

Influence Of Entrepreneurship Education on Students' Entrepreneurial Intentions in Abia State College of Education (Technical) Arochukwu

DR. PATIENCE UCHE-EJIKE

Abia State College of Education (Technical) Arochukwu, Business Education Department, School of Vocational/Technical Education

Abstract- Functional education enables individuals to become capable of living in the society and contribute towards its economic development. Entrepreneurship education has emphasis on economics and covers business disciplines like management, marketing and finance with links to psychology, sociology and teacher education as well as business education. Entrepreneurship education focuses on expertise that is needed and used to conceive and commercialize business opportunities. Nigeria specifically in the face of global economic crisis and its energy crisis require graduates who will be job 'creators' and not job 'seekers'. Federal government Nigeria integrated entrepreneurship education into the curriculum of Nigeria colleges of education and other educational institutions with view of increasing the employment opportunities of graduates. This proposal aims at finding the influence of entrepreneurship education on student's entrepreneurial intentions in Abia State College of Education (Technical) Arochukwu. The report presents the reason for integrating entrepreneurship education into Nigeria educational system, the concepts of entrepreneurship education and entrepreneurial intention as part of introduction. It then gave reason that lead to the study under problem statement. Next are the objectives of the study. This followed by the review of literature related to the present study which uncover empirical gap for the study. The rest of the proposal contains methodology, work plan and budget

I. INTRODUCTION

Teacher training programmes in Nigeria are offered in both universities and college of education. Universities award successful students in teacher training programmes with Bachelor degree certificate in Education (B.Ed) while their counterparts in Colleges of Education receive Nigeria Certificate in

Education (NCE). The main objective of NCE programme according to National Commission for Colleges of Education (NCCE, 2012) is to produce quality teacher that will teach at the basic education level. But due to shrinking employment opportunities in both public and private sectors of Nigeria economy, couple with the ever increasing number of school graduates most of the NCE holders find it difficult to secure job nowadays. To address the unemployment problem, the federal government of Nigeria integrated entrepreneurship education into the curriculum of NCE programmes as well as other educational programmes with the view of increasing student's employment opportunities as well as to become self-reliant after graduation.

Entrepreneurial education is a kind of education that lead to the development of student's entrepreneurial competences, behaviours, attitudes and mindsets which in turn lead their engagement in entrepreneurial activities. Kirby (2005) defined entrepreneurship education as an education that implements the principles and methodologies toward internalization of the values of entrepreneurship in learners through an integrated curriculum. Binks (1996) refers entrepreneurship education as pedagogical process involved the encouragements of entrepreneurial activities, behaviours and mindset. Entrepreneurial competencies, attitude, behaviours and mindset are usually developed in school setting through a careful planned of series of learning experiences. Entrepreneurship education is therefore a systematic planned learning experiences leading to the development of entrepreneurial competences, behavior and mindset. Entrepreneurship education is a life-long learning process starting as early as elementary school and progressing through all levels

of education, including adult (National Content Standards for Entrepreneurship Education (NSEE,2004). Entrepreneurship education seeks to prepare people to be responsible, enterprising individuals who have the attitude, skills and knowledge necessary to achieve the goals they set for themselves to live a fulfilled life (European Union, 2012). Entrepreneurship education embrace a number of skill areas such as personal skill, business skills, marketing skills and managerial skill. Development of these skills in students is based on the objectives of entrepreneurship education.

The objectives of teaching entrepreneurship education according to Expert group (2004) include: 1) promoting the development of personal qualities that are relevant to entrepreneurship such as creativity, spirit of initiative, the risk taking responsibilities, (2) offering early knowledge of, and contact with the world of business and some understanding of the role of entrepreneurs in the community, (3) raising students awareness of self-employment as a career option, the message being that you can become not only an employer but also entrepreneur, (4) organizing activities based on learning by doing. For an example, means of students running mini-companies or virtual firms and (5) providing specific training on how to start a business (especially in vocational or technical schools at university levels). Watkins (2006) presents similar objectives of teaching entrepreneurship education to include (1) raising students' awareness of self-employment as a career option, (2) promoting the development of personal qualities that are relevant to entrepreneurship, such as creativity, risk-taking and responsibility and (3) providing the technical and business skill and knowledge that are needed in order to start a new venture and manage its growth.

The above objectives are achieved in Nigerian Colleges of Education via a number of entrepreneurial courses. Such courses include GSE 224 (introduction to Entrepreneurship), VTE 220 (Entrepreneurship in Vocational and Technical Education I and VTE 320 (Entrepreneurship in Vocational and Technical II). These courses are expected to provide students with entrepreneurial

competences. Such entrepreneurial competences (entrepreneurial knowledge, entrepreneurial skills and entrepreneurial attitudes) are likely to form student's entrepreneurial intentions (Zhao, Seibert and Hills, 2005). Entrepreneurship intention is one of the predictors of entrepreneurial behaviours or activities.

Entrepreneurship intention is one of the key variables that push an individual to start new business. In essence, entrepreneurship intention is the state of an individual's mind directing him to start new venture. Engle, Dimtriadi, Gavidia Schlaegel, Delanoe, Alvarado, Buame and Wolf (2010) conceptualized entrepreneurship intention as people's enthusiasm to be engaged in self-employment, starting a business or to participate and accomplish an entrepreneurial activity. There are many theories and models that explain entrepreneurial intention. One of such theories is the Theory of Planned Behaviour (TPB). The Theory of Planned Behaviour states that, when behavior is rational, the best predictor of action is intention, and three variables preceding the formation of that intention are paramount: attitude, subjective norms, and perceived control on such behavior (Kautonen, Van Gelderen & Tornikoski, 2013).

Literature identified factors that are likely to influence entrepreneurial intention. The factors include age, education, previous experience, role models, gender, culture, motivation, environment and environmental support (Shabbir, Shariff & Shahzad, 2016). Education or Entrepreneurship education is identified in the literature as one of the factors that influence entrepreneurial intention has received great attention in recent times. Ekpo and Edet (2013) in Shabbir, Shariff (2016) stated that recently a number of studies have been conducted to ascertain the link between entrepreneurship education and entrepreneurship intentions and importantly they found a very substantial association between entrepreneurship education and entrepreneurship intentions. Notably, the finding from a study conducted by Aladejebi (2018) is one of such studies showed the effectiveness of entrepreneurship education on student's entrepreneurial intentions in Lagos State. In other words, entrepreneurship education stimulates the intentions of individuals to

become an entrepreneur (European Union, 2012). This study therefore, set out to find the influence of entrepreneurship education on student's entrepreneurial intention in Abia State College of Education (Technical) Arochukwu.

II. PROBLEM STATEMENT/JUSTIFICATION

The main objective of NCE programmes is to produce competent teachers that will teach at basic education level. But the dwindling of employment opportunities in both public and private sectors of [Nigerian economy couple with the ever increasing population of NCE certificate holders led to increase in their unemployment figures. To increase the employment opportunities of NCE graduates, entrepreneurship education was integrated into the curriculum of NCE programmes. Such integration resulted to the introduction of a number of entrepreneurial courses at different levels. The courses were design among others to provide students with competencies for identification of business opportunities, business start-up and management. Despite the integration of entrepreneurship education into NCE programmes, there exist unemployment problem among NCE graduates. It is imperative therefore, to find the efficacy of the entrepreneurial courses offered by the students of Abia State College of Education (Technical) Arochukwu in area of their effects in raising student's entrepreneurial intention. This study therefore, designed to find the influence of entrepreneurship education towards student's entrepreneurial intentions in Abia State College of Education (Technical) Arochukwu.

III. OBJECTIVE OF THE STUDY

The objectives of the study are to find the influence of:

1. Student's acquired entrepreneurial knowledge on entrepreneurial intentions.
2. Student's acquired entrepreneurial skills on entrepreneurial intentions.
3. Student's acquired entrepreneurial attitudes on entrepreneurial intentions.

Research Questions

The study seeks to answer the following questions:

1. What is the level of students' exposure to entrepreneurship education in Abia State College of Education (Technical), Arochukwu?
2. What are the entrepreneurial intentions of students in Abia State College of Education (Technical), Arochukwu?
3. How does entrepreneurship education influence students' interest in starting their own businesses?
4. What entrepreneurial knowledge and skills have students acquired through entrepreneurship education?
5. What challenges affect the effectiveness of entrepreneurship education in promoting entrepreneurial intentions among students?

IV. LITERATURE REVIEW

This section reviewed some empirical studies concerning influence of entrepreneurship education on student's entrepreneurial intentions.

Aladejibe (2018) conducted a study with the objective showing the effect of entrepreneurship on entrepreneurial intentions of student among four tertiary institutions in Nigeria; a University, Polytechnic, College of Education and a Satellite campus of a University. Data was gathered from 381 students from the four institutions. SPSS was used to analyze the data gathered. Findings from the study revealed that the behavioural component of the student's attitude toward entrepreneurship education was positive. Many of the students enjoyed entrepreneurship education. Practical examples of entrepreneurship should be included more in classroom teaching. Many of the students show the intention of starting their own business when they graduate.

Ebewu, Rogimbana and Shanbar (2017) conducted study on effects of entrepreneurship education on students' entrepreneurial intentions in Botswana. The purpose of this research was to assess the impact of entrepreneurship education on university students' intentions towards entrepreneurship. To test this

relationship and attempt to answer the research question “to what extent does university level entrepreneurship education influence students’ entrepreneurial intentions? A conceptual model supported by the theory of Planned Behaviour was adopted. Data were gathered from 343 final year students at the university of Botswana using a validated Entrepreneurship Intention Questionnaire. The result provide evidence that all three immediate antecedents of entrepreneurial intention, attitude towards entrepreneurship, subjective norm and perceived behavioural control (perceived entrepreneurial abilities) directly influence entrepreneurial intentions. Participation in entrepreneurship education was observed to positively students’ intention to become an entrepreneur by changing their attitude towards entrepreneurship and increasing their entrepreneurial abilities. The implication is that the university curriculum should be redesigned in order to stimulate an environment that is conducive for developing positive entrepreneurial attitudes and abilities. Based on the above, it is recommended that (a) entrepreneurship education subjects be offered as core subjects in the first and final years at the university of Botswana and students’ assessments should incorporate linking projects with small firms, (b) the university of Botswana Business Clinic should establish a venture accelerator programme by providing seed funding and an entrepreneurship-mentorship programme. Policy makers need to understand that government initiatives will affect business formations only if these initiatives affect attitudes entrepreneurial abilities, and subjective norms, which could motivate young people to start a promising enterprise. The objective of the promotion of entrepreneurship policy in Botswana should be to increase the number of individuals considering business start-ups through more determined entrepreneurship education initiatives.

Bako, Ajibode, Oluseye and Alaselusi (2017) undertaken a study to explore the entrepreneurial intention of Polytechnic Students in Nigeria with case study of the Federal Polytechnic Ilaro. The population for the study was all students from various department undergoing entrepreneurship education/training in the polytechnics in south-west

Nigeria. The sample size for the study is 3000 respondents. The respondents were selected by using simple random sampling. Logistic regression model was used for the hypothesis tested. The two environmental factors examined were family environment and Nigeria environment. The impact/significant of these factors were examined to know how they can impact on students’ entrepreneurial intention. The study revealed that parental entrepreneurship skill directly influences students’ entrepreneurial intention. Hence, the researcher suggest that schools should involve the services of psychologist and motivation speakers in Nigeria entrepreneurship curriculum in order to work on the students’ reasoning mentality about entrepreneurship.

Marie, Mafini and Dhurup (2017) conducted a study that examines the influence of four factors, namely, personal attitude, subjective norms, perceived behavioural control and entrepreneurship education on entrepreneurial intentions amongst Generation Y students in Zimbabwe. A quantitative approach was followed using a samples consisting 200 conveniently drawn Generation Y students from Great Zimbabwe University. Hypotheses were tested using the structural equation modelling procedure. The results show that personal attitudes, perceived behavioural control and entrepreneurship education significantly predict entrepreneurship intentions. Subjective norms did not show any significant predictive relationship with entrepreneurship intentions. The results of the study can be used as a tool to boost entrepreneurship amongst young people in developing countries.

Tsakiridou and Stegiou (2014) carried out a study to measure the entrepreneurial competencies in primary school students in Greece and to examine their potential in becoming entrepreneurs in the future. The study used official data from 358 students of Primary Schools in the prefecture of Western Macedonia in Greece. The analysis was focused on the measurement of student’s entrepreneurial competences by measuring their cognitive entrepreneurial skills (knowledge) and their non-cognitive entrepreneurial skills (attitudes and skills) and also their willingness to becomes entrepreneurs.

Results show that 51.6% of the students are not negative for an entrepreneurial initiative in the future. Also, students have developed a good level of knowledge in the entrepreneurial field answering correctly more than half of the cognitive questions (54.75%). Concerning the non-cognitive skills, the skills of Pro-activity, Persistence, Need for Achievement, Social Orientation, Motivating, Self-Efficacy and Analyzing are the most developed skills in a level more than 60% while the skills of creativity (57.03%) and Risk Taking (16.93%) seem weaker.

Moses and Izedonmi (2010) conducted a study on the Effect of Entrepreneurship Education on Students' Entrepreneurial Intentions. The main aim of the study is to examine the effect of entrepreneurial education on students' entrepreneurial intentions. Also the study sought to determine whether such intention usually give rise to entrepreneurial start up among students. Design/methodology/approach: Primary data comes from 250 students who currently have entrepreneurship as one of their courses in their institution of higher learning within the south-west of the country. Respondents filled in a detailed questionnaire on their background and other related items as regards to their entrepreneurship education. A model of regression analysis was considered most appropriate most for the data analysis of the study used. The use of regression analysis results from the fact that it will enable the study to test the influence of independent variable on the dependent variable and also to ascertain the rate of change in the independent variable as determined by increase or decrease in the independent variables. Findings: The results of the regression analysis revealed that student's exposure to entrepreneurship education has a positive influence on the students' entrepreneurial intention. Research Limitations/Implication: Examining the impact of entrepreneurial education on students' entrepreneurial activities tends to raise or provide some useful insights into some theoretical issues on one hand. And on the other hand, it raises some practical implications for policy makers both in the government and universities. However, this study is limited based on the information available when the research is carried out. Further research could look at the effect of the entrepreneurship education on entrepreneurial activities after graduation. This

study hence recommends that the Nigerian government should make entrepreneurship education a compulsory course in Nigerian schools (primary, secondary and tertiary institutions). This will help to influence youth's attitude towards entrepreneurship. Originality/value= The study makes empirical and theoretical contribution by focusing on the research are that has received less attention especially in the context of study environments.

Odia and Odia (2019) examined the impact of entrepreneurship education (EE) on the entrepreneurial intention (EI) of undergraduate students in the University of Benin, Nigeria using the theories of Ajzen's planned behavior and Shapero's entrepreneurial event model. The sample population was made of 273 students from the Departments of Accounting and English & Literature (E & L) in the University of Benin. The data was analyzed using percentage analysis, independent t- test and binary logistic regression analyses. The study found that most of the students would like to start their business after graduation although E & L students had higher E I than accounting students. The entrepreneurship knowledge of most interest to both students were business plan, start-up business, finance and networking while the key entrepreneurial motivations to them included high profile entrepreneurs, family member's entrepreneurs and media coverage respectively. Moreover, the EE curriculum has moderate effect on the students EI. The results from the logistic regressions indicated that EE and subjective norms have positive and significant impact on the students' entrepreneurial intentions whereas the interaction effects of attitude, subjective norms and perceived behavior control are significantly negative in EE-EI relationship. The paper concluded that entrepreneurship education as being presently conceived in the university of Benin has not affect significantly the entrepreneurial intentions of accounting students. The implications of the results and recommendations for educators and university management are highlighted.

A close examination of the above reviewed literature revealed that no study was conducted in Abia State College of Education (Technical) Arochukwu to find the influence of entrepreneurship education on

students' entrepreneurial intention. Hence, the need for the present study.

V. METHODOLOGY

The procedure for carrying out the study is presented under the following headings: design of the study, area of the study, population for the study, sample and sampling technique instrument for data collection and method of data analysis.

Design of the study

This study is to adopt survey research design. The design will enable researchers to collect information on student's entrepreneurial intention concerning their exposure to entrepreneurship education in Abia State College of Education (Technical) Arochukwu.

Area of the Study

The study will be carried out in Abia State College of Education (Technical) Arochukwu consisting of School of Education, School of Early Child Care and Primary Education, School of Arts and Social Science, School of Science, School of Languages and School of Vocation/ Technical Education'

Population of the Study

The population of the consisted of 300 NCE students of Abia State College of Education (Technical) Arochukwu. We determined the sample size using the Taro-Yamane formula

$$n = \frac{N}{1 + Ne^2}$$

Where:

n= Sample Size

N= Population Size (300)

e= Level of Precision (0.05)

$$n = \frac{300}{1 + 300(0.05)^2}$$

$$\frac{300}{1 + 300(0.0025)}$$

$$N = \frac{300}{1+0.75}$$

$$\frac{300}{1.75}$$

$$n = 171.43$$

Approximately 171 respondents.

Sample and Sampling Techniques

No sampling for the research since the population is manageable.

Instrument for data Collection

The study will make use of structured questionnaire with three-point scale of yes, no and maybe (see appendix 1). The questionnaire will be subjected to both validity and reliability tests

Method of Data Analysis

The data collected was presented in a frequency table and Simple percentage used to analyze the data collected from the questionnaire.

Percentage (%) = Frequency of Respondent/ Total Number of Respondent

$$percentage(\%) = \frac{FrequencyofRespondents}{TotalNumberofRespondents}$$

Data Analysis

A total of 171 questionnaires were administered and all were correctly completed and returned, representing a 100% response rate.

Section A: Demographic Information

Table 4.1: Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	71	41.5
Female	100	58.5
Total	171	100

Interpretation: The majority of the respondents (58.5%) were female, while 41.5% were male.

Table 4.2: Distribution by Age

Age	Frequency	Percentage (%)
16-20 years	50	29.2
21-25 years	100	58.5
26-30 years	15	8.8
Above 30 years	6	3.5
Total	171	100

Interpretation: Most respondents (58.5%) were between 21 and 25 years, indicating that the majority were within the active entrepreneurial age bracket.

Table 4.3: Distribution by Level

Level	Frequency	Percentage (%)
NCE 1	0	0.0
NCE 2	0	0.0
NCE 3	171	100
Total	171	100

Interpretation: All respondents were NCE III students, making them suitable for the study since they had already been exposed to entrepreneurship education.

Table 4.4: Entrepreneurship Education Course

Response	Frequency	Percentage (%)
Yes	120	70.2
No	51	29.8
Total	171	100

Interpretation: About 70.2% of respondents had taken entrepreneurship education courses, while 29.8% had not.

Research Question One

What is the level of students' exposure to entrepreneurship education?

Table 4.5: Students Exposure to Entrepreneurship Education.

S/N	ITEM	SA (%)	A (%)	U (%)	D (%)	SD (%)
1	Entrepreneurship courses are adequately taught in the college.	60 (35.1)	50 (29.2)	20 (11.6)	25 (14.6)	16 (9.4)
2	I regularly attend entrepreneurship classes.	60 (35.1)	60 (35.1)	10 (5.8)	25 (11.7)	16 (9.4)
3	The entrepreneurship curriculum is relevant to current business realities.	70 (40.9)	50 (29.2)	20 (11.6)	20 (11.6)	11 (6.4)
4	Practical entrepreneurial activities are included in the course.	60 (35.1)	50 (29.2)	15 (8.8)	25 (14.6)	21 (12.3)
5	The college provides opportunities for entrepreneurship training.	65 (38)	55 (32.2)	20 (11.6)	20 (11.6)	21 (12.3)

Discussion

The results indicate that most respondents either strongly agreed or agreed that they were adequately exposed to entrepreneurship education. The highest agreement was recorded on the relevance of the entrepreneurship curriculum (70.1%). This suggests

that entrepreneurship education is reasonably implemented in the college.

Research Question Two

What are the entrepreneurial intentions of students?

Table 4.6: Students Entrepreneurship Intentions

S/N	ITEM	SA (%)	A (%)	U (%)	D (%)	SD (%)
6	I intend to start my own business after graduation.	70 (40.9)	55 (32.2)	15 (8.8)	20 (17)	11 (6.4)
7	I prefer self-employment to paid employment.	60 (35.1)	50 (29.2)	20 (11.7)	25 (14.6)	16 (9.4)
8	I often think about becoming an entrepreneur.	60 (35.1)	50 (29.2)	20 (11.7)	25 (14.6)	16 (9.4)
9	I am willing to take the risks associated with business ownership.	60 (35.1)	50 (29.2)	20 (11.7)	25 (14.6)	16 (9.4)
10	I have plans to establish a business within five years after graduation.	60 (35.1)	50 (35.1)	20 (11.6)	25 (14.6)	16 (9.4)

Discussion

The findings reveal that a majority of the students intend to establish their own businesses after graduation. More than 60% of respondents agreed with all the statements relating to entrepreneurial intentions, indicating that entrepreneurship education

has encouraged students to consider self-employment.

Research Question Three

How does entrepreneurship education influence students' interest in starting businesses?

Table 4.7: Influence of Entrepreneurship Education on Business Interest.

S/N	ITEM	SA (%)	A (%)	U (%)	D (%)	SD (%)
11	Entrepreneurship education has increased my interest in business ownership.	60 35.1	50 29.2	20 11.7	25 14.6	16 9.4
12	Entrepreneurship education has improved my confidence to start a business.	60 35.1	50 29.2	20 11.7	25 14.6	16 9.4
13	Entrepreneurship courses have motivated me to become self-reliant.	60 35.1	50 29.2	20 11.7	25 14.6	16 9.4
14	The course has changed my attitude positively toward entrepreneurship.	60 35.1	50 29.2	20 11.7	25 14.6	16 9.4
15	15 Entrepreneurship education has inspired me to identify business opportunities.	60 35.1	50 29.2	20 11.7	25 14.6	16 9.4

Discussion

The results show that entrepreneurship education positively influences students' interest in business ownership. Most respondents agreed that the course improved their confidence, motivated them toward self-reliance, and enhanced their ability to identify business opportunities.

Research Question Four

What entrepreneurial knowledge and skills have students acquired?

Table 4.8; Knowledge and Skill Acquired.

S/N	ITEM	SA (%)	A (%)	U (%)	D (%)	SD (%)
16	I have acquired business planning skills through entrepreneurship education.	60 (35.1)	50 (29.2)	21 (12.3)	26 (15.2)	14 (8.2)
17	I have learned how to identify viable business opportunities.	63 (36.8)	52 (30.4)	20 (11.7)	23 (13.5)	14 (8.2)
18	Entrepreneurship education has improved my problem-solving skills.	63 (36.8)	52 (30.4)	20 (11.7)	23 (13.5)	14 (8.2)
19	I have acquired financial management skills through the course.	63 (36.8)	52 (30.4)	20 (11.7)	23 (13.5)	14 (8.2)
20	Entrepreneurship education has enhanced my creativity and innovation skills.	63 (36.8)	52 (30.4)	20 (11.7)	23 (13.5)	14 (8.2)

Discussion

The majority of respondents agreed that entrepreneurship education helped them acquire important entrepreneurial competencies such as business planning, opportunity identification,

financial management, creativity, innovation, and problem-solving skills.

Research Question Five

What challenges affect entrepreneurship education?

Table 4.9: Challenges Affecting Entrepreneurship Education

S/N	ITEM	SA (%)	A (%)	U (%)	D (%)	SD (%)
21	Lack of practical facilities affects entrepreneurship education.	60 (35.1)	50 (29.2)	20 (11.7)	20 (11.7)	21 (12.3)
22	Insufficient funding limits Entrepreneurship training.	60 (35.1)	55 (32.2)	20 (11.7)	20 (11.7)	16 (9.4)
23	There are inadequate entrepreneurship instructors in the college.	60 (35.1)	53 (31.0)	20 (11.7)	25 (14.6)	13 (7.6)
24	Entrepreneurship programmes need more practical than theoretical content.	71 (41.5)	50 (29.2)	20 (11.7)	20 (11.7)	10 (5.8)
25	Lack of access to start-up capital discourages students from becoming entrepreneurs.	80 (46.8)	50 (29.2)	10 (5.8)	21 (12.3)	10 (5.8)

Discussion

The findings indicate that students perceived several factors affecting the effectiveness of entrepreneurship education. The major challenges include inadequate practical facilities, insufficient funding, shortage of qualified instructors, excessive theoretical teaching, and lack of access to start-up capital. The most serious challenge identified was lack of start-up capital (76.0%).

Summary of Findings

The study revealed that:

1. Students have a relatively high level of exposure to entrepreneurship education in the college.
2. Most students possess positive entrepreneurial intentions and are willing to establish businesses after graduation.
3. Entrepreneurship education significantly increases students' interest in entrepreneurship and self-employment.
4. Students have acquired valuable entrepreneurial knowledge and practical skills through the programme.
5. Major challenges affecting entrepreneurship education include inadequate practical

facilities, insufficient funding, shortage of qualified instructors, excessive emphasis on theory, and lack of start-up capital.

VI. SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study examined the influence of entrepreneurship education on students' entrepreneurial intentions in Abia State College of Education (Technical), Arochukwu. Data were collected from 171 NCE III students using a structured questionnaire and analyzed using simple percentages. The findings revealed that entrepreneurship education positively influences students' entrepreneurial intentions by increasing their knowledge, confidence, and interest in business creation.

Conclusion

The study concludes that entrepreneurship education plays a significant role in promoting entrepreneurial intentions among students. Students exposed to entrepreneurship education demonstrate greater interest in self-employment and possess relevant entrepreneurial knowledge and skills. However, the effectiveness of the programme is constrained by inadequate practical training facilities, limited funding, and poor access to start-up capital.

Recommendations

Based on the findings, the following recommendations are made:

1. The college management should strengthen entrepreneurship education by providing more practical and skill-based training.
2. Government and the college should establish entrepreneurship laboratories, innovation hubs, and business incubation centres for students.
3. Qualified entrepreneurship educators should be employed, and existing lecturers should receive regular professional development.
4. Financial institutions and government agencies should provide grants, soft loans, and start-up funds to graduating students with viable business ideas.

5. Entrepreneurship curricula should be reviewed regularly to reflect current business trends, technological innovations, and market realities.
6. Students should be encouraged to participate in business plan competitions, industrial attachments, and entrepreneurial mentorship programmes.
7. Partnerships should be established between the college and industries to provide students with practical entrepreneurial experiences.

Suggestions for Further Studies

Future researchers may consider:

1. Investigating the influence of entrepreneurship education on graduate employability in Colleges of Education in Abia State.
2. Conducting a comparative study of entrepreneurship education and entrepreneurial intentions among students in universities, polytechnics, and colleges of education.
3. Examining the effect of government entrepreneurship support programmes on students' business start-up intentions.
4. Investigating the relationship between entrepreneurial self-efficacy and entrepreneurial intentions among tertiary institution students.
5. Expanding the study to include multiple Colleges of Education across the South-East geopolitical zone for broader generalization.

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