

Impact of Undergraduate Students' Attitude Towards Entrepreneurship Education in Kaduna State University

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Abstract

The study assessed undergraduate students' attitude towards entrepreneurship education (EE) in Kaduna State University, Nigeria. The sample of the study was the 400 level students of Kaduna State University which stood at 1,793 and Yamane formula was used to determine the sample size. Bowley's proportional allocation formula was used to stratify the sample size based on different faculties in the University. The results from Chi-square test and independent t-test, indicated that, there is no significant difference in attitude between male and female students, and there is significant difference in attitude of students' in different faculties towards entrepreneurship education.

Keyword: *Entrepreneurship, Education, Attitudes, Survey, Entrepreneur*

1. Introduction

Nigeria as a country is blessed with both material and human resources because every state in the 36 states of the country has one or more natural resources deposited in her yet, her citizens are living below the poverty line and over 70% of her active population are unemployed (World Bank 2018). Most countries of the world that are termed as either advanced or developed cannot compare themselves with the competitive advantage that Nigeria as a nation has, either in terms of natural or human resources yet Nigerian citizens live below one dollar a day. Considering the abundant resources in Nigeria, compared to countries like Japan, Malaysia, Dubai, and Indonesia, these countries have positive attitude and high level of commitment towards entrepreneurship and its education, this enable citizens to break the vicious circle of poverty and increase their standard of living. According to Ogundele (2005), the Asian Tigers have developed and equipped their human resources with orientation and capacity for spontaneous responses to opportunities of wide range patterns both near and far. This he said, was as a result of right entrepreneurship education (EE) skills, training and development for self-employment.

Recognizing the need and the role of entrepreneurship in economic growth and development, most countries are now shifting interest to promoting and developing entrepreneurship education (EE) both formal (entrepreneurship education in schools) and informal (trade or apprenticeship). And as a strategy to curb the challenges of underdevelopment, unemployment, high level of poverty, crimes and other social problem inherent in economy. That is why the Nigerian government through the National University Commission (NUC) has made it mandatory for every undergraduate student to offer entrepreneurship education as a course and as a step towards stimulating active and productive entrepreneurial activities in the country. It is believed that it will expedite the development of positive attitude in the direction of entrepreneurship activities.

Graduates are supposed to be opportunity-driven entrepreneurs, or have broader range of employment opportunities. Although entrepreneurship as a course of study has been accepted as one of the fundamental mechanisms to increase the entrepreneurial attitude of prospective entrepreneurs, the leading issues that defines the graduate or intending graduant decision to start up a business are not clear enough. Hence the need, to examine entrepreneurial attitude from a gender viewpoint, with the hope of finding patterns or factors that informed those decisions or lack of.

Students from various department or faculty may build and take different actions due to the teaching of entrepreneurship education and looking forward to the aftermath of their actions. If the obvious consequences is doubtful, the students will have a tendency to develop undesirable attitude towards entrepreneurship education. Reverse is the case, if the consequence is to be affirmative, the students would likely cultivate and keep in mind optimistic attitude concerning entrepreneurship education.

The main objective of this paper is to assess undergraduate students' attitude towards entrepreneurship education in Kaduna State University. The specific objectives are to: (i) Assess the differences in attitude of students in different faculties towards entrepreneurship education; and (ii) determine the difference in attitude of Male and Female students toward entrepreneurship education.

With reference to the problem in focus and objectives above, this research work will seek to answer the following questions: (i) What are the differences in attitude of students in different faculties towards entrepreneurship education? (ii) What are the differences in attitude of male and female students?

Based on the objectives, the following research hypotheses was formulated in null form;

H₀₁: There is no significant difference in attitude of students in different faculties toward Entrepreneurship Education.

H₀₂: There is no significant difference in attitude of male and female students toward entrepreneurship education.

2. Literature Review

The economy and individuals need alternative for growth, and one way to fuel this growth is through entrepreneurship education. But to effectively teach it and adopt it, there is a need to know how it is viewed especially among students because they are young, energetic, creative and innovative.

Chen, Chen and Lai (2011) examined entrepreneurial attitude and the influential factors for business department students in Technological Colleges/Universities in Taiwan. The study was designed based on literature reviews and theories, to investigate students' attitude towards entrepreneurship and the factors that influence such attitudes. Student personal characteristics was adopted as independent variable, environment cognition as the intervening variable, and attitude toward entrepreneurship as the dependent variable. The respondents of the survey are students studying in the business department at National or Private Colleges and Universities of Technology. One thousand eighty-five copies of a survey questionnaire were distributed with 881 copies returned, of which 792 questionnaires were valid. The responses were analyzed using stepwise regression and LISERL. The results indicated that student attitude toward entrepreneurship was affected by environment cognition and personal traits, which indirectly affected attitude toward entrepreneurship. The study ignores students from various faculty and equally attitudes of male and female undergraduate students towards entrepreneurship education thus, a huge gap for the present study to fill.

Keat, Selvarajah and Meyer (2011) investigated the inclination towards entrepreneurship among university students in the northern region of Malaysia. The study examined the relationship between entrepreneurship education and inclination towards entrepreneurship and the influence of demographic characteristics and family business background on university students' inclination towards entrepreneurship. An empirical test carried out on the data gathered from questionnaires demonstrate that two entrepreneurship education variables has statistically significant relationship on the inclination towards entrepreneurship. The demographic variables such as: Place of origin, Gender, and a family business background have an effect on university students' inclination towards entrepreneurship. However, bearing in mind the time frame and the country the research was conducted, gives room for time and geographical gap for the present study.

Segumpan and Zahari (2012) aimed at assessing the attitude of Omani college students towards entrepreneurship. It also determined any significant differences in the respondents' attitude when grouped by (a) gender, (b) sibling size, (c) sibling order, (d) mother's education, (e) father's education, and (f) business exposure. Data were gathered using a slightly modified Attitudes toward Entrepreneurship Questionnaire (2011) devised by the Center for Rural Entrepreneurship, USA. The respondents were 61 (81%) out of 75 Omani college students who took International Business Administration as their minor at the College of Applied Sciences - Sohar. Findings showed that the respondents had a "positive" attitude towards entrepreneurship. There were no statistically significant differences in the attitude towards entrepreneurship when the respondents were grouped according to demographic variables. The study ignores different faculties of students' rather focused on gender, siblings size, sibling order, Mother's education and Father's education thus, creating a gap for this present study to fill.

Ni, Ping, Ying, Sern and LIH (2012) conducted a study on Students' entrepreneurial intention may be affected by different factors in Malaysia. Entrepreneurial intention is found to determine student's willingness to engage into entrepreneurial behavior in future. The main objective for this study is to understand how attitude towards the behavior, subjective norm and perceived behavioral control, entrepreneurship education and personality traits affect entrepreneurial intention of undergraduates. The primary data of this study was gathered by distributing 200 survey questionnaires to respondents at University Tunku AbdulRahman, Perak Campus. The Cronbach Alpha Reliability test which can ensure high reliability result was conducted on every variable. Pearson Correlation Coefficient and Multiple Linear Regression Analysis were conducted in this study to observe independent variables (i.e. attitude toward the behavior, entrepreneurship education and personality traits). All the variables have significant relationship with entrepreneurial intention. Independent Sample T-test is used to test on personal details (that is gender differences and family background) of respondents in opposition to dependent variable (that is entrepreneurial intention). The period and the country the research was conducted, gives room for time and geographical gap.

Egunsola, Dazala and Daniel (2012) explored entrepreneurship education (EE) and attitude of undergraduate students to self-employment intentions. The study adopted a survey design and was based on three theories; namely, cause and effect, pragmatism and social learning theory of career choice. The population of the study was 5000 undergraduate students; a sample size of 370 was determined using Taro Yamane's formula for finite population and was drawn using stratified sampling technique. Seven research questions were raised for the study. Data was collected using a structured questionnaire titled Entrepreneurship Education and Self Employment Intentions Questionnaire (EESIQ). The data collected were analyzed using frequency counts and percentages. Findings highlight that exposure to EE is beneficial, it influenced self-employment intentions of tertiary students; it enriched their knowledge on starting and owning business, and changed their perception about self-employment. It was recommended that EE should be included into the curricula of all educational institutions in Nigeria. This research leaves a considerable gap by neglecting a better and robust tools of analysis which are Chi-square goodness fit, independent t-test which would had given a better result.

Lame and Yusoff (2013) investigated the Nigerian students' perception and their inclinations towards entrepreneurship courses in the Nigerian polytechnics. The main focus of the paper is to analyze and evaluate the relationship between entrepreneurship education and Nigerian Polytechnics students' perception towards the entrepreneurship education courses. The introduction of entrepreneurship education as compulsory course in the Nigerian Polytechnics and is seen as a strong measure to address the problem of polytechnics graduate

unemployment and encourage new start-up. A descriptive study was conducted in three Nigerian Polytechnics. A total of 700 questionnaires were administered and 370 were returned. The questionnaires were designed to analyse students' perception and inclinations. Based on the data collected and analyzed, it was discovered that two variables were found to have significant relationship with entrepreneurship education. However, it was also gathered from the study that there are various challenges facing entrepreneurship like inadequate funding, very few trained entrepreneurship lecturers and lack of enabling environment as some of the reasons for low entrepreneurial activities in our institutions. The study focuses on students' perception and leaves a considerable gap to be filled by subsequent studies.

Ebewo (2013) investigated the effect of entrepreneurship education on university students' intentions towards entrepreneurship. To test this relationship, a conceptual model supported by the Theory of Planned Behaviour was adopted. Utilizing a stratified random sampling technique, data were gathered from 343 final year students at the University of Botswana using a validated Entrepreneurship Intention Questionnaire. The results 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 intention. Participation in entrepreneurship education was observed to positively influence students' intention to become an entrepreneur by changing their attitude towards entrepreneurship and increasing their entrepreneurial abilities. The study focuses only on students' intention towards EE, neglecting other variables like gender and faculties of students' thereby, leaving a gap to be filled.

Ibrahim and Abdullahi (2014) examined the mind-set (intention and constraints) of Nigerian students towards entrepreneurship in the country. The study had six objectives and six null hypotheses. The researchers used descriptive design method. The population of the study was six hundred and forty five (645). Four rating scale structured questionnaires titled Entrepreneurial intention and its constraint in Nigeria (EICN) was used to gather information for this study. Six hundred and forty five (645) copies of the questionnaires were administered out of which six hundred and two (602) copies representing (93%) were retrieved and subjected to statistical analysis using SPSS on the basis of which informed conclusions were drawn. Two different statistical methods were employed to analyze data collected. The tools are logistic regression for null hypotheses one and two, while chi-square (χ^2) was employed to determine null hypotheses three to six. One of the findings of the study shows that the environment in Nigeria is not encouraging students to put into practice their entrepreneurial intention upon graduation.

Ojo, Abayomi and Odozi (2014) examined entrepreneurship education as a veritable tool for youth empowerment in Nigeria. As the nation is presently experiencing challenges of unemployment, insecurity, and high rate of poverty, the study observed that one of the most efficient ways to empower the youth is through entrepreneurship education. The objectives of entrepreneurship education includes but not limited to equipping individual and creates in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquired in schools. The study took a critical look at the roles of entrepreneurship education such as provision of individual with adequate training that will enable creativity and innovative relevance to skill acquisition which encourages self-employment and self-reliant. It analyzed some techniques of acquiring entrepreneurship skills which includes industrial training exercise, workshop/seminar, excursion and this aid in the empowerments of youth and consequently eradication of poverty and extreme hunger. The study identified challenges facing entrepreneurship education such as inadequate funding, lack of trained teachers, and non-availability of equipment. The study only focuses on EE as a tool for youth empowerment neglecting other

intervening variables like gender and students course of study thus, leaves a gap to be fill.

Ekundayo, Babatunde and Durowaiye (2014) examined the entrepreneurial intentions of small sampled Nigerian undergraduates. Finding from quantitative data retrieved from questionnaire administered to 120 undergraduates that were selected through stratified and simple random sampling. Analytical techniques used include frequency count, percentages, and inferential statistics in the form of chi-square and degree of significance to know the impact of entrepreneurship education on the rate of students' self-employment intention. The study found that exposure to entrepreneurship education influences students' intentions of becoming self-employed. It was however discovered that most students were not very confident about their intentions due to fear of capital, failure, and lack of experience in business management. The study concludes that despite knowledge of entrepreneurship education as a contributing factor in the reduction of unemployment, Nigerian youth requires additional supports to overcome the foreseen challenges. The research leaves a considerable gap by neglecting a better and robust tool for analysis which independent t-test.

Rikwentshe and Ibrahim (2014) examined the cognitive, affective, and behavioural components of students' attitude and to examine the overall attitude of students towards Entrepreneurship education in Nigerian universities. The respondents were students from five selected universities in North-Eastern Nigeria. Purposive sampling was used in selection of the universities, while simple random sampling was employed in selection of the respondents. The instrument used was structured questionnaire based on Likert scales ranging from strongly agree to strongly disagree on four points. Four hundred questionnaires were distributed, but only three hundred and seventy five were successfully retrieved and analyzed. SPSS version 16 was used in the analysis of the data. The study falls within the domain of descriptive study. The results indicated that the students cognitive component of attitude is rated at 84.31%, affective at 83.34%, while behavioural component at 78.72%. The overall attitude is at 82.12%. The study make used of SPSS version 16.0 as a tool for analysis, using an upgraded version like SPSS version 20.0 would have given a better outcome.

Pulka, Rikwentshe, Mani, Mallo and Josiah (2015) examined the differences of attitude towards entrepreneurship education among students of some selected universities in North-Eastern Nigeria. Five universities were purposively selected, the respondents were randomly selected and stratified into two groups, males and females, science and humanities. The data were gathered through the use of structured questionnaires on four points Likert scale, ranging from strongly agree to strong disagree. Four hundred questionnaires were distributed and three hundred and seventy five were retrieved successfully from the respondents. SPSS version 16 was used in the analysis of the data. Descriptive, chi-square and t-test were used to determine differences of attitude among the respondents. The chi-square results for the two hypothesis indicated that there is no significant differences of attitude among the respondents. The study was conducted in North-West Nigeria thereby leaving a geographical gap to be fill by the present study.

Lawan, Envuladu, Mohammad, Wali and Mahmoud (2015) examined Perceptions and Attitude towards Entrepreneurship Education Programme, and Employment Ambitions of Final Year Undergraduate Students in Kano, Northern Nigeria. Using a descriptive cross sectional design, a random sample of 340 final year undergraduates from Bayero University was studied. Data was analyzed using SPSS 16 statistical software. The students' mean age was 23.5 ± 2.2 years. Majority was single (87.1%), male (63.8%), and Hausa/Fulani (84.7%). Majority (85.0%) had good perception about entrepreneurship, although 58.8% opined that the course is inadequate, and should be course specific (72.1%). Up to 84.1% had negative attitude towards entrepreneurship.

Only 52.9% aspired to be self-reliant after graduation. Having good perception about entrepreneurship ($p=0.0001$), negative attitude towards entrepreneurship ($p = 0.002$) and Hausa/ Fulani ethnicity ($p = 0.04$) were significant predictors of self-employment ambition. The study was conducted in Kano, if conducted elsewhere would give a different outcome thereby creating a geographical gap.

Pulka, Aminu and Rikwentishe (2015) investigated the effects of Entrepreneurship Education on University Students' Attitude and Entrepreneurial Intention. The study is informed by the high number of graduate unemployment and possibility of making entrepreneurship as a career choice affected by entrepreneurship education course offered by the students in selected universities in North-East Nigeria. The populations of the study were all undergraduate students from five selected universities in north east Nigeria. Purposive sampling was used in selecting the five universities, while simple random sampling was used in selecting four faculties and respondents from each university. The data was gathered across two semesters using four point Likert scale, ranging from strongly agreed to strongly disagree. SPSS version 16, descriptive statistics and Pearson correlation were used in the analysis of the data. The results showed that the students agreed that there is positive relationship between offering entrepreneurship education and their intention to become entrepreneurs. The Pearson correlation results also showed that, there is positive relationship between offering entrepreneurship education course and students' intention to become entrepreneurs. The study made use of a lower version of SPSS, using an upgrade version like version 20.0 would have been better.

Alemu and Ashagre (2015) evaluated the Determinants of Entrepreneurial Intent among University Students with the intention to identify those factors that push individuals to become entrepreneur in Ethiopia. A structured self-administered questionnaire was distributed to 265 students of Ambo universities when the students finished their academic program and thinking of about employment in May, 2015. Data were analyzed using factor analysis with the help of SPSS 20 version. The study revealed that factors like Risk taking propensity, Cultural influences, Attitude toward entrepreneurship, Family background, Locus of control, Perceived support and Perceived barriers influence an individual to become an entrepreneur. The study cannot be related to Nigeria Universities because the study was conducted in Ethiopia which leaves a considerable gap.

Abebe (2015) investigated the attitude of Ethiopia public university undergraduate graduating class students towards self-employment. The population was composed of graduating class students of one government university in Ethiopia. The data was collected through questionnaire from randomly selected 80 students of Assosa University. The data obtained through questionnaire was statistically analyzed through statistical package for social science (SPSS) version 20. The research result reveals that significant number of graduating class students' job preference right after graduation was government or private employment and majority of students do not have short-term self-employment plan in the foreseeable future after graduation. The study cannot be related to Nigeria Universities because the study was conducted in Ethiopia which leaves a considerable gap.

Rudhumbu, Svotwa, Munyanyiwa and Misau (2016) examined the attitudes of undergraduate fourth year students towards entrepreneurship education. Studies show that entrepreneurship has become a critical area of discussions the world over due to its perceived role in mitigating the twin challenges of shrinking economies and unemployment. A sample of 250 students from a population of 462 students was used in the study. A structured questionnaire that employed a 5-point Likert scale was used for data collection. Results of the study showed that most students have a positive attitude towards entrepreneurship education and would prefer to be entrepreneurs at the end of their studies. Results of the study further showed that challenges that may affect student 'interest in entrepreneurship

education and entrepreneurship as a career include difficulty in accessing funding, lack of technical support at start-up, and inadequate business opportunities in Botswana. The study cannot be related to Nigeria Universities because the study was conducted in Botswana which leaves a considerable gap.

The paper introduce all faculties in the University as one of the independent variables in the research, in addition to other independent variables like intention of male and female students'. The researcher is envisaging that different faculties would affect students' intention to become entrepreneurs either positively or negatively hence the need for its inclusion in order to determine its impact on the independent variable. In addition, there is no such study conducted in Kaduna State at the time of the review and to be specific in Kaduna State University and also the study was conducted in 2017.

3. Methodology

The research study adopted was survey research design. The design enables the studies to make assessment on the topic in context. The design ensures that data are collected from the respondents by carrying out a sample survey. The population of the study will be all undergraduate students selected in Kaduna State University, while the target populations were the four hundred (400) level students that had undertake EE course. The population is 1,793 students in the University, according to Academic Planning Department of Kaduna State University 2017.

The sample for this study is the 400 level undergraduate students drawn from Kaduna State University. The respondents were stratified into groups: male and female; and different faculties of the University. This is to give a fair and equal chance of representation of groups involved in the study. Due to the research design and the nature of the population the Yamane formula (1967) was used to calculate the sample size as follows:

$$n = N / (1 + N(e)^2)$$

Where:

n = sample size

N = population size

e = Margin of Error (in this case 5%)

Therefore;

$$n = 400 / (1 + 1,793(0.05)^2) = 400$$

Four hundred (400) respondents were selected out of the 1,793 as sample through the formula. 400 copies of the questionnaire was administered. The sample size is further stratified based on the total faculty population to give a fair representation of each faculty. The proportional allocation make sure that the total of sampled members from each section is done in ratio to the size of each stratum or faculty.

The Bowley's proportional allocation formula was used, which is given as:

$$n_h = N_h / N$$

Where:

n_h = sample size for stratum h

N_h = population size for stratum h

N = total population size

This formula is used to compute the required number of students that will be sampled from each faculty in Kaduna State University.

Since N = 1,793 and n = 400, it implies that:

$$\text{For faculty of Agriculture} = (400 \times 14) / 1793 = 3.1$$

$$\text{For faculty of Arts} = (400 \times 416) / 1,793 = 92.8$$

For faculty of Environmental Sciences= $(440 \times 81) / 1,793 = 18.1$

For faculty of Medicine= $(400 \times 31) / 1,793 = 6.9$

For faculty of Science= $(400 \times 628) / 1,793 = 140.1$

For faculty of Social & Management Sciences= $(400 \times 589) / 1,793 = 131.4$

For faculty of Pharmaceutical Sciences= $(400 \times 34) / 1,793 = 7.6$

The instrument for data collection was structured questionnaire. The Chi square of Goodness fit and independent t-test was used to test hypothesis 1 and 2.

4. Results and Discussion

Hypothesis 1

H_{01} : There is no significant difference in attitude of students in different faculties towards Entrepreneurship Education.

H_{a1} : There is significant difference in attitude of students in different faculties towards Entrepreneurship Education.

	Observed N	Expected N	Residual
Pharmacy	8	48.6	-40.6
Medicine	7	48.6	-40.6
Environmental	18	97.2	-78.2
Science	140	85.1	68.9
Agriculture	3	24.3	-21.3
Arts	93	55.9	46.1
social and management science	131	80.2	65.8
Total	400		

Source: Researcher's Field Survey, 2017

	faculty of respondents
Chi-Square	268.272 ^a
Df	6
Asymp. Sig.	.002

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 24.3.

Source: Researcher's Field Survey, 2017

We sample four hundred students, and evaluated whether there is no significant difference in attitude of students in different faculties towards Entrepreneurship Education. The data was analyzed using a chi square goodness of fit test. The null hypothesis was rejected, $X^2(1) 268.272$ and the p-value is 0.002. Because the p-value is less than the significance level of 0.05, therefore the study rejects the null hypothesis that there is no significant difference in attitude of students in different faculties towards Entrepreneurship Education. As a result, the study concludes that the observed proportions are not significantly different from the specified proportions.

Hypothesis 2

H₀₂: There is no significant difference in attitude of male and female students towards entrepreneurship education.

H_{a2}: There is significant difference in attitude of male and female students towards entrepreneurship education.

Table 4.3 Group Statistics

Gender of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Male	242	1.15135	1.14522	.07992
Female	158	2.3171	1.133735	.09883

Table 4.4 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude	Equal variances assumed	.350	.729	.607	549	.663	.07704	.11018	-.14390	.29406
	Equal variances not assumed			.603	370.687	.564	.07603	.11249	-.16432	.29639

If a p- value is less than 0.05 is considered significant. There is more male than female undertaken entrepreneurship education course. An independent sample t-test revealed that male (mean =1.15135, Standard Deviation = 1.14522) level of entrepreneurship than female (mean =2.3171, Standard Deviation = 1.133735) with a p.value of .729. Therefore the null hypothesis was accepted that there is no significant difference in attitude of male and female students towards entrepreneurship education.

The result was analyzed using a chi square goodness of fit test. The null hypothesis was rejected, $X^2(1)297.251$ and the p-value is 0.000. Because the p-value is less than the significance level of 0.05, therefore the study rejects the null hypothesis that there is no significant difference in attitude of students in different faculties towards Entrepreneurship Education. As a result, the study concludes that the observed proportions are not significantly different from the specified proportions. The result concurred with the findings of Pulka (2014), Pulka, Ritwentshe & Ibrahim (2015) where they said, there is no significant difference in attitude between Science and humanities students towards entrepreneurship education.

The result shows that p- value is less than 0.05 which is considered significant. There is more male than female undertaken entrepreneurship education course. An independent sample t-test revealed that male (mean =1.15135, Standard Deviation = 1.14522) level of entrepreneurship than female (mean =2.3171, Standard Deviation = 1.133735) with a p.value of .729. Therefore the null hypothesis was accepted that there is no significant difference in attitude of male and female students towards entrepreneurship education. This result concurred with the findings of Segumpan & Zahari (2012), Ni, Ping, Ying, Sern and Lih (2012) and Pulka (2014) where they said, there is no significant difference in attitude between genders towards entrepreneurship education. Indirectly, female students are as likely as male students in attitude to become entrepreneurs.

5. Conclusion and Recommendation

The study shows there is significant difference in attitude of students in different faculties, and there is no

significant difference in attitude of male and female students towards entrepreneurship education.

The study recommends the following in-line with the findings.

Since there is no difference in attitude between male and female students, social and cultural environment should give fair opportunities and treatment to female students in order to optimized their attitude to develop entrepreneurial intention and ultimately establishing businesses.

According to the findings, there is significant difference between students' attitude in different faculties in the University and this explained the reason why the teaching of entrepreneurship education should be intensified in our high institutions of learning to give a fair knowledge to all students' regardless their course and equally changed their orientation about the view they have regarding EE and see it as important as their core course of study in order, to make them self-employ at the end of graduation.

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