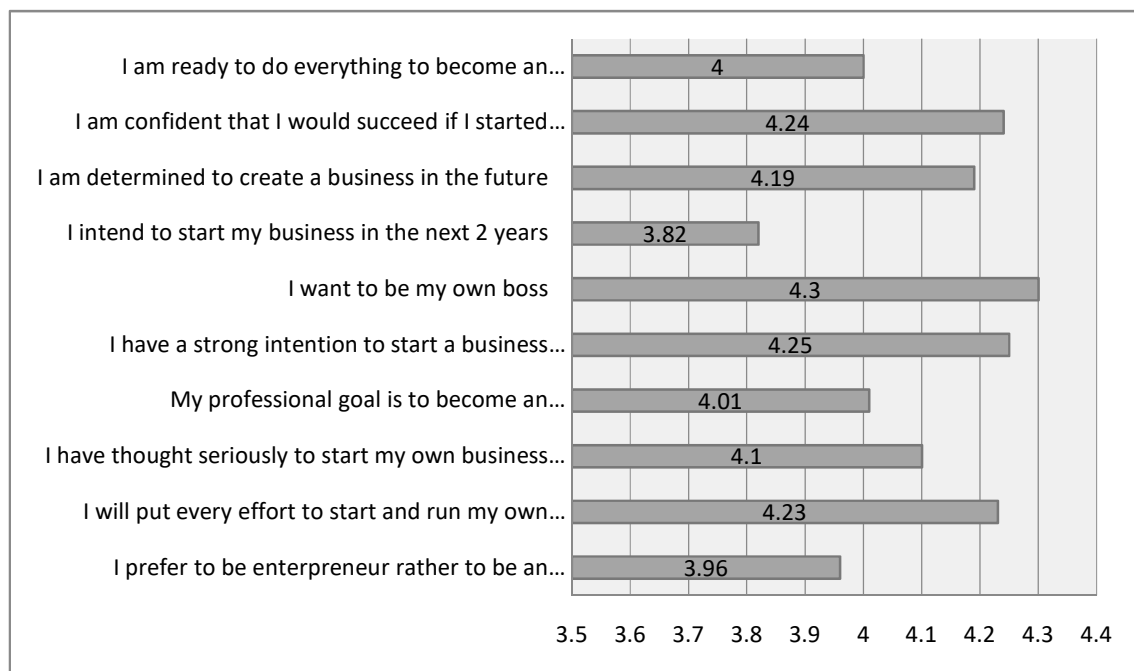


Figure 1.1: Starting a business/ being an entrepreneur.

The main themes identified in figure 1.1 above are independence, risk taking, confidence level, and career/need for achievement. This can be analysing on a table below:

Table 1.1: Major themes for entrepreneurial intentions

Themes	Variables/Preferences	Average	Discussion
Independence	<p>I prefer to be an entrepreneur rather than to be an employee in a company.</p> <p>I have thought seriously to start my own business after completing my study.</p> <p>I want to be my own boss.</p>	4.12	<p>Entrepreneurial studies revealed that desire for independence is seen to be a primary motivating factor in becoming a business owner or an entrepreneur. Many people were being motivated by the desire for independence and this is considered as a key motivator (Gurul and Atsan, 2006; Stokes and Wilson, 2006, p.37 Uddin and Bose, 2012). It can be seen that the variable with highest mean was desire for independence. Desire for independence is regarded as the most cited reason why people venture into business.</p>
Risk taking	<p>I will put every effort to start and run my own business.</p> <p>I am ready to do anything to become an entrepreneur.</p>	4.11	<p>Entrepreneurial researches indicate that entrepreneurs are usually considered as having a greater tendency to take risks than other people. This also contribute for developing positive attitude to act entrepreneurially (Gurol and Atsan, 2006; Uddin and Bose, 2012). Hence, the high level of risk taking attitude among the students is an indication of their willingness to accept risk.</p>
Confidence level	<p>I have a strong intention to start a business someday.</p> <p>I intend to start my business in the next two years.</p> <p>I am determined to create a business in the future.</p> <p>I am confident that I will succeed if I started my own business.</p>	4.13	<p>Studies showed that entrepreneurs are normally viewed as having self-confidence because they pursue opportunities and complete challenging tasks (Gurol and Atson, 2006). It shows that the students entrepreneurial intention contribute in building their self-confidence. Thus,</p>

			this is an indication that confidence as one of the key qualities of successful entrepreneurs.
Career/Achievement need	My professional goal is to become an entrepreneur	4.01	Entrepreneurs are inspired by the need for achievement (Asamani and Mensah, 2013). Achievement needs of individuals have a great impact on whether or not one will be inclined to be become self-reliant. The need achievement has been recognised as a basic need that impact behaviour also the stimulus that push an individual to strive for success (Gurol and Atsan, 2006).

It can be seen from the table above that the variables with the highest means namely desire for independence (4.30), have a strong intention to start a business someday (4.25), I am confident that I would succeed if I started business my own business (4.24) are considered to be the most important factors influencing students intention to start new business. In this regard, the result shows that confidence level variable is the highest one. This means that it is the high confidence level that influences their entrepreneurial intentions. On the other hand, the least important variables include I intend to start my business in the next two years (3.82) I prefer to be an entrepreneur rather than to be an employee in a company (3.96) and I am ready to do anything to become an entrepreneur (4.00). The findings show that the students indicate high level of confidence, willingness to become self-reliant as well as risk taking attitude as some of the reasons for their intentions to start business after graduation. Thus, this result is in line with the findings of Benzing, Chu and Kara (2009); Opuku-Antwiet *al.* (2012); Fatoki and Patswawairi (2012); Achuchuthan and Nimalathan (2013). Additionally, independence, confidence as well risk taking attitude are considered to be the most cited factors in the entrepreneurial literature that inspire the graduates students to become self-reliant (Stokes and Wilson, 2006 pp. 37-38; Nabi and Holden, 2008; Ezedonmi and Okapor, 2010; Emmanuel, Dazala and Daniel, 2012). It can be seen that these factors have a significant influence in encouraging students to embrace entrepreneurial activities. In support, Krishna, 2013 suggest that the ambition of an individual puts his pressure on the desire for achievement, and this in turn inspires him to play an active role towards achieving his ambitions. Achievement attitudes of people have a great impact on whether or not a person will be inclined to become an entrepreneur (Asamani and Mensah). However, to investigate this issue further, lecturer one was asked on his feeling about the high level of intention among the students, he reveals that:

“It seems although entrepreneurship education raises the students’ awareness and subsequently their intention to set up their own businesses, the challenges in the business environment discourages their actual intention”.

It can be observe from the analysis that intention is quite different from commitment. Even though the students appeared to have attained high intent as a result of exposor to entrepreneurship education, the reality of the perceived challenges, lack of awareness as well as hostile business environment in a developing economy like Nigeria makes it difficult for them to commit to actually venture into new business. Instead, a more safer and attractive route ends up in more instances being working for public organisations. Hence, emphasise the point that though intention as a concept may be transferable, its interpretation is normally context relevant. As such, Nigeria may be seen as having a unique context.

Catalyst for becoming an entrepreneur

The result of data analysis for this question is presented in figure 1.2

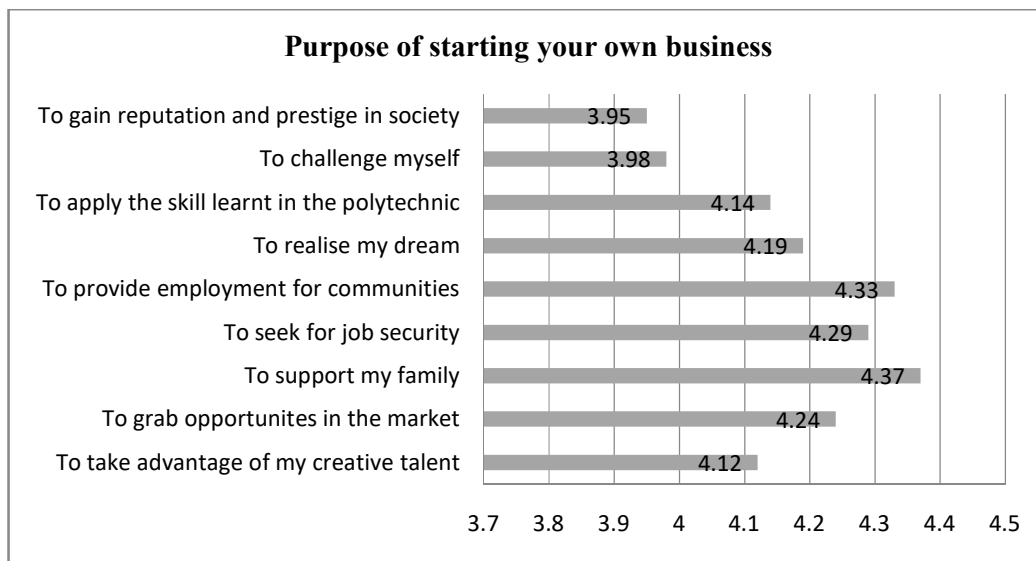


Figure 1.2: Drivers of entrepreneurial intentions

Four themes have been identified from table 8 above namely individual, career/job security, society and opportunity and they will be presented in the table below.

Table 1.2: Themes for becoming entrepreneur

Themes	Variables/Preferences	Average	Discussion
Individual	To take advantage of my creative talent.	4.1	Past researches show that entrepreneurs are individuals that are resourceful to explore, test, and produce new ideas that are of great value and worthwhile in order to succeed in business (Thompson, 2004; Santhi and Kumar, 2011). The variables under this theme entails an ability and willingness to
	To realise my dream.		
	To apply the skill learnt in the polytechnic.		

	To challenge myself.		deal with setbacks (Thompson, 2004; Guroi and Atson, 2006). Although the variable with the lowest mean falls under this theme still the level of creativity/individuality is significant.
Opportunity	To grab opportunities in the market.	4.24	Research on motivation show that the last group of drivers of entrepreneurship is of seeing opportunities in the market (Kim, 1996 in Paulose, 2011). Entrepreneurs are considered to be opportunity seekers. They need to be encouraged to spot and seize the opportunities (Thompson, 2004). This is also the third variable that has highest mean among the variables. It this shows that many students are inclined to become entrepreneurs because they saw opportunities in the market.
Career/Job security	To earn a reasonable living. To seek for job security.	4.33	Motivation could improve individual willingness to assume their career as entrepreneurs (Thompson, 2004). Nowadays, many people desire to self-reliant because they consider it as a career way of having job security. It can be seen that to earn a reasonable is the variable that has the highest mean among the variables. This signifies that the respondents viewed entrepreneurship as a career and also a means to earn a living.
Society/way of life	To provide employment for communities. To gain reputation and prestige in society.	4.14	This aims at improving the wellbeing of people in a giving society such as job creation development of innovation (Peredo and McLean, 2006). Majority of people were motivated to start business in order to help the less privilege in the society especially in terms of employment.

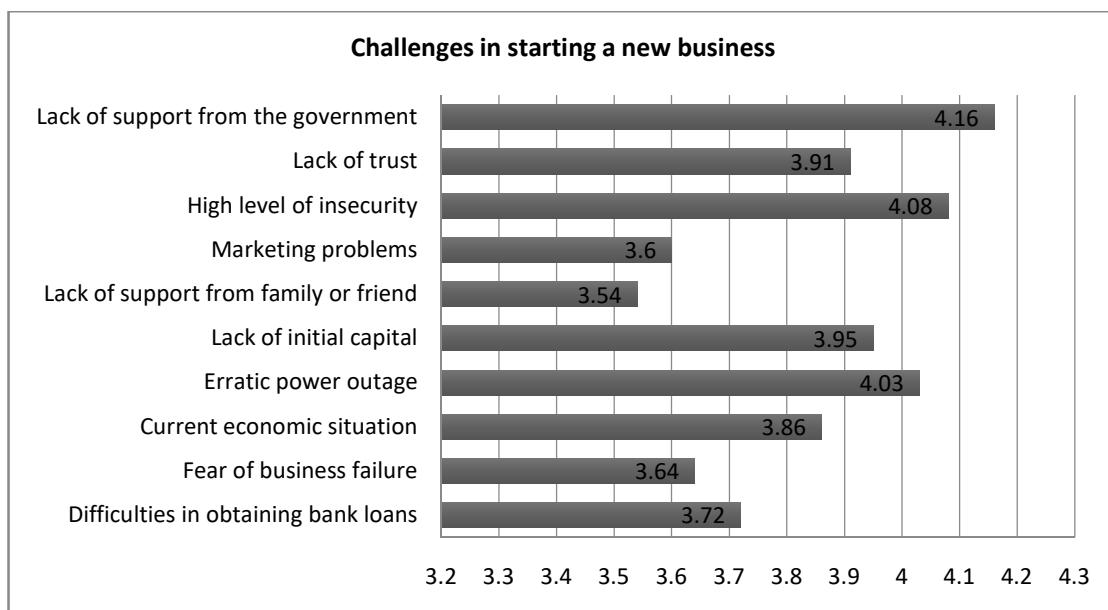
As we can see from the table above, the variable with the highest mean average is career/job security. The key drivers for students entrepreneurial intention from table 8 are to earn a reasonable living (4.37), to provide employment for community (4.33) and to seek job security. While variables with the lowest means are to gain reputation and prestige in the society (3.95) and self-challenge (3.98). The results indicate that the most graduates who are interested in becoming entrepreneurs do so because they want to earn a reasonable living (to support my family), the fact could be due to the low level of minimum wage paid by government and other organisations which cannot sustain an individual because of the high cost of living, high rate of inflation and corruption. Also, lack of employment opportunities due to the high turnout of graduates and few jobs openings. Hence, this finding is of course consistent with the works of Samuel, Ernest and Awuah, 2013 in which they found the variables with the highest percentage are to take creative advantage of creative talent, to earn a living and to provide employment. This result also correlates with the work findings of Olufunso (2010) in which he identified employment, job security and earn a living as the most important factors that encourage students to become self-reliant. These findings are contrary to the results of Zainet *al.* (2010) in which the most important drivers identified are environmental influence and personality traits.

H₁: Entrepreneurial drivers play a key role in facilitating students to become entrepreneurs.

Variables 4.37, 4.33 and 4.29 in figure 4.8 were used to test the above hypothesis. Students were motivated by the desire to earn a reasonable living, to provide employment for community and to seek job security. Their decisions could be supported due to current high rate of unemployment and job insecurity in the country and other perceived challenges. Based on their response we accept the stated null hypothesis, which states that an entrepreneurial driver stimulates students to become entrepreneurs. This result is consistent with the work of previous researchers (Olufunso, 2010, Samuel, Ernest and Awuah, 2013).

Challenges in becoming an entrepreneur

The answer to this question is presented in figure 1.3 below.



Challenges in starting a new business

Table 1.3: Major themes identified on challenges in becoming an entrepreneur

Themes	Variables/Preferences	Average	Discussion
Support	Lack of support from family or friend. Lack of support from the government. Erratic power outage.	3.91	Regardless of ambitions or compulsions of the would-be entrepreneurs, lack of support inhibits their interest in becoming entrepreneur (Krishna, 2013). Respondents reacted that lack of support from the government is the variable that has the highest mean. Thus, the support is very essential in reinforcing students' confidence and help them to succeed.
Finance	Difficulties in obtaining bank loan. Lack of initial capital.	3.84	One of the greatest challenge to the success of any business has been lack of finance. According to Global competitiveness report (2013) access to finance is one of the main obstacle that inhibit the growth of business in Nigeria with a figures of 18.1%. Conversely, this inhibit people to venture into business. Hence, there is need for availability of finance so as to boost the economy.
Economic	Fear of business failure. High level of insecurity. Current economic situation. Access to market (marketing problem)	3.80	It is widely acknowledged that Nigeria has been witnessing a number of economic challenges particularly the issue of insecurity of lives, properties, and jobs. This could demoralise students' entrepreneurial intentions.

The findings from table 4.3 show that lack of support from government (4.16), high level of insecurity (4.08), erratic power supply (4.03) and lack of initial capital (3.95) are the key variables indicating the main challenges in opening a business. Lack of support from family and friends (3.54), marketing problems (3.60) and fear of business failure (3.64) serve as the least challenging variables. The results indicate that government support for would be entrepreneurs is lacking which constrains creative minds from venturing into entrepreneurship thereby creating job openings. Also, issue of infrastructure (power) and initial start-up funds hinders prospective students' entrepreneurs from achieving their goal. However, this findings are consistent with Taormani and Lao

(2007); Akpomi (2008); Benzing, Chu and Kara (2009); Olufunso (2010); Sandhu, Sidique and Riaz (2011); Fatoki and Chindoga (2011); Ihuga, Odili and Njoku (2013).

H₂: Challenges could inhibit the interest of students in opening a new business.

Based on responses from the following variables with mean 4.16, 4.08 and 4.03 in figure 4.9 above. The stated null hypothesis is accepted. Issues such as lack of support, finance as well as fear of failure due to unpredictable economic conditions are reasons behind the acceptance of the hypothesis. This is in line with the findings of Taormani and Lao (2007); Benzing, Chu and Kara (2009); Sandhu, Sidique and Riaz (2010); Achuchuthan and Nimalathasan (2013). However, it can be observed from the table that the issue of high level of insecurity could greatly dampen the students' entrepreneurial intentions.

Role of polytechnic in preparing students to in start a business.

Respondents were asked to indicate the extent to which entrepreneurial courses and training programmes undertook in the polytechnic influenced their entrepreneurial intentions. According to the results, majority of the respondent (34.6%) agreed that the entrepreneurial courses offered them a very great help and prepares them to start their own business after graduation, 28% agreed that the courses provide a great help to them. This result shows that the respondents acknowledge the significance of entrepreneurship as a subject in the institution as well as the necessary support given by the polytechnic. This is consistent with the findings of Krueger (1993); Rae (2003) and McMullan and Vesper, (2000) cited in Ahmad et al. (2011) that higher education support graduate students intention to start new business.

To investigate this result further, lecturer of two in department of business administration was asked on this feeling about entrepreneurship education and application of knowledge and skills by the students. He comments:

“...the entrepreneurship course contents of the curriculum in Nigerian polytechnics and universities focused on theories with less application of knowledge and skills. Thus, students' creativity and innovation is not fully triggered. In addition, the teaching approach is mainly classroom lecture based which does not encourage students intentions to become entrepreneurs”.

This indicate that the entrepreneurship education courses took by the students is theoretical oriented. Thus, this show that there were practical gaps in the application of the curriculum. As such, this will not encourage students to be self-reliant. This is supported by Emmanuel, Dazala and Daniel (2012) that the contents of various institutions do not reflect entrepreneurial skill development that will allow students to become entrepreneurs. Similarly, Akpomi (2009) content that using the classroom teaching method without practical application will no encourage entrepreneurial behaviour among students.

In view of this, it can be seen that entrepreneurship in Nigerian is still new besides there has been a kind of misconception about what entrepreneurship actually means. However, lack of information and awareness contributed to this.

CONCLUSION AND RECOMMENDATIONS

The finding of this study proved that entrepreneurship education at higher institutions of learning such as the Jigawa state polytechnic is significant to the development of any nations like Nigeria that is in developing stage. The students' entrepreneurial intention toward becoming an entrepreneur is found to be great. However, challenges to entrepreneurial intentions as highlighted in the study revealed that lack of government support toward entrepreneurship development and lack of capital are the major setback amongst final year students who wish to become entrepreneurs.

The result also indicates that despite the fact entrepreneurs provide employment opportunities to the society, but insecurity problems and poor infrastructures might also discourage students embarking on entrepreneurial activities which led to low provision of employment.

However, the theory of planned behaviour is found to be suitable in describing the precursor of entrepreneurial intentions as well as the subsequent behaviour. In addition, the research showed that students are motivated to become entrepreneurs in order to earn a living. Nevertheless, students are willing to take risk which helps them to become entrepreneurs there by reducing the rate of unemployment in the country. Thus, the result of such activities might reduce the notion that only government can provide jobs.

Understanding the students' entrepreneurial intention and drivers to start their own business is an interesting issue to explore by researchers. Hence, investigating the intention and attitudes of the students could support in developing an effective entrepreneurship education.

The higher educational institutions are platforms in developing and exploring prospective entrepreneurs, and there is no doubt that entrepreneurship education will help equip students with the necessary skills, creativity, ability and knowledge to positively deal with the uncertainties arising from the fear of business failure as they seek to have a drive for independence.

The following table have summarised the work as follows:

Table 1.6: Summary of main findings

Research Question (RQ)	The extent to which RQ have been addressed	Key findings
RQ 1. What are the difference between opening a business and becoming an entrepreneur (in terms of their intentions)?	Addressed by distributing questionnaires to students focusing on their level of intentions. This has been depicted in figure 4.7 indicating different level of students' intentions. Chapter 2, 4 as well as the interview result shade more light.	The findings show that exposure to entrepreneurship education increases students entrepreneurial intentions. The most important factors influencing students' intention to start business are independence, confidence and strong intention.
RQ 2. What are the drivers that act	The question was addressed	It shows that 3 key drivers namely

as a catalyst for students to become entrepreneurs?	infigure 4.8, chapter 4. H ₁ shows that entrepreneurial drivers stimulate students to become entrepreneurs.	to earn a living, to seek job security and provision of employment were found to be significant factors in the drive to become an entrepreneur.
RQ 3. What are the challenges that inhibit students in opening a new business?	4 factors were identified and addressed by H2 in chapter4.	4 factors are identified as the major challenges:Lack of support, finance, insecurity and erratic power supply.
Q. Extent to which entrepreneurship education courses prepares students to become entrepreneurs	Addressed by distributing questionnaires to students (see figure 4.10).Also interview with a lecturer (chapter 4, p.51).	Results show that the current entrepreneurship education in the polytechnic prepares students on how to open a business not becoming entrepreneur. Interview reveals that there is a misconception from the lecturers and students about what entrepreneurship entails.

Recommendations

Based on the findings of the study, the following are hereby recommended:

There is need for government to ensure their support initiatives towards entrepreneurship education are efficient. Thus, the government should provide adequate support particularly the issue of infrastructures as well as conducive environment.

There need for government and businesses in Nigeria to develop centres like science park in Wolverhampton, UK, that will provide adequate training support to individual willing to become entrepreneurs and existing businesses.

National Board for Technical Education (NBTE) should ensure that “learning from peers” or mentorship approach in partnership with established organisations should be included in their curriculum. This will help in moulding the students to have positive attitude towards entrepreneurship.

Polytechnics should develop an internship programme for students to work in firms so as to put theory learnt in the class to practise. Hence, this might build their entrepreneurial intentions.

The FGN through the NBTE should fashion out the curriculum thereby making it more practically-oriented so that students may become more interested.

The entrepreneurship education centre of the polytechnic should be encourage in providing business advice, mentorship, creating awareness on the relevance of the programme among students. This will enable to build a connecting link for students to have access to funding sourcing from non-governmental organisations and other institutions.

The polytechnics should organise more entrepreneurial related programmes or activities and workshops that can boost students' interest towards entrepreneurial activities

The lecturers should provide students with relevant entrepreneurial experience by inviting visiting speakers, live case studies and blended learning.

There is need for all higher education institutions in Nigeria that entrepreneurship education should be taught by those lecturers with entrepreneurial skills and experience.

Students should try to align the theory learnt in classroom with the practical application in dynamic economic environment. Hence, this will help in building their capabilities toward entrepreneurship development in Nigeria.

Suggestions for further research

Research of this type could be done using qualitative method as a data collection instrument would be very suitable for this topic so as to know the different views of students through the interview.

Research could be done to investigate the role of government in helping students to become entrepreneurs.

Further research could examine the role of Entrepreneurship development centres in stimulating students to become entrepreneurs.

There is the need for future researchers to conduct a comparison study between Higher National Diploma and National Diploma (ND) students to investigate their entrepreneurial, intentions and motivations.

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