ISSN: 3041 – 3207
Volume 5, Number 3, 2016
Journal of Education and Advanced Studies

ENTREPRENEURSHIP EDUCATION PROGRAMMES AND CAREER MINDSET OF BUSINESS EDUCATION STUDENTS OF UNIVERSITIES IN RIVERS STATE.

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ABSTRACT

This study examined the relationship between entrepreneurship education programmes and career mindset of business education students of University in Rivers State. For this purpose, the study examined the entrepreneurship education programmes dimensions of scalable start-up entrepreneurship, innovation entrepreneurship and social entrepreneurship and their influence on career mindset of business education students and its measures such as capacity of students, innovative skills and knowledge building development with team cooperation moderating the influence of the relationship between these variables. The study adopted a correlational research design. The population of the study comprised 213 M.Sc.Ed students from 3 universities (Ignatius Ajuru, University of Education, Rivers State University and University of Port Harcourt). The sample size for this study was 139 respondents derived using the Taro Yamen's method for sample determination. Out of 139 copies of questionnaire distributed, 138 copies were retrieved and used for the analysis. The univariate (descriptive analysis) was done using tables, frequencies, mean and standard deviation, while the bivariate analysis (test of hypotheses) was done using the Spearman's Rank Order Correlation Coefficient (r) with statistical packages for Social Sciences (SPSS) Version 21.0 at 0.05 level of significant. The result of the study revealed that entrepreneurship education programmes have a significant relationship with career mindset of business education students. The study also revealed that the dimensions of entrepreneurship education programmes of scalable start-up entrepreneurship, innovation entrepreneurship and social entrepreneurship significantly correlated with career mindset of business education students. The study further showed that team cooperation significantly moderated the influence of the relationship between entrepreneurship education programmes and career mindset of business education students. The study therefore, concluded that entrepreneurship education programmes enhances career mindset of business education students of universities in Rivers State. It was recommended that universities should initiate entrepreneurship education programmes in order to create and enhance career mindset of business education students and others in Universities.

INTRODUCTION

Discoveries and innovations, revolutions and social movements have been the triggers of progress throughout history. Mankind has to face new challenges in the 21st century such as globalization, the rapid and increased innovation, the fast spread of technology and its high speed adoption in our lives (Ilie and Bronchea, 2016). These factors and others are changing not only how and the ways businesses and economics are functioning, but also the job market landscape. The knowledge and skills required by the present and future

jobs are changing and consequently the education system at all levels has to respond and adopt to the new challenges.

Productive ideas, activities, attitudes and motivation are crucial and indispensable to successful organization and transformation of a school system from dysfunctional state to a functional one. One of the ways this can be carried out as observed by UNESO and NBTE (2006), is to put in place or integrate entrepreneurship education into the system. This will enable the products of tertiary educations to set up their own business, create employment, alleviate poverty in the society and enhance economic, social and political development. In appreciating the very essence of functional education in the life of individual and any nation the UNESCO (2006) has recommended the improvement of basic education and reorientation at all levels. The orientation includes principles, skills, perspectives and value that are more related to sustainability than presently the case. This, it is not just a question of the quantity of education provided but one of appropriateness and relevance, which has the potential of improving the standard of living of every citizen in his or her different areas, and development which could also be achieved through entrepreneurship and technologies educations. This type of education can be achieved introducing entrepreneurship, technological and scientific programmes in our tertiary institutions where beneficiaries can acquire specialized skills and promote growth and development at all ramifications.

As a means of getting students prepared for future challenges they are encouraged to see the need for attending programmes and courses that can help them in acquiring skills and knowledge that will make them fit into the labour market without much stress, mostly after graduation from the college or universities. Therefore, entrepreneurship education has been identified, in particular as a course that arouse the interest of the students at getting focused for their career as it is regarded as that which disseminate attitudes skills and knowledge required to venture into and grow business effectively. The significance of entrepreneurship in improving human existence in terms of poverty reduction, generation of employment, wealth formation and economic vigour has given global recognition to entrepreneurs and entrepreneurship.

Hypotheses of the Study

The following null hypotheses tested at 0.05 level of significance were formulated to guide the study.

H_{01}: There is no significant relationship between scalable start-up entrepreneurship and capacity of students of business education of Universities in Rivers State.

H_{02}: There is no significant relationship between scalable start-up entrepreneurship and innovative skills of business education students of Universities in Rivers State.

H_{03}: There is no significant relationship between scalable start-up entrepreneurship and knowledge building development of business education students of Universities in Rivers State.

Scalable start-up Entrepreneurship

Entrepreneurship promotion has long been a strategic program in both developed and developing countries. Entrepreneurs are expected to spur innovation and technological development, increase gender equality and prosperity, and stimulate economic growth that eventually can eliminate unemployment and various social problems (Ozaralfi &

Rivenburgh, 2016). The support of start-up entrepreneurial activities leads to the identification of economic development opportunities. Unfortunately, compared to the number of growing start-up companies, there are many more start-up businesses that fail to maintain continuous operations. This creates investor pessimism in start-up investments as they are considered to be very high risk. It was shown that in Southeast Asia, about 70% of start-up companies fail within 20 months of receiving their initial round of financing. This problem needs to have sufficient attention and be examined carefully so that an impactful solution can be found. A solution should be proposed that not only builds up interest in entrepreneurship but also makes start-up businesses more resilient. Despite the high failure rate, there is still limited research in this specific area. Emerging economies do not have enough basic information to formulate effective programs and policies to address this issue.

Another important element to better understand start-up entrepreneurship is its contribution to local economic development. Only a few studies discuss the true effect of entrepreneurial activity on local and regional economies (Lupianfiez, et al, 2014). Limited data for local economic development indicators have long been barriers to finding conclusive information. The explanation of how start-up businesses develop local economies is still lacking in clarity and is hard to measure, therefore leaving a gap of knowledge in the field foryears (Gonzalez-Sanchez, 2015). The contribution of entrepreneurship is hypothetical and lacks a critical analysis of the current situation. It has attracted scholars' attention, to figure out how start-up businesses contribute to local economic development, especially because they are booming in emerging economies where they play a critical role in entrepreneurship ecosystems.

In recent years, the lean startup methodology has been popularized as the scientific method applied to startups. This approach emphasizes a disciplined process of exploration, validation, and refinement of the business concept as an essential first step in the development of an entrepreneurial venture (Aulet, 2013: Blank, 2013). Although undeniably important, refining and validating the business concept is only a first step. Much work remains to be done as the entrepreneur and his/her team lay the foundation for a scalable enterprise.

Various models have described the chronological evolution of entrepreneurial firms. Most follow the classic fife cycle model of organizational growth: Kroeger (1974) focused on evolving managerial functions and roles at different stages; Greiner (1972) described periods of growth and evolution punctuated by crises of leadership, autonomy, control, and bureaucracy, each setting the stage for the next period of growth.

Concept of Career Mindset of Business Education Students

As a means of getting the students prepared for future challenges, they are encouraged to see the need for attending programs and courses that can aid them in acquiring the required skills and knowledge that will better make them fit into the labour market without much stress, especially after graduation from the college or universities. In this case, entrepreneurship education has been identified in particular as a course that arouses that interest of the students at getting focused for their career as it is adjudged as that which disseminates attitude skills and knowledge required to venture into and grow businesses effectively The significance of entrepreneurship in improving human existence in terms of poverty reduction, generation of employment, wealth formation and

economic vigor has bestowed global recognition on entrepreneurs and entrepreneurship. Evidences from universities in the developed countries showed that entrepreneurial education has the potential to transfer and communicate to students the skills ability and knowledge necessary for them to be able to identify potential business opportunities (Chinonye and Akinlabi, 2014).

Nevertheless, the appreciation of entrepreneurship as a field of study requires good intentions and mindset as far as the student (learner), teacher, content and processes are concerned. Without the students being prepared and motivated for the learning and the teachers not having the prerequisites for the dissemination of the knowledge and skills, coupled with lack of good curricula and good environment to foster the learning the whole efforts at moving forward will be an exercise in futility. Thus, there is a need to first gain the attention of the students, which is by entrepreneurship mindset through entrepreneurship education (Osakwe, 2015; Amadi-Echendu et al., 2016).
An entrepreneur is an individual that uses the privilege of turbulence, instability, lack and need to create a new item a service or adjusts an existing one for the sole aim of making profit. In a more similar manner, Haigar (2012) posits that an entrepreneur is a personality that possesses some comparative advantage, due to access to sound information or different viewpoint about a situation or opportunities to enhance his/her decision making activities. Therefore being an entrepreneurs conferson an individual the grace to seize the opportunity at ones' disposal to establishing or attaining a goal over a given time period, though not without the skills, knowledge and motivation required for such an endeavour (Chinonye and Akinlabi, 2014). Entrepreneurshipan individual's ability to turn ideas into action. Itincludes creativity, innovation and risk taking as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society makes employees more aware of the context of their work and better able to seize opportunities and provides a foundation for entrepreneurs establishing a social or commercial activity" (European Commission, 2005).

Entrepreneurship is the implementation of an individual's talent in the resources in which he is available with; and expanding these resources in the future so that one can get individual as well as general i.e. social success. It corns from the French verb entrepreneur which means to undertake Entrepreneurship is the act and art of being an entrepreneur or one who undertakes innovations or introducing new things, finance and business acumen in an effort to transform innovations into economic goods. This may result in new organizations or may be part of revitalizing mature organizations in response to a perceived opportunity (Haigar 2012).

Relationship between Scalable Start-up Business Entrepreneurship and Career Mindset of Business Education Students.

Scalable start-ups is a companies that have an accumulation of resources and that are newly established to introduce new technological entry strategy. Scalable start-up business entrepreneurship are at early stage of business which need substantial support due to their having a relatively high risk of failure. Entrepreneurship promotion has long be a strategic programme in any economy. Entrepreneurs are expected to enhance or encourage innovation and technological development, increase gender equality and

prosperity and also stimulate economic growth that will eventually eliminate unemployment by providing students with the mindset to become future entrepreneurs. This will help them to be self-reliance and help in solving various social problems (Ozarallis &Rivenburgh, 2016).

For the scalable start-up entrepreneurship, it is often all about raising capital. The assumption is that once the initial cheque is in the bank, success is at hand. Therefore, building financial capability for the long-run and involves a lot of not just selling an idea to investors and cashing the cheque. Picken (2017) observed that investors and lenders are interested in the efficient utilization of the funds and expect a return on every Naira and Kobo invested.

According to Abd Rani &Hashim (2017), although start-ups often involve unproven markets and high levels of risk, and require a significant investment before a viable product emerges, most deals are structured in stages to minimize risk and limit investment until the milestone have been achieved.

Start-up entrepreneurs must maintain credibility and manage financial resources prudently, focusing efforts and resources on the right activities, managing capital outflow efficiently, delivering reliability on financial projections and demonstrating responsible behaviour in managing others money (Aulet, 2013, Blank, 2013). Various researchers have come up with their analysis on what factors contribute to entrepreneurship success and failure. However, scalable start-up business entrepreneurship is considered as different from companies in general. This study focuses on scalable start-up which is a start-up companies that are established not merely for the purpose of earning a living but rather in order to create brans equity and prepares the minds of students to became future entrepreneurs, that will make their businesses to generate significant income, be self-reliance and eventually be traded or acquired when the valuation has increased.

The emergence of start-up entrepreneurship can push incumbents to become efficient and innovative so as to survive, because start-up usually come with new solutions to satisfy customers by evaluating gaps in the needs that are not being met by other businesses and their offerings. Start-up entrepreneurship can accelerate structural change for the sake of regional development and competitiveness (Gegora &Dangor, 2016).

Similarly, Salem (2014), has observed that start-up entrepreneurship development should be focused on innovation development through entrepreneurship education, support local start-up creation and locally engaged young entrepreneurs to acquire training and education which can be handed down to the next generation and finally increases human capital where it is operating. Studies abound on providing evidence for enhancing entrepreneurship learning methods that can improve the skills and experience of students and develop their mindsets. Researching the mindset, analysed it as how people think, their state of mind or the lens by which they see the world, and how this influences their propensity to pursue entrepreneurial activities and outcomes. The state of mind is associated with knowledge, experience, level of competency and self-belief, personality values, attitudes and beliefs.

The choices to become an entrepreneurs are derived from different consideration, which is a planned behaviour instead of an accidental engagement (Krueger, et al., 2000). Entrepreneurship according to Obschonka et al (2010) can be promoted early in life. It is believed that the entrepreneurs are not born, but rather, they learn to recognize and act on opportunities in ways to initiate organize and manage ventures. Entrepreneurial

behaviour is recognized when individuals demonstrate that they have certain characteristics such as initiative a resilient influence, moderate risk taking, flexibility, creativity (Gibb, 1987).

Entrepreneurial attitude or career mindset can be achieved if students are exposed to entrepreneurship education such as scalable start-up entrepreneurship (Byabashija & Katono, 2011, Belloti et al., 2012). Osakwe (2015) also observed that those who acquire entrepreneurial knowledge can exponentially grow by exploiting opportunities and abilities. The process of learning can change the way students think and what they see and believe. Scalable entrepreneurship business can equip students with the cognitive capacity to link potential entrepreneurial opportunities with their corresponding skills and abilities. Belloti et al (2012) opined that accumulate knowledge and experience through start-ups business continuously improve the set of skills that support them and what they can really do.

Tam (2009) also reiterated that scalable entrepreneurship drives the state of minds and enhances the responsiveness and actions of individual towards entrepreneurial behaviour and engagement in an entrepreneurial career. Gibb (1987) is of the view that students should understand that entrepreneurship is an available career option which can be acquired through scalable start-ups. This according to the views of Williams (2015), Karabulut (2016) can help in developing the career mindset of students and prepare them to become better entrepreneurs. The intention to become an entrepreneur as observed by Ajzen (1991) depends on the mindset and attitudes because these attitudes and mindset influence intentions. Entrepreneurial mindset is usually conceptualized as an antecedent of the intention to undertake entrepreneurial activities (Karabulut, 2016, Williams, 2015, Yousaf, 2015; Belloti, 2014). Scalable start-ups, or entrepreneurial intention are created once the mindset is developed (Henry et al., 2005, Koe et al., 2012;Tam, 2009) from the above analysis and review of extent and empirical literature, the researcher hypothesizes that:

H_{01}: There is no significant relationship between scalable start-up business entrepreneurship and capacity of students of business education of Universitiesin Rivers State.

H_{02}: There is no significant relationship between scalable start-up business entrepreneurship and innovative skills of business education students of Universities in Rivers State.

H_{03}: There is no significant relationship between scalable start-up business entrepreneurship and knowledge building development of business educations students of Universities in Rivers State.

The Theory of Planned Behaviour: This theory was proposed by Ajzen (1991). The theory explains that attitude influences intention. Entrepreneurial attitude according to this theory is conceptualized as an antecedent of the intention to undertake entrepreneurial activities. The theory further stated that entrepreneurial intention is influenced by personality traits, attitudinal and behaviourial factors, experiences, demographic profiles and entrepreneurial education (Koe et al 2012; Hnery et al, 2005; Tam, 2009). The theory explains that entrepreneurship is a planned behaviour nursed over a longer period of time.

The theory explains that entrepreneurship intentions are created once the mindset is developed. The theory also explains two critical components of entrepreneurial mindset

which is opportunity recognition, which is the capability to enhance innovativeness, proactiveness and calculated risks, and the individual entrepreneurial orientation conceptualized as student's perceptions of their attitude with regard to risk, willingness, innovativeness, and proactiveness that might be built into their future entrepreneurial behaviour. This theory was adopted in this study because it is related with the independent variable (Entrepreneurship education programmes).
The theory predicts that entrepreneurial learning enhances student's entrepreneurial skills, knowledge and competencies related to their predisposition to become future entrepreneurs.

Research Design
The research design in this study was correlational design. The population of the study consisted of all the M.Sc.Ed business education students of Universities in Rivers State. The Universities are Ignatius Ajuru University of education, Rivers State University and University of Port Harcourt. But the accessible population was two hundred and thirteen (213). The research insturment of this study is questionnaire. The researcher used Pearson Product Moment Correlation Coefficient to analyze and answer the research questions that were stated regarding the relationship between e-learning technologies utilization and academic achievement of business education students and to test the hypotheses that were formulated at 0.05 level of significance. However, this analysis method was subjected to the Statistical Package for Social Sciences (SPSS) version 2.0. Furthermore, to establish the range of relationship and descriptive level of association for the correlation coefficients for each of the research questions.

H_{01}: There is no significant relationship between scalable start-up entrepreneurship and capacity of students of business education of Universities in Rivers State.

Showing the Relationship between relationship between scalable start-up entrepreneurship and capacity of students of business education of Universities in Rivers State.

		Scalable Start-Up Entrepreneurship	Capacity of Students
Scalable Start-Up Entrepreneurship	Correlation Coefficient	1.000	.504**
	Sig(2tailed)	0.0000	0.0000
	N	138	138
Capacity of Students	Correlation Coefficient	.504**	1.000
	Sig(2tailed)	0.000	0,000
	N	138	138

Source: Field work,**correlation is significant at 0.05 level (2-tailed) variables

The relationship between scalable start-up entrepreneurship and capacity of students of business education revealed to be significant given the observed correlation: 504** and a p-value of 0.000 which is less than 0.05 (Table1 above). The correlation value shows a strong and significant relationship between both

variables at a 95% confidence interval. The moderate sign value of r= .504 reveals a direct relationship between scalable start-up entrepreneurship and capacity, the significance value is less than 0.05, which means that the variation explained by the model is not due to chance. Therefore, the hypothesis of no significant relationship between scalable start-up entrepreneurship and capacity **(**Null) hypothesis is rejected based on the decision rule of P < 0.05. We therefore accept the alternative hypothesis and restate the null that there is significant relationship between scalable start-up entrepreneurship and capacity of students of business education of Universities in Rivers State.

H_{02}: There is no significant relationship between scalable start-up entrepreneurship and innovative skills of business education students of Universities in Rivers State.

Showing the Relationship between relationship between scalable start-up entrepreneurship and innovative skills of business education students of Universities in Rivers State.

		Scalable Start-Up Entrepreneurship	Innovative Skills
Scalable Start-Up Entrepreneurship	Correlation Coefficient	1.000	399**
	Sig(2tailed)	0.0000	0.0000
	N	138	138
Innovative Skills	Correlation Coefficient	399**	1.000
	Sig(2tailed)	0.000	0,000
	N	138	138

Source: Field data, **correlation is significant at 0.05 level (2-tailed)variables

The relationship between scalable start-up entrepreneurship and innovative skills of students of business education revealed to be significant given the observed correlation: 399** and a p-value of 0.000 which is less than 0.05 (Table 2 above). The correlation value shows a strong and significant relationship between both variables at a 95% confidence interval. The weak sign value of r= .399** reveals a direct relationship between scalable start-up entrepreneurship and innovative skills, the significance value is less than 0.05, which means that the variation explained by the model is not due to chance. Therefore, the hypothesis of no significant relationship between scalable start-up entrepreneurship and innovative skills (Null) hypothesis is rejected based on the decision rule of P < 0.05. We therefore accept the alternative hypothesis and restate the null that there is significant relationship between scalable start-up entrepreneurship and innovative skills of students of business education of Universities in Rivers State..

H_{03}: There is no significant relationship between scalable start-up entrepreneurship and knowledge building development of business education students of Universities in Rivers State.

Showing the Relationship between relationship between scalable start-up entrepreneurship and knowledge building development of business education of Universities in Rivers State.

		Scalable Start-Up Entrepreneurship	Knowledge Building Development
Scalable Start-Up Entrepreneurship	Correlation Coefficient	1.000	.545**
	Sig(2tailed)	0.0000	0.0000
	N	138	138
Knowledge Building Development	Correlation Coefficient	.545**	1.000
	Sig(2tailed)	0.000	0,000
	N	138	138

Source: Field data **correlation is significant at 0.05 level (2-tailed) variables

The relationship between scalable start-up entrepreneurship and knowledge building development of students of business education revealed to be significant given the observed correlation: .545** and a p-value of 0.000 which is less than 0.05 (Table 3 above). The correlation value shows a strong and significant relationship between both variables at a 95% confidence interval. The moderate sign value of r= .545** reveals a direct relationship between scalable start-up entrepreneurship and knowledge building development, the significance value is less than 0.05, which means that the variation explained by the model is not due to chance. Therefore, the hypothesis of no significant relationship between scalable start-up entrepreneurship and knowledge building development (Null) hypothesis is rejected based on the decision rule of P < 0.05. We therefore accept the alternative hypothesis and restate the null that there is significant relationship between scalable start-up entrepreneurship and knowledge building development of students of business education of Universities in Rivers State.

Significant relationship between Scalable Start-up Entrepreneurship and Career Mindset of Business Education Students

The results from the test of hypotheses 1 to 3 revealed a significant relationship between scalable start-up entrepreneurship and capacity of students, scalable start-up entrepreneurship and innovative skills, and scalable start-up entrepreneurship and knowledge building development of business education students of Universities in Rivers State. These findings are in line with studies carried out which regard scalable start-up as the accumulations of resource to establish and induce new technologically entry strategy. Scalable start-ups enable entrepreneurs to be innovative and technological driven, increase gender equality and prosperity and stimulate economic growth and provide students with the mindset to become future entrepreneurs, thus enhances self-reliance

and help in solving various social problems and knowledge development (Ozarallius & Rivenburgh, 2016).

Gegora and Dangor (2016), also found that start-up entrepreneurship can push incumbents to become efficient and innovative in order to survive, because start-up entrepreneur is one with the solutions to satisfy customers by evaluating gaps in the needs that are not being met by other businesses and their products. Start-ups entrepreneurship helps structural change for the sake of helping in development and competitiveness.

CONCLUSION

Based on the data analysis and the discussion of findings, the study concluded that entrepreneurship education programmes enhance career mindset of business education students. Scalable start-up entrepreneurship influences measures of career mindset of business education students such as capacity of students, innovative skills and knowledge building development. Also, team cooperation moderated the relationship between entrepreneurship education programmes and career mindset of business education students.Universities whose students are not exposed to entrepreneurship education programmes tend to exhibit low career mindset in the field of entrepreneurship.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations were made:

1. Universities should initiate entrepreneurship education programmes in order to create career mindset in business education students and other students in their universities.
2. All stakeholders in the field of education should team up to design polices and effective curriculum in entrepreneurial studies that enhance the study effective entrepreneurship.
3. Scalable start-up entrepreneurship, innovation entrepreneurship and social entrepreneurship should be adopted by universities for enhancement of career mindset of students.

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