

ABSTRACT

The persistence of phobia for self employment despite the introduction of entrepreneurship education indicates that Entrepreneurship courses are not impacting entrepreneurship culture in the students. Hence the focus of this study is to examine the impact of entrepreneurial education on student's attitude towards new business development using Joseph Ayo Babalola University in Nigeria as a case study.

A five point psychometric Likert scaled questionnaire and telephone interview were used to collect data. The data collected was analyzed using simple percentages and regression analysis. It was observed that entrepreneurship education has failed to prepare candidates particularly youths offered admission into university to be responsible, enterprising individuals, who can become entrepreneurs and ready to take risks and learn from the outcome. The researcher recommended among others, the adoption of 'Entrepreneurship Business Intention Life Script' approach as a superior means to inculcate entrepreneurship culture on students

Key Words: Entrepreneurship, Self-employment, Intention, Education, Culture, Mindset, Life Script.

INTRODUCTION

As far back as early 1980s, long before 1989 when the National Universities Commission (NUC) prescribed entrepreneurship development as part of the minimum academic standards for undergraduate degree programmes in Nigerian universities (Inegbencbor, 2005) and 2006 when the federal government of Nigeria asserted the need to introduce entrepreneurship development programmes throughout the school system in Nigeria (Okojie, 2013), some universities had actually started teaching entrepreneurship as core course at all levels. However, Joseph Ayo Babalola University blazed the trail in entrepreneurship education by being the first university in Nigeria to float a first degree programme in entrepreneurship in 2006. The rising interest in entrepreneurship education can be explained by it potential to reduce unemployment and stimulate self-employment, create new ventures and more jobs, reduce poverty etc. Despite concerted efforts to reduce unemployment through entrepreneurship education, unemployment still persist and indeed on the increase. Most graduate from our tertiary institutions are not equipped with the appropriate skills, competencies and mind-set that will make them employers of labour and enhance their employability rating. Inegbencbor (2005), made the point that the University system in Nigeria seem to have assumed a production orientation oblivious of the needs of the economy. By being production orientated, the Nigerian university system continues to mass produce the same product year in year out. Our curriculum lack focus and they are out of context with the present realities. We are jack of all trade but master of none. It is against this background that one asserts that the curriculum needed to fast track the education of the cream of young and prospective entrepreneurs who can intelligently exploit the abundant natural resources in Nigeria is yet to evolve 35 years after the introduction of entrepreneurship education in Nigeria. Entrepreneurship education models currently in use are as

many as the educational institutions offering entrepreneurship education in Nigeria. One can argue therefore that the widespread complaints that entrepreneurship education in Nigeria have failed to inculcate entrepreneurship attributes, skills and mind-set on student can be explained by inadequacies in our entrepreneurship curriculum. This study evaluates entrepreneurship education in Nigerian Universities to determine the extent to which it meet the expectations and entrepreneurial intentions of learners and to determine how learners can reap maximum benefits from entrepreneurship education.

The organization of the paper is as follows. After this introduction section, reviews of previous contributions and the entrepreneurial intention model is presented in section two. Section three contains the description of the measurement instruments used in the study. Presentation and discussion of findings is presented in section four. Section five contains conclusions and recommendations.

Defining Entrepreneurship Education

There is no consensus among scholars, researchers and practitioners on what entrepreneurship education is and how it can be taught. Fayolle and Klandt (2006) define entrepreneurship education as any pedagogical programme or process of education for entrepreneurial attitudes and skills, which involves developing certain personal qualities. Kanothi, (2009) defines it as a specialised knowledge that inculcates in learners traits of risk-taking, innovation, arbitrage and coordination of factors of production for the purpose of creating new products or services for new and existing users within human communities. Towobola and Raimi (2011) defines entrepreneurship education as pragmatic and meaningful interaction between learner and instructor for the purpose of developing the ability of the learner to identify, evaluate and generate ideas and solving business problems in a unique way. I believe that entrepreneurship education is not a fool proof formula for success in business life, if it were; everyone would learn it and become wealthy. However a mastery of entrepreneurship

principles and skills can help reduce uncertainties inherent in start-ups and enhance success in business. These principles and skills can be taught. Therefore, entrepreneurship has found its way into the curriculum of many universities in Nigeria even though many scholars still argue that teaching entrepreneurship is a misnomer. The National Universities Commission (NUC) directives in 2006 that all universities should introduce entrepreneurship as general studies course and also establish and equip entrepreneurship centres to cater for the acquisition of practical skills was a watershed for entrepreneurship education in Nigerian universities. Joseph Ayo Babalola University which was actually established as entrepreneurial university was the first university to run a first degree programme in entrepreneurship in Nigeria universities system. At inception in 2006, the university admitted the first set of 12 students to do a 5 years first degree programme in entrepreneurship. Going by the directive of the National Universities Commission, the 5 years degree programme was changed to 4 years soon after the university had graduated its first set of students in 2011. Under the 5 years arrangement, each student spent 1 year on industrial training in any organisation of their choice. The 4 years programme could only accommodate 3 months industrial attachment which is usually done when the students are on 3 months long vacation in their 3rd year. The University management reasoned that with the coming on stream of the entrepreneurship centre, the student do not need to spent 1 year on industrial attachment any more. With a well-equipped entrepreneurship centre under a full-fledged entrepreneurship department, the first degree in entrepreneurship was granted full accreditation by the National Universities Commission (NUC) in 2012. The centre caters for all students in the university regardless of their departments.

In this study, entrepreneurship education cover, in addition to the principles, attitudes and skills taught, the structure needed to deliver total benefits the learner seeks from their investments in entrepreneurship education – a structure that combines education and

apprenticeship scheme to help students become masters of their destiny.

Importance of Entrepreneurship Education

There has been rising interest in Entrepreneurship Education since the 70s. The reasons for this are widely discussed in the literatures. (Okojie, 2012; Towobola and Raimi, 2011; Fayolle and Kland, 2006; Kirby, 2006; Aladekomo, 2004; Mitra and Matlay, 2004; Ogundele, 2000). In Nigeria educated entrepreneurs are expected to be job creators not job seekers. They are expected to provide the driving force to fast track economic development. The informal sector of the Nigerian economy is dominated by participants with little or no education. Therefore, the prospect of attaining accelerated economic growth through entrepreneurship education is compelling. The need become even more compelling when one realised that Nigeria is blessed with natural and mineral resource, yet one of the poorest countries in the world. One can assert therefore that the future prosperity of Nigeria depend largely on the capacity of its predominantly youthful population to be creative and entrepreneurial in the exploitation of the abundant natural resources God has put at its disposal.

The Importance of Apprenticeship and Role Models

The importance of apprenticeship cannot be undermined. The biographies of some very successful entrepreneurs showed that they acquired entrepreneurship prowess through apprenticeship and role models. A classic example is Nike Okundaye of Nike Art Gallery in Lagos, Abuja and Osogbo in Nigeria. This is a Nigerian woman who had no formal education but lectures at Harvard and other top universities in the world (Ajoboye, 2015). According to the globally celebrated icon, her life as an artist is something she was born into. At the age of six, she started weaving different things including Yoruba traditional hand-painted cloth designs and other assorted textile designs. She acquired her prowess in weaving from her grandmother who was the head of all the weavers in her community. Asika (2007), made the point that the

Abriba people in Eastern Nigeria noted for their very outstanding performance in business endeavours acquired entrepreneurship prowess through well-established apprenticeship scheme. In this study, it is proposed that entrepreneurial behaviour can be acquired through a systematic development programme that combines education and apprenticeship.

The Theory of Planned Behaviour

The theory of planned behaviour explains the relationship between intention and behaviour. According to the theory, intention predicts and explains all human behaviour (Ajzen, 1991, 2002; Krueger and Carsrud 1993; Sokol 1982). As explained in the model the three factors that are antecedents of intention towards entrepreneurial behaviour are: perceived attractiveness of entrepreneurial behaviour; perceived social norms about entrepreneurial behaviour; and perceived self-efficacy/control for entrepreneurial behaviour. The attitude towards the behaviour is derived from the outcomes of the behaviour and the values ascribed to the outcomes. Awareness of social norms and pressure is derived from what important people think of the target behaviour and the justification for succumbing to their pressure and expectation. Perception of behavioural control is derived from the person's perception of the opportunities and the needed resources and the belief that it is possible to obtain those resources to achieve the behaviour. According to Ajzen, 1991), this human behaviour is not dependant on factors outside the control of the individual but entirely depend on the will of the person concerned. Some scholars such as Fayolle and Degeorge (2006), have questioned the practical utility of this theory which they argue is limited because situations that satisfy these conditions are rare. Nevertheless the entrepreneurship literature has found strong empirical evidence to conclude that perceived attraction and perceived behavioural control indeed directly predict entrepreneurial intention (Linan and Santos, 2007; Armitage & Conner, 2001). However, the direct influence of perceived subjective

norm on entrepreneurial intention is quite weak (Rimal & Real, 2003; Ajzen, 1991). Even with this lack of consensus among researchers, the theory of planned behaviour still provides researchers the most powerful foundations for studies on the influence of entrepreneurship development efforts on entrepreneurship behaviour. One possible reason for this could be the absence of truly entrepreneurship theories as entrepreneurship discipline is just evolving.

Ogundele (2000) developed a model which explains the processes that are involved in the education, training and development of entrepreneur in the Nigerian context. The model combines individual determinants with environmental determinants to explain the emergence of entrepreneur and entrepreneurial behaviour. The individual determinants in his model includes attitude to work and life generally, motivation and needs, mental capacity and biological make-up. The environmental determinants include immediate childhood and adolescent environment, social groups, economic conditions, political systems and priorities, religious values, societal values etc. These two main determinants were added to a third one he called intermediate level determinants which includes financial resources for training, mass media, government and other agencies. The three combined to determine entrepreneurial intention. Ogudele's model examined entrepreneurship behaviour from a perspective more relevant to already existing entrepreneurship ventures. The present study focuses more on learners still within the confines of their learning environment.

METHODOLOGY

The Basic Concept of this Study

The basic concept of this study is shown in the figure below

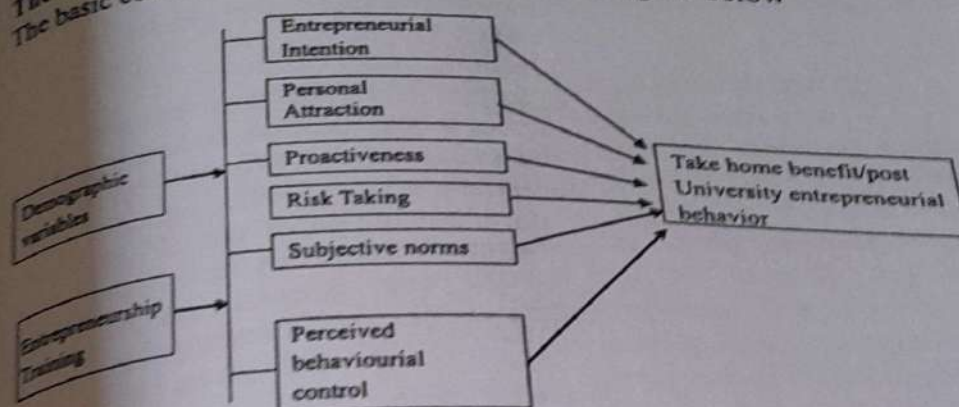


Fig. 3.1: Basic design of this study
Source: Developed by the author

Figure 3.1 shows the structure of the study. Several hypotheses can be drawn from this model. However, the present study examines the relationship between programme characteristics measured by entrepreneurship training and entrepreneurial behaviour and the relationship between demographic variables and entrepreneurial behaviour.

Survey research was conducted to evaluate variables that impact on post training entrepreneurial behaviour and how best to develop these factors. The variables studied include: Biographical details of respondents such as age, sex, parents employment status, academic performance and department; and entrepreneurship training (curriculum and resources); as independent variables and entrepreneurial intention as dependent variables. This followed the tradition that has been established in entrepreneurial education research (Ajzen 2002; Fayolle and Degeorge 2006).

Questionnaire on the above characteristics was administered on 119 students from various departments who have taken examinations in the University required entrepreneurship courses. This was followed by telephone interview of 20 graduates randomly selected from the 60 students that have graduated from the department of Entrepreneurship at the studied University i.e. Joseph Ayo Babalola University. A five point psychometric Likert scale was employed in the study. The statistical procedure used in the analysis is the univariate analysis with the SPSS. It consisted of percentages, counts and totals for various responses, standard errors, correlation coefficients r^2 and test of significance. Alternative form validity of the instrument was measured at 0.73. Content validity was achieved by using experts' opinion. Reliability of the research instrument was established using Cronbach's alpha.

PRESENTATION AND DISCUSSION OF FINDINGS

Entrepreneurship Courses in Nigerian Universities

An extensive study of the contents of standard textbooks on entrepreneurship as well as entrepreneurship curriculum of universities in Nigeria including the Federal Republic of Nigeria Benchmark Minimum Academic Standards For Undergraduate Programme in Entrepreneurship was carried out to identify the contents of entrepreneurship curriculum in universities. It is necessary to point out that entrepreneurship curriculum in response to escalating changes in the society must be dynamic. Its curriculum contents must be responsive to the changes in current and potential benefits seek by all stakeholders. As a new discipline it is evolving fast. It should be noted also that successive head of department also introduced new courses to reflect their areas of specialisation. With the benefit of my experience as lecturer in the department of entrepreneurship as well as hindsight gained from sources cited above, the following were identified as basic contents of university curriculum for undergraduates.

Building Entrepreneurship Culture and Mind-set Required competences

- History of entrepreneurship theory
- Innovation theories
- Starting your own business
- Entrepreneurship development policies
- Social and civil entrepreneurship
- Biodiversity and environmental entrepreneurship
- Comparative entrepreneurship
- Technology entrepreneurship and intellectual properties
- Creative thinking
- Gender issues in entrepreneurship
- Entrepreneurship attributes, skills and attitude and orientation
- Entrepreneurship education
- International entrepreneurship
- Entrepreneurship as a career
- Role modeling and mentoring
- Industrial tours and training

Creation of New Ventures Required competency

- Opportunity scouting and evaluation
- Writing business plans and feasibility reports
- Practical skills acquisition
- Innovation strategies and strategic thinking
- Risk management
- Developing business concept
- Investment appraisal and evaluation
- Sourcing of finance
- New product development
- International start-up
- Organizational structure and design
- Business control and regulations
- Budget and budget control
- Planning strategies
- Business and company law
- Networking strategies and strategic alliances
- Computational Techniques
- Enterprise project design

Management of SMEs Required competencies

- Growth strategies
- Basic Finance and Accounting
- Marketing and E Commerce
- Marketing Research
- Corporate Entrepreneurship
- Personnel management / human resources management
- Leadership and corporate governance
- Principles of Economics
- Communication skills
- Industrial relations
- Management theory and practices
- Managing of small business
- Production management
- Tourism and hospitality business
- Business research methods
- Managerial communication
- Management information system
- Computer applications in entrepreneurship
- Business policy and strategies
- World resources and global entrepreneurship

• Agric and Rural entrepreneurship • Small scale business opportunities in Nigeria • Biography of great thinkers • Business diversification strategies • Business performance measurements • Nigeria resources and business	• World resources and global entrepreneurship • Investment decisions • Venture capital management • Introduction to business environment • Statistics for management sciences • Organizational Behaviours • International Business management
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Source: Survey by the author

What I have presented above is not significantly different from the views of (Fayolle and Klandt, 2006; Fayolle and Senicourt, 2005; Fayolle, 2004) that defined entrepreneurship education at three levels as follows:

- Entrepreneurship as a matter of culture or a matter of state of mind. This suggest that entrepreneurship education helps to create an entrepreneurship culture within the context of countries, societies, firms, associations etc and helps to change the mind of individuals. This correspond to the building of entrepreneurship culture and mindset in the above outline
- Entrepreneurship as a matter of specific situation. Competencies in new venture creation, corporate venturing, acquiring existing businesses and other situations requiring entrepreneurial behaviours. New venture creation is widely embraced as a central focus of entrepreneurship education. Many entrepreneurship programmes whether in formal academic environment or in vocational centers are about

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teaching students to start their own businesses. According to Blenker, et al (2006), entrepreneurship is traditionally associated with the creation of a firm. Entrepreneurship education is accordingly directed towards new venture creation and business renewal in an economic sense. Again this is similar to starting and nurturing new ventures in the above outline

- Entrepreneurship as a matter of behaviour. Behaviours such as opportunity orientation, commitment of resources, commitment to opportunity orientation, entrepreneurial orientation etc. can be developed by organisations and individuals.

Results of Statistical Analysis

Regression analysis was conducted to determine the extent to which entrepreneurship intention depends on individual student's characteristics, student's performance and entrepreneurship education. Specifically, regression analysis was carried on the following relationships.

Student's department and entrepreneurship intention

Student's performance in entrepreneurship and entrepreneurship intention

Student's level and entrepreneurship intention

Parent's employment status and entrepreneurship intention

Sex and entrepreneurship intention

Entrepreneurship courses taught and entrepreneurship intention

All variables analysed had very weak relationships suggesting that students are not reaping maximum benefits from their entrepreneurship education in JABU.

Findings from Telephone Interview of Graduates

20 graduates from the department of entrepreneurship were selected from 60 students that have graduated so far through random sampling. They were interviewed through telephone conversation and their responses to questions were really revealing and rewarding.

Predetermined questions asked during the conversation and composite pictures of their responses are as follows:

What are you doing presently? 6 are self employed out of which 3 are doing well in their business. The 6 self-employed were not exposed to their present line of business while in the University. 10 are employees 6 in Banks and 4 in trades and distribution organisations. 2 are on their master degree programmes while the remaining 2 are idle. The second question sought to find out why most of them prefer paid employment to self employment after graduation. Responses were: lack of concrete training on how to prepare business plans; poor motivation due to absence of mentors and role models; lack of leaning by doing; lack of capital; imposing entrepreneurship on students whose original intention was to study other courses; poor spirit; fear of failure due to uncertainties; trades at the centre are too elementary and introductory; time spent on trade at the centre not enough, time spent on industrial training and tour not enough.

The final question was, what should JABU do to enhance take home benefits from its entrepreneurship programmes? The following responses were received.

Students should have mentors who are role models in the business world assigned to them.

Students should understudy the mentors in the form of apprenticeship to be followed by industrial training in the mentor's organization.

Students should be given adequate training on how to write bankable business plan.

Each student must write at least 2 business plans for members of the University community or outside the University. By writing business plan for people they will be better prepared to do one for themselves.

The department of Entrepreneurship should give direction to the University not the other way round. It should generate ideas that can move the University forward.

Their mindset and orientation towards entrepreneurship should be developed. They should be encouraged as much as possible to shun paid

employment by telling them the advantages of self employment over paid employment.

More trades such as plumbing, electrification etc. should be introduced. Make training at JABU more practical and hand on learning. Anything that does not build spirit of entrepreneurship should be left out.

These responses speak for themselves. It is my utmost conviction that if implemented, it will go a long way to help our students benefit more from entrepreneurship education. An interesting and positive response from the paid employment group was that their present employment status is temporal. In two or three years they would have accumulated enough capital to start new venture of their own.

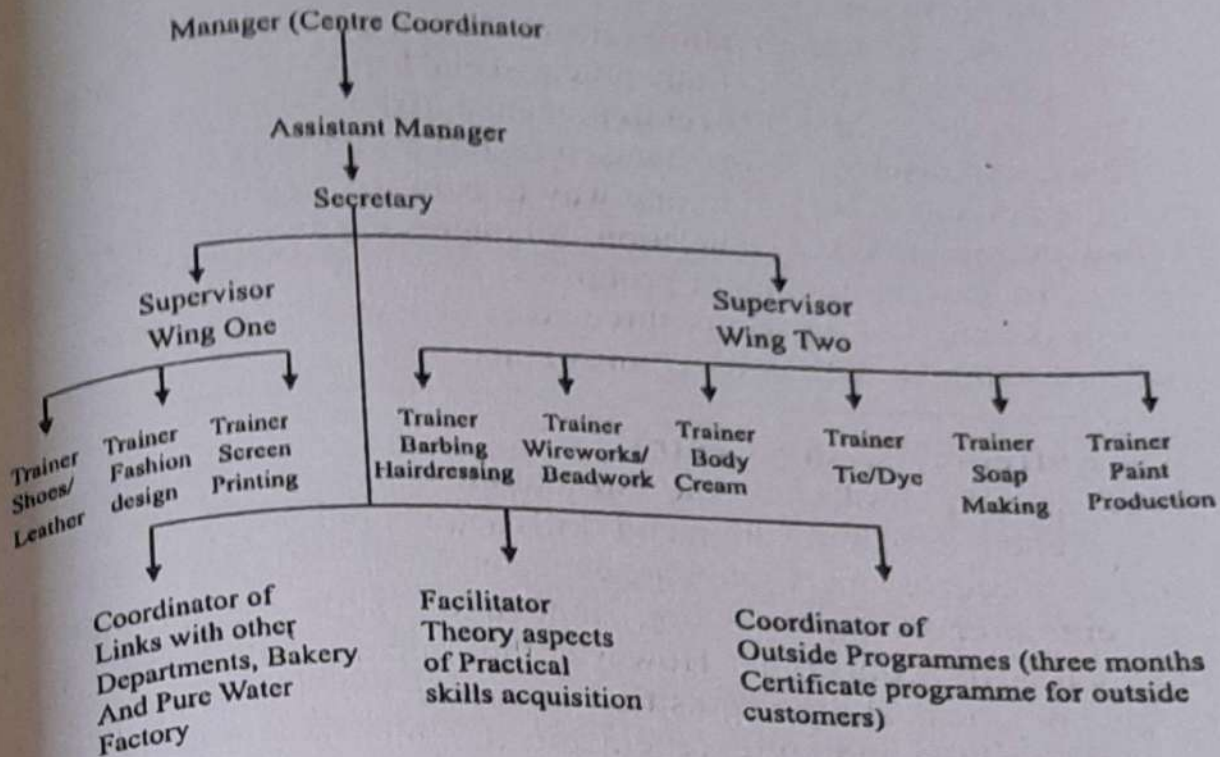
The Entrepreneurship Centre

This section looks at the structural setup of the University entrepreneurship, innovation and skills acquisition centre. As the name suggest, three major activities are expected to be performed at the centre i.e. entrepreneurship training, innovation skills acquisition and practical skills acquisitions. However, the structure of the centre is built around practical skills acquisition suggesting that students pick up innovation skills and entrepreneurship training through lectures they receive in entrepreneurship at the department of Entrepreneurship.

The organization structure is built around the products and services provided and customer type at the centre.

The key products and services at the centre are: shoe and leather works; tailoring and fashion design; and screen printing under wing one. Barbing/hairdressing and manicure; wire works and bead works; body cream/detergents; disinfectants; tie and dye; soap making; and commercial paint production under wing two. The centre also has links with the bakery and pure water factory as well as other departments in the University.

Organization Structure



The centre is like a laboratory of Entrepreneurship department. The Manager reports activities at the Centre to the head of Department of Entrepreneurship. This is the official line of reporting. When students indicate interest in the different trades, the manager assigns them accordingly. Where student's interest is outside the trades at the Centre, the manager writes to the department concerned.

Job Functions

Manager and Assistant Manager

- Plan, organize and oversee activities at the Centre
- Handles Practical Skill Acquisition from course design to

- examination
- Train and prepare students to pass examinations and obtain certificates of proficiency
- Supervise all personnel (about 20 of them) and the administration works at the centre
- Oversea repair and maintenance of equipments.
- Allocate groups from outside (external customers)(to different trades
- Look after the welfare of groups from outside.

Supervisors

- Supervise works in their wings
- Supervise stores in their wings
- Cashier of wings under them
- Discipline and compliance of members of wings under them
- Issue stock
- Make purchase

Trainers

- Impact technical skills on students

Achievements

- Hygiene is emphasised in marketing of service to customers, as for instance in equipments used in barbing and hairdressing as well as in the environment in which such activities are carried out.
- Training of outside groups listed below
 - Focus destiny group first batch 30 participants
 - Focus destiny group second batch 15 participants
 - Christ Apostolic Church Yaba 20 participants
 - Freedom Group (Sponsored by senator representing Oriade Obokun federal constituency 80 participants
- Commercial paint production (over 600 drums produced)
- Production of garments / lab coat for the university and outside customers.

Constraints

- Salary too low to attract qualified and good staff.
- Capital too low for upgrading and up scaling of activities at the centre.
- Poor link between departments in the university and the centre.
- Absence of marketing, training, innovation, technical and IT units.

Suggestion for Improvement at the centre

- Provide more capital for upgrading and up scaling of activities at the centre. Student's should pay ^10,000,00 (about \$50) as against the current ^5,000,00 (about \$25) as entrepreneurship fees to be managed by a board dedicated solely to entrepreneurship development. 50% of this money may be retained by the university management.
- Provision of marketing, training, innovation and IT units dedicated to the centre
- Improved salary that can attract good people
- Commercialization of inventions in other departments especially Agriculture and environmental Sciences
- Research into black soap, fufu and sheer butter (ori)

Suggestions for Reaping Maximum Benefit from Entrepreneurship Education

What we have now is actually a variant of Business Administration with the addition of skills acquisition centre which add little value to our student's preparation to become entrepreneurs. Something is missing. A follow up on our graduates revealed that the very brilliant ones among them end up in paid employment. Although many reasons have been advanced in literatures why graduates have phobia for self-employment, with many of them bothering on personal attitudinal issues, the problem is addressed from training characteristics

Laboratory
e point that websites give students
ch includes case studies to review
audiovisual presentations by
lists, sample business plans,
others. Ideally, a student should be
can learn more about innovation and
exercises relating to the business they

Industrial training was reduced to 3 months with 9 units. Other like industrial visits and tours, role model and mentoring and skills acquisitions were either dropped completely or not enough attention. So the present curriculum for entrepreneurship in the studied university and in all Nigerian universities for is inadequate. Some erudite scholars have attested to this (Okojie, 2015; Okojie, 2013). What is the way out? Courses that cannot get the chief executive officer of NUC Professor Julius Okojie total value to entrepreneurship should be drop. In fact at least such units required for graduation should be obtained from such as industrial training, role model and mentoring, industrial and tours, practical skills acquisition, community development studies.

Specific and technology research
discipline is better positioned to teach Research and Development entrepreneurship. This is because entrepreneurship is mainly discovery and exploitation of strong needs. But R&D studies are totally absent in entrepreneurship curriculum. R&D should stand as a course or taught under technology entrepreneurship and intellectual properties. Our students will derive more practical utility in R&D study is domiciled in entrepreneurship. It will help to bridge the gap between science and management students who differ in needs from entrepreneurship.

Package for knowledge exchange
The role of external actors in any business cannot be underplayed. These actors include role models, entrepreneurs, small business owners, research centres, financiers, franchisors, outsourcing firms, other universities (local and foreign) and the university immediate local environment. Networking with these external actors for knowledge

must be vigorously pursued and disseminated to members of the community. The role of other faculties in the university cannot be over emphasised. Linkages with faculties such as Agriculture, Environmental, Sciences and Arts should be explored for borrowed courses that can add value to the development of prospective entrepreneurs.

Trained Teachers

There is complete absence or near complete absence of customised training and development assistance for entrepreneurship educators in Nigeria Universities today. As a result there is acute shortage of teachers with adequate credentials to teach entrepreneurship in Nigeria Universities. Such expertise can be acquired through short term training workshops and sabbatical in firms with needed expertise.

Entrepreneurship Business Intention Life Script

As this subheading suggest, four decisions areas are covered.

Entrepreneurship decision which suggest the creation of new and sustainable values; business suggesting profits; intention suggesting antecedents of behaviour and life Script which suggest what one should do as a career in life. This activity will not require additional course units. It will only modify some already existing activities in the curriculum such as Industrial Training (IT) and the final year project. The long holidays during the 200 and 300 levels will be spent on IT. A deep survey of the business in all ramifications will be conducted through deep observation, networking, interviews and experiments to uncover new and viable opportunities. The final year project will be based on business earlier submitted to the department in 2nd semester, 100 levels. A brief outline on the modus operandi is as follows:

2nd Semester 100 Level

Activities in this phase will be aimed at developing entrepreneurship mindset of the students. Three sections of two hours each will be enough for this exercise. All academic staff in the department will be in

2nd Semester 200 level

Production issues relating to the proposed business
Sources of raw materials, equipment and their maintenance and sources
whether local or foreign. Technology available and the one most
appropriate for the selected business with reasons. Detailed job
descriptions and specifications for production and technical personnel
will be drawn. Practical work at the centre continues.

200 level second semester long holiday

Industrial training in the industry of proposed business
Student should be attached to marketing and sales for the first 6 weeks
and thereafter work in production unit for the remaining six weeks.

1st semester 300 level

Students are to write and defend report on Industrial training. Practical
work at the centre continues.

2nd semester 300 level

This section will focus on alternative sources of funds and arrangement
for funds which student can access through competition upon
graduation. Writing of financial statements for the selected business
and profits and loss account with breakeven points clearly indicated.
Practical works at the centre continues.

300 level long holiday

Students to be attached to the same company as before or another
related one. Students to work in accounts and finance units for six
weeks and personnel unit for the remaining six weeks
Students to collect relevant data for feasibility study and business plan
from the industry

1st Semester 400 level

Students to present and defend industrial training report.

2nd Semester 400 level Writing of final year project using data collected on the business over the years. The report will be in business plan format.

Conclusion

The study was conducted to investigate the impact of entrepreneurship education on take home benefits of University students in Nigeria. The regression analysis revealed that student's demographic profile and their academic performance in Entrepreneurship course had no significant impact on their entrepreneurial intentions. Training programme characteristics measured by curriculum content had no significant impact on entrepreneurship. However, few graduates from the department of entrepreneurship are doing fairly well in their own businesses. Though limited in scope the study was able to establish that the relationship between the dependent and independent variables were very weak and insignificant. I am compelled therefore to conclude that entrepreneurship education in Nigeria is not impacting significantly on students entrepreneurial intentions.

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