Entrepreneurial Capacity and Entrepreneurial Intentions of Polytechnic Undergraduates in South-West, Nigeria

By

Odebode O.O. (Ph.d)[1], Oladayo-Ibrahim I.S. (Ph.d)[2], Bikomo W.O.[3]
Centre for Entrepreneurship Development
Yaba College of Technology
[1] Corresponding Author: toyinodebode65@gmail.com
08022020595

Abstract

The study aims to examine the entrepreneurial capacity (EC) and entrepreneurial intention (EI) of polytechnic undergraduates in southwest Nigeria following their exposure to entrepreneurship education (EE). A survey research design was used for the study. Four research questions and three hypotheses were raised and tested by the study. The sample for the study was 265 students in the tertiary institutions selected in South-West Nigeria. The questionnaire used for data collection was titled "Questionnaire on the Entrepreneurial Capacity and Intention of Polytechnic Undergraduates in South-West, Nigeria, "which had a Cronbach Alpha coefficient of 0.82. Data collected from the study is analysed using both descriptive and inferential statistics on SPSS version 20. The results from the study showed that the students' rating of their EC and EI had high percentage values, with no significant difference for gender and level of study for EC. At the same time, there was a significant difference in EI. The result also revealed that there was no significant difference in EI for the programme of study, but a significant difference was reported for EC. It is recommended that the Entrepreneurial Education curriculum be enhanced to include more practicals, mentorship programmes, the establishment of entrepreneurship innovation hubs and incubation centres.

Keywords: Entrepreneurial Activity, Entrepreneurial Capacity, Entrepreneurship Education, , Entrepreneurial Intention, Polytechnic Student

1.0 Introduction

Entrepreneurship education is a formal exposure of students to knowledge and skills of how to identify business opportunities in the environment, develop business ideas, and acquire economic resources, with the mindset to start and operate a business venture, to make them economically self-reliant. Mwasalwiba (2019) defined entrepreneurship education as a

lifelong learning process that empowers individuals to create and manage entrepreneurial ventures and to develop innovative solutions to social and economic challenges. Abdulazeez (2022) defined entrepreneurship education as the acquisition of specialised knowledge that inculcates in learners the traits of risk-taking, innovations, arbitrage and coordination of factors of production to create new products or services for new and existing users within human communities.

Entrepreneurship education was introduced into the curriculum of tertiary institutions by the Nigerian government as a policy tool to tackle the rising rate of graduate unemployment, to promote economic growth and development as well as for the amelioration of poverty in the society. Non-governmental organisations in Nigeria have also embarked upon the promotion and support of entrepreneurship education. Youth Enterprise and Development Innovation Society (YEDIS), a non-governmental organisation has its mission statement as "To promote Entrepreneurship Education, Youth Employment and Community Development." One of its objectives is to succeed entrepreneurially by equipping youths with the skills, knowledge and confidence required to operate a business (YEDIS, 2024). The National Bureau of Statistics (2022) reported that in Nigeria, the rate of unemployment among youth is at 42.5 %, which has made the integration of entrepreneurship education into the curriculum of tertiary institutions a way to prepare graduates to contribute effectively to society. Exposure of students to entrepreneurship education can serve as a means of curbing unemployment and supporting sustainable development.

Scholars have different views about entrepreneurship education. Shuwaiheb and Jalal (2023), believe that entrepreneurship education embodies the most important methods and systems that generate the quality of its outputs, which are connected to the competence of its students, the level of their knowledge, their professional capabilities, and their skills, which have a characteristic of a cumulative nature on the one hand, and are difficult to imitate on the other hand to create startups. In addition, Qassas and Qaddour, (2021) are of the view that entrepreneurship education is a set of educational tools, methods, and activities concerned with inculcating the entrepreneurial mindset in students, building up their entrepreneurial awareness, and exposing them to the knowledge and skills necessary to establish their projects and businesses. Students in tertiary institutions who have undertaken entrepreneurship education during their academic life are expected to have acquired the capacity and have the intention to establish businesses and manage them successfully after graduation from school.

Entrepreneurial capacity refers to the ability of students to identify business opportunities in the environment, take advantage of them by being creative, innovative, and resourceful, as well as undertake the risks that may be involved. Pepple and Onuoh (2020) conducted a study

on entrepreneurial capacity: a required skill for business performance adopted a theoretical approach and relevant literature as the basis for examination of entrepreneurial capacity and performance, concluded that entrepreneurial capacity is displayed when the entrepreneur explores the environment, recognises and spot high-quality opportunities that will benefit the business, goes on to translate these opportunities into a positive outcome, by carefully managing both internal and external resources. However, certain factors can influence entrepreneurial capacity development, which includes education, work experience and entrepreneurial experience (Bird, 2019).

Entrepreneurial intention, on the other hand, refers to the willingness of an individual to take part in entrepreneurial activities; that is, identification of needs in the environment, generating a business idea, acquiring economic resources and producing a commodity or rendering a service to meet the needs identified. The entrepreneurial intention of students can be encouraged by certain factors. Qamari, Azizah and Farahdiba (2022) in a study conducted on the Determinants of Entrepreneurial Intentions: Evidence from Undergraduate Students, found that self-efficacy, motivation, risk-taking tendency, entrepreneurial education, and advancement in information technology (variables of study) had positive and significant effect on entrepreneurial intention of the participants of the study. Entrepreneurial intention can also be seen as the first step towards initiating a business venture.

1.1 Statement of Problem

Entrepreneurship education was introduced into the curriculum of tertiary institutions to make graduates more employable, job creators, instead of job seekers and thereby curb the rate of rising youth unemployment with its attendant vices. Nigeria, in an attempt to foster entrepreneurship, introduced entrepreneurship education into the curricula of tertiary institutions in the country during the 2007/2008 academic session. The increase in population growth in Nigeria and the rise in the labour force due to the annual influx of graduates from our tertiary institutions necessitate the need for entrepreneurship education to produce self-reliant and self-employed graduates (Adamu & Abubakar, 2022).

Students exposed to entrepreneurship education while in school are expected to have acquired ample knowledge, skills and cultivate entrepreneurial attitudes and mindset, which they are expected to use by taking advantage of the opportunities and gaps in their immediate environment. This could be translated into setting up small-scale businesses, whereby they produce commodities and render services that would meet the needs they initially found in their immediate environment. This would go a long way in supporting the growth and development of the economy because there would be an effective and efficient utilisation of both natural, man-made, and human resources available in the nation. This would also result in rewards for the utilisation of factors of production in the form of Rent, Wages/Salaries, Interest and profit. However, statistics have shown that the rate of unemployment among

graduates is still on the increase. Punch Newspaper (Oct 4, 2024) reported that the **"**inability of many graduates to be gainfully employed is so disheartening. The National Bureau of Statistics says: "The unemployment rate for Q1 2024 was 5.3 percent, showing an increase from 5.0 percent recorded in Q3 2023." The findings also revealed that unemployment is rising among graduates. Further more unemployment rate among youths aged 15-24 years in Q1 2024 was 8.4%, which was a decrease of 0.2 % compared to the 8.6% recorded in Q3 2023 (National Bureau of Statistics, 2024).

This study is embarked upon to determine among undergraduates of Polytechnics their entrepreneurial capacity and intention having been exposed to entrepreneurship education in school, which could go a long way to determine how many may choose entrepreneurship as a career path and join the existing entrepreneurs and businessman/women to position themselves in the society to take advantage of many of the opportunities in the environment. This could to an extent, eliminate the underutilisation of economic resources in the nation.

1.2 Objectives of Study

The following are the objectives of the study: to

1. determine the ratings of entrepreneurial capacity and entrepreneurial intention among undergraduates of selected Polytechnics in South-West, Nigeria.
2. examine if there is any significant gender difference in entrepreneurial capacity and entrepreneurial intention among undergraduates of Polytechnics in South-West, Nigeria.
3. determine if there is any significant difference in entrepreneurial capacity and entrepreneurial intention among undergraduates of Selected Polytechnics in South-West, Nigeria due to the programme of study.
4. Find out if there is any significant difference in entrepreneurial capacity and entrepreneurial intention among undergraduates of Selected Polytechnics in South-West, Nigeria, due to the level of study.

1.3 Research Questions

The following are the research questions raised to guide the study:

1. What are the ratings of entrepreneurial capacity and entrepreneurial intention of selected Polytechnics undergraduates in South-West, Nigeria?
2. To what extent will the entrepreneurial capacity and entrepreneurial intention of selected Polytechnic undergraduates differ due to gender?
3. To what extent will the entrepreneurial capacity and entrepreneurial intention of selected Polytechnic undergraduates differ due to the programme of study?
4. To what extent will the entrepreneurial capacity and entrepreneurial intention of selected Polytechnic undergraduates differ due to the level of study?

1.4 Research Hypotheses

The following hypotheses were tested:

1. There is no significant gender difference in entrepreneurial capacity and entrepreneurial intention of selected Polytechnic undergraduates.
2. There is no significant difference in entrepreneurial capacity and entrepreneurial intention of selected Polytechnic undergraduates due to programme of study.
3. There is no significant difference in entrepreneurial capacity and entrepreneurial intention of selected Polytechnic undergraduates due to the level of study.

2.0 Literature Review

2.1 Theoretical Framework

This study is anchored on the Self-Efficacy Theory and Entrepreneurial Intentions Model (EIM). The Self-Efficacy Theory was developed by Albert Bandura (1997). The Self-Efficacy Theory explains how an individual's belief in their abilities can determine their behaviour and performance. The entrepreneurial capacity of a student is developed when exposure to entrepreneurship education aligns with the required knowledge and skills that motivate an individual to set up an enterprise. The EIM was developed by Ajzen, Icek (1991). The Model originates from the Theory of Planned Behaviour (TPB). EIM is centred on understanding the psychological factors that affect a person's intention to start an enterprise. The three key constructs that the model focuses on are; Personal Attitude, which has to do with a personal interest in entrepreneurship; Subjective Norms, social pressure to exhibit a behaviour or not to exhibit a behaviour; Perceived Behavioural Control, an individual's view of how easy or difficulty to perform what is of interest. These three constructs interact to influence entrepreneurial intentions, which can ultimately lead to setting up an enterprise (Martínez-González, Kobylinska, García-Rodríguez, Nazarko, 2019).

2.2 Concept of Entrepreneurship Education

Entrepreneurship education is a formal learning experience targeted towards equipping individuals with the knowledge and skills required to start and manage an enterprise successfully, thereby contributing towards poverty alleviation, job creation, efficient/effective utilisation of economic resources, which may result in economic growth and development of a nation. The inclusion of entrepreneurship education in the curriculum of tertiary institutions is meant to increase the innovation and creativity level in students so that at the end of their study in the institution, they will be able to provide for themselves a means of living, create job opportunities for others, add value to the life and their communities and also, assist in the development of their nation (Temenge, Uchejeso & Philemon 2020).

Entrepreneurship education can be taught through various ways, such as academic programs, workshops, seminars, training, virtual courses, and mentorship programs. It can be offered from secondary schools to universities and even beyond. The aim is to develop and support

individuals in their entrepreneurial desires, either to start a business venture or utilise an entrepreneurial mindset within an organisational setting.

Entrepreneurship education becomes beneficial to students in tertiary institutions because it will assist them in developing an entrepreneurial mindset, which would lead to the ability to recognise commercial opportunities, manage economic resources, start an enterprise and become self-reliant. The benefits of entrepreneurship education extend beyond providing undergraduate students with entrepreneurial skills, competencies, and knowledge to become self-employed graduates in the future; it also improves their employability in the labour market (Wardana, Narmaditya, Wibowo, Mahendra, Wibowo, Harwida, Rohman, 2020).

However, some challenges are encountered in the attempt to teach entrepreneurship education in schools. Shuaibu, Kamin, Isa, and Cledumas (2021) in a paper on "The Concept of Entrepreneurship", highlighted the challenges faced when entrepreneurship education was to be implemented in technical education which include; the dearth of local learning materials, inadequate human resources who specialized in entrepreneurship due to low turn-out of graduates from tertiary institutions, inter-disciplinary approach in the course contents which has left no option than for lecturers from other faculties like humanities, management, education, psychology, and technology to be employed to facilitate the course. The conclusion from the paper was that entrepreneurship represents a key aspect of the economic activities of many countries, having the potential for the creation of employment opportunities and value despite the current challenges. Thus, including entrepreneurship education in schools' curricula was recommended by the study.

2.3 Concept of Entrepreneurial Capacity

Entrepreneurial capacity (EC) refers to the ability to drive an organisation towards its goals by possessing internal drive, creativity, problem-solving abilities, and communication skills, as well as management expertise that influences the sustainable operation of the business (Phiphop, Somnuk, Jintanee, 2023). A student who is said to have entrepreneurial capacity will display the following traits: opportunity recognition, creative problem-solving skills, resourcefulness, passion, time management and others. In a study conducted by Pepple and Enuoh (2023) on Entrepreneurial Competencies: A Required Skill for Business Performance, the study concluded that the complexity of tasks undertaken by entrepreneurs requires that they need to be proactive, as this would ensure survival and success in the industry. Business and personal goals are known to affect the way enterprises are managed. Entrepreneurs need to equip themselves with the necessary competencies that will improve business performance. One of the recommendations from the study is that tutors of entrepreneurs should conceptualise capacity as a means for innovative practice to launch new products and coordinate all interests towards effective performance and business growth. Entrepreneurial capacity plays a stimulating role in the promotion of innovation and the sustainable performance of SMEs.

2.4 Concept of Entrepreneurial Intention

Entrepreneurial intention refers to a person's conscious decision and commitment to set up a new enterprise. Linan and Chen (2009) defined entrepreneurial intention as a cognitive state that reflects an individual's desire and willingness to start a new business. Certain factors influence the entrepreneurial intentions of students in tertiary institutions, such as personal, environmental, cognitive and behavioural factors. Personal Factors include: self-efficacy and motivation, Environmental Factors like culture, family background, for Cognitive Factors; opportunity recognition, risk perception and Behavioural Factors include: experience and skills.

In a study conducted by Abdulazeez (2022) on the Determinants of Entrepreneurial Intention among Higher National Diploma (HND)Students of Polytechnics in Bauchi State, it was revealed that students' demographic characteristics, attitude, subjective norms, perceived behaviour, closer valuation and social valuation influenced their entrepreneurial intentions. The study recommended that all the stakeholders, such as government agencies, policymakers, school authorities, and parents should create a conducive environment that will help the HND students develop positive attitudes towards entrepreneurial intentions.

Similarly, in a study conducted by Xanthopoulou and Sahinidis. (2024) on Entrepreneurial Intention and Its Influencing Factors: A Systematic Literature Review, the study revealed that several factors influenced the entrepreneurial intentions of students. Four factors were identified from the study: The first is "Personality Traits," which includes risk-taking/tolerance, self-confidence, innovativeness/opportunity identification and perceived behavioural control. The second is "External Environment," which includes social factors (eleven papers), cultural factors (seven papers), political factors (three papers), and economic factors (four papers). The third is "Personal motivation" factors, such as increased income, sense of security, previous/current job dissatisfaction, need for status, and need for achievement/need for work autonomy. Finally, the "background" of individuals, such as their Family/social environment, Age, Gender, Education and previous working experience. The conclusion and recommendation from the study are the provision of valuable knowledge into the factors that can determine entrepreneurial intention and provide advice to policymakers, educators, and practitioners whose aim is to promote entrepreneurship.

2.5 Entrepreneurship Education and Entrepreneurial Capacity

Entrepreneurship Education (EE) refers to the educational process of nurturing the entrepreneurial spirit, knowledge, and skills in students. EE aims to assist students in developing an entrepreneurial mindset, which can make them disposed toward being creative, innovative, resourceful, resilient and self-confident. These characteristics will enhance the entrepreneurial capacity of the student and promote entrepreneurial intention.

Mitchelmore and Rowley (2010) in Tittel and Terzidis (2020), defined entrepreneurial competencies (capacity) as a specific group of competencies relevant to the exercise of successful entrepreneurship. These groups of specific competencies are: Business and

management competencies., Human relations competencies, Entrepreneurial competencies, Conceptual and relationship competencies.

Entrepreneurship education enhances the entrepreneur's capacity such as creativity, innovativeness, and flexibility required for the start-up of a business. This has made the government show interest in entrepreneurship training/education to enhance strategic thinking and provide the required skills to succeed in a complex business environment (Byun Sung, Park & Choi, 2018).

However, in a study conducted by Pepple and Enuoh (2020), it was reported that entrepreneurial competencies are becoming more important but some entrepreneurs are not creative, not risk takers, not passionate about what they do, not proactive and not available or willing to learn new skills either because of lack of knowledge, or lack of information. Entrepreneurial competencies can only be achieved when the business owners themselves try as much as they can to be innovative, risk-takers, passionate, dutiful, and ready to learn new skills that will make them competent. One of the recommendations from the study is that the government should devote resources to training and education, which will ensure that strategic competency is acquired by entrepreneurs. This will likely achieve good decision-making, encourage planning and help to proffer solutions through developed skills, knowledge and abilities for the realisation of business objectives.

2.6 Entrepreneurship Education and Entrepreneurial Intention

Entrepreneurship Education (EE) in tertiary institutions tends to motivate entrepreneurial intentions in students. Some researchers have conducted studies into the influence of these on students. Zdolsek and Sirec (2021) in a study on the Entrepreneurial Intentions (EI) and Entrepreneurial Competencies (EC) of Business vs. Non-Business Students, it was discovered that EE within formal higher education partly influences EI, but not students' EC. EE partially influences students' EI, as EE does not directly influence the students' EI. Still, it influences the variable attitudes towards entrepreneurship and the variable of perceived behavioural control (for both, had a significant impact on the EI). Some very distinct differences between business students and students of non-business study were identified. The effect of EE on EC was not confirmed. On the other hand, the research findings revealed that EC has a positive influence on EI. The study recommended that, since the study served as a foundation for research work into the concept of entrepreneurship education, entrepreneurial capacity and intention, it therefore necessitates further work by other researchers.

In addition, Abubakar, Yusuff and Ibrahim (2024) carried out a study on the effects of entrepreneurship education on the entrepreneurial intention of the final-year students of the Federal University Dutsin-Ma, Nigeria. Specifically, the study examined the impact of attitude towards behaviour, subjective social norms, and perceived behaviour control on entrepreneurial intention. The findings from the study reveal that attitude towards behaviour has no significant effect on entrepreneurial intention, while subjective social norms and

perceived behaviour control had a positive and significant impact on entrepreneurial intention. One of the recommendations from the study is that graduates should be encouraged to be self-reli

) was sent out to the target respondents. Descriptive and inferential statistical tools which include frequency, percentages, and t-test were used to analyse data collected from the study. The frequency and percentages were used to show the distribution of respondents across the socio-demographic class in an easy manner for interpretation, while t-test was used to test for differences in respondent ratings between groups. The Statistical Package for Social Scientists ant and become employers of labour, rather than the over-reliance on paid jobs, which are scarce.

3.0 Methodology

The research design for the study is Descriptive (survey). The study's population comprised students in some selected Polytechnics in the South-West of Nigeria. The respondents from the study were 265 students, which was selected through a purposive sampling method. The questionnaire titled “Entrepreneurial Capacity and Entrepreneurial Intention of selected Polytechnics Undergraduates in South-West, Nigeria, was the instrument used for data collection. The Cronbach Alpha reliability coefficient for the two scales of measurement, Entrepreneurial Capacity was 0.66 while that of Entrepreneurial Intention was 0.76. The instrument on the whole had an Alpha coefficient of 0.82. The instrument had two sections, the first section requested the biodata of the respondents, which are gender, age, institution, programme of study and level of study. The second section comprises 24 items requesting that students rate their entrepreneurial capacity and intentions. The Likert scale type, ranging from strongly disagree to strongly agree, on a rating scale of 1-4, is the response format of the data collection instrument. The instrument used for data collection was hosted on the internet and the link for completing the Google Form (https://forms.gle/KzjvJT5WzHSPxxfk8). SPSS version 20 was used to analyse the data collected. All hypotheses were tested at a 0.05 level of significance.

4.0 Data Presentation and Analysis

4.1 Socio-Demographic Analysis of Respondents

Table 1: **Classification of Respondents byInstitution, Gender, School of Study, Level of Study and Programme of study**

Institutions	F	%	Gender F %	School of Study	F	%	Level of Study F %	Programme of Study	F	%
All Over Poly	2	0.8	**MALE** 107 40.4	Art	7	2.6	**ND** 156 58.9	Business Administration	20	7.5
Federal Poly Ado-Ekiti	3	1.1	**FEMALE** 158 59.6	Science	28	10.6	**HND** 109 41.1	Computer Science	26	9.8
The Polytechnic Ibadan	1	0.4		Management and Business Studies	84	31.7		Architecture	13	4.9
Osun State Poly Iree	1	0.4		Engineering	6	2.3		Banking	29	10.9
Gateway Poly Ogun State	6	2.3		Environmental Studies	18	6.8		Hospitality	13	4.9
Federal Poly Ilaro	9	3.4		Liberal Studies	89	33.6		Science Laboratory Technology	20	7.5
Federal Poly Ede	11	4.2		Technology	33	12.5		Engineering	7	2.6
Moshood Abiola Poly Abeokuta	89	33.6						Mass Communication	94	35.5
Yaba College of Technology Lagos	136	51.3						Printing Technology	6	2.3
Ogun State Institute	7	2.6						Accountancy	27	10.2
								Office Technology Management	5	1.9
								Quantity Survey	5	1.9
Total	**265**	**100**	**265 100**		**265**	**100**	**265 100**		**265**	**100**

Table 1 reveals that of the total number of respondents that participated in the study, which was 265, 107(40.4%) were male, while 158 (59.6%) were female. Similarly, National Diploma (ND) students who participated in the study were 156 (58.9%) and Higher National Diploma (HND) students were 109 (41.1 %). In addition, the table also reveals the respondents by Institution, School of Study and Programme of Study. A Total of 11 Polytechnics participated in the study. The name of the institution, the number and the percentage of students from each of the institutions are revealed. Similarly, the respondents by school of study are also revealed, where respondents were from seven schools of study. The names of the schools of study, number and percentage from each of the schools of study were revealed in the table. Furthermore, Table 1 also displayed the respondents by programme of study they were admitted to study. Twelve departments participated in the study. The table revealed the department name, the number, and the percentage of students who participated in the study.

4.2 Analyses of Responses

The analyses of responses are presented in line with the first research question raised and the three hypotheses formulated and tested by the study

4.2.1 Research Question 1

What are the ratings of entrepreneurial capacity and entrepreneurial intention of the selected Polytechnic undergraduates in South-West, Nigeria?

Table 2: Showing Respondents' Ratings of Entrepreneurial Capacity and Intentions

Statements Measuring Responses	Responses	
Entrepreneurial Capacity N=265	**Mean**	**SD**
1. I am quick at identifying business opportunities in the environment.	3.06	0.66
2. I engage a lot in research and information seeking about industry and market trends.	2.95	0,64
3. I am very passionate about solving identified needs in my environment.	3.06	0.69
4. Risk-taking is an adventure I don't like.	2.70	0.87
5. Occupying leadership roles and working with a team for the success of projects gives me satisfaction and fulfillment.	3.31	0.70
6. I have the passion to be creative and innovative.	3.46	0.61
7. Financial management and budgeting are my weaknesses which I don't think I can overcome.	2.90	0.89
8. Changing environments and circumstances are challenges I don't like to face.	2.59	0.95
9. Multi-tasking and simultaneous handling of activities are things I find difficult to do.	2.65	0.85
10. I see setbacks and failure as an opportunity to improve.	2.96	1.07
11. I see the potential of being a successful entrepreneur in me and I am making efforts to develop it.	3.46	0.62
12. Analysing customer needs and conducting a market survey is of no interest to me.	3.36	0.80
Entrepreneurial Intentions N=265		
13. I have a business idea that I would like to develop into an enterprise after school.	3.34	0.70
14. One of my goals after school is to take advantage of business opportunities in my environment.	3.36	0.65
15. The entrepreneurial skills and knowledge I acquired in school give me the confidence to start my own business.	3.26	0.69
16. I can see business opportunities in the environment but am unwilling to take the risk.	2.48	0.90
17. I have been sourcing support and resources to enhance my entrepreneurial knowledge and skills.	2.80	0.90
18. Entrepreneurship education or activity is of no interest to me because it does not align with my goals.	2.69	1.02
19. My entrepreneurial mindset is a source of motivation to set up an enterprise.	2.76	1.01
20. I recognise that conducting market surveys and analysing customer needs are necessary for potential business take-off.	3.32	0.61
21. One of my role models is a successful Business Entrepreneur, whom I would like to be in the future.	3.19	0.73
22. Setting up an enterprise has some challenges, which I know I can overcome because I have the passion, knowledge and skills to meet people's needs.	3.35	0.68
23. Setting up an Enterprise is not a career option for me.	3.36	0.83
24. Risk-taking is one of the hallmarks of successful entrepreneurs and I see it as a great adventure.	2.92	1.00
OVERALL MEAN AND STANDARD DEVIATION ON ENTREPRENEURIAL CAPACITY AND INTENTIONS OF STUDENTS	**74.87**	**10.02**

The result from Table 2 reveals the Mean and Standard Deviation (SD) of respondents from the study on their Entrepreneurial Capacity (EC) and Entrepreneurial Intentions (EI). The 24 statements were used to elicit from students their entrepreneurial capacity and intentions. The overall mean value of 74.87 indicates a high value because the total value of rating on the scale which had 24 items on a four-point scale is 96, while the SD value suggests a moderate level of variability in the ratings, indicating that many of the respondents rated close to the mean, and their where some who provide higher or lower ratings This result implies that a large percentage of the respondents will likely choose entrepreneurship as a career path, become self-employed and also employers of labour. Furthermore, exposure of students to Entrepreneurship Education courses, irrespective of the programme of study while in school is relevant and capable of making them gainfully employed after graduation, and all things being equal, can tackle the problem of unemployment and under-utilisation of economic resources.

4.2.2 Hypothesis 1

There is no significant gender difference in entrepreneurial capacity and entrepreneurial intention of Polytechnic undergraduates.

Table 3: T-test Analysis of Gender differences in Entrepreneurial Capacity and Entrepreneurial Intention of students

Variables	Group	t	Df	P	Mean diff.	95% CL (LL, UL)
Entrepreneurial Capacity	Male Female	0.846	263	0.398	0.97	(-1.29, 3.22)
Entrepreneurial Intentions	Male Female	2.404	263	0.017	3.25	(0.59, 5.92)

Table 3 reveals the result of the independent samples t-test conducted to compare Entrepreneurial Capacity (EC) and Entrepreneurial Intentions (EI) of students due to gender. There was no significant gender difference in EC scores, t (263) = 0.846, p = .398, 95% CI (-1.29, 3.22). However, there was a significant gender difference in EI scores, t (263) = 2.404, p = .017, 95% CI (0.59, 5.92), indicating that male students had significantly higher EI scores than female students. Thus, the stated hypothesis is rejected for EI and upheld for EC due to gender.

4.2.3 Hypothesis 2

There is no significant difference in entrepreneurial capacity and entrepreneurial intention of Polytechnic undergraduates due to programme of study.

Table 4: ANOVA in entrepreneurial capacity and entrepreneurial intention of Polytechnic undergraduates due to programme of study

Variables		Sum of Squares	df	Mean square	F	Sig.
Entrepreneurial Capacity	Between Groups Within Groups Total	11994.310 19424.715 31419.025	11 253 264	1090.392 76.778	14.202	.000
Entrepreneurial Intentions	Between Groups Within Groups Total	904.938 21170.468 22075.406	11 253 264	82.267 83.678	.983	.462

Table 4 reveals the one-way ANOVA conducted to compare the difference in programme of study on Entrepreneurial Capacity and Entrepreneurial Intentions of students. The result revealed a statistically significant difference between the departments for EC, $F(11, 253) = 14.202$, $p < .001$, indicating that at least one department was significantly different from the others. However, EI did not show a significant difference, $F(11, 253) = 0.983$, $p = .462$, suggesting that the means of all the students in the departments were similar. Thus, the stated hypothesis is rejected for EC and upheld for EI.

4.2.4 Hypothesis 3

There is no significant difference in entrepreneurial capacity and entrepreneurial intention of Polytechnic undergraduates due to the level of study.

Table 5: T-test Analysis of the level of study in Entrepreneurial Capacity and Entrepreneurial Intention of students

Variables	Group	T	df	P	Mean diff.	95% CL (LL, UL)
Entrepreneurial Capacity	ND HND	0.152	263	0.879	0.17	(-2.08, 2.43)
Entrepreneurial Intentions	ND HND	8.127	253.7	0.000	9.68	(7.33, 12.02)

The results from Table 5 reveal the independent samples t-test conducted to compare EC and EI scores between the levels of study. Results showed no significant difference in EC scores of students, $t(263) = 0.152$, $p = .879$, 95% CI [-2.08, 2.43]. However, there was a significant

difference in EI scores of students, t (253.71) = 8.127, p < .001, 95% CI [7.33, 12.02], indicating that students in the ND level had significantly higher EI scores than students in the HND level. Thus, the hypothesis stated is upheld for EC and rejected for EI.

5.0 Discussion of Findings

The statistical result from one of the research questions raised to guide the study revealed a significant Mean Value of 74.87 and SD Value of 10.02 of the students overall rating showing high EC and EI, respectively after exposure to EE. This result implies that students found the EE course very beneficial and that they believe they have acquired the capacity to start a business with the knowledge and skills obtained during the teaching sessions. They also intend to choose entrepreneurship as a career path after graduation from school. This finding is similar to a study conducted by Matoug, Zehouani, Lazhar, Ziadi, Belarbi, and Abada (2024) on the role of entrepreneurship education in guiding university students to create their personal and professional projects within the framework of a startup. The study revealed that EE played a vital role in assisting university students to create personal and professional projects, which require many acquisitions and skills that qualify them to establish a startup enterprise.

The three hypotheses tested from the study were to find if there were significant differences in the EC and EI based on Gender, Programme of Study and Level of Study. The result revealed that there were no significant differences in EC due to gender and level of study, while a significant difference was reported for the programme of study. This result connotes that all respondents, regardless of gender or level of study, gained Entrepreneurial Capacity (EC) through the Entrepreneurship Education (EE) they received in their institutions. This implies that they have the essential competencies needed to start and manage a business. However, notable differences were identified among the departments. These variations in EC among students from the 12 participating departments may be influenced by the nature of their academic programs, as well as differences in their levels of comprehension and assimilation. These factors likely contributed to the observed disparities. Looking at the study conducted by

Pepple and Enuoh (2020) on the Entrepreneurial Competencies: A Required Skill for Business Performance. The result from the study revealed that the following competencies were required for business success: conceptual, relationship, personal and technical. These competencies are acquired during entrepreneurship education training programmes and are improved upon as the entrepreneur continues to manage the business. This shows the efficacy of the EE acquired by the students in school, which has assisted in developing the EC of the students.

Entrepreneurial Intention (EI) of the students was also examined by the study. The results revealed that there was no significant difference in the EI due to Programme of Study, whereas there were significant differences found due to Gender and Level of Study. The

study revealed that the male students had higher scores than the female students, while the ND students had significantly higher scores than the HND students. The non-disparity in EI due to the programme of study may be a result of EE, which focuses on transferable skills such as opportunity recognition, business planning, and financial literacy, which are relevant to all disciplines, leading to similar EI levels among students. The significant differences accounted for due to gender particularly as revealed by the study that male students had higher scores than their female counterparts, which can be as a result of male students who seem to have greater risk-taking tendencies and self-confidence in business, while female students may exhibit more risk aversion, hence influencing their EI. Moreover, female students may perceive more challenges, such as financial limitations, work-life balance concerns, and societal biases, which can discourage their entrepreneurial intentions compared to their male counterparts. The significant differences are accounted for due to the level of study, with the ND students having higher scores, maybe as a result of their being in the early stages of their academic training, who may have a more optimistic and ambitious perception of entrepreneurship due to their fresh exposure to Entrepreneurship Education (EE). On the other hand, the HND students, being closer to graduation, may develop a more careful or pragmatic approach, focusing more on securing stable employment rather than taking entrepreneurial risks.

5.1 Conclusion

The scope of the study covered the entrepreneurial capacity and entrepreneurial intention of undergraduates in some selected polytechnics in southwest Nigeria. The main result of the study revealed high percentage ratings of respondents on entrepreneurial capacity (EC) and entrepreneurial intention (EI) after exposure to the entrepreneurship education programme. Furthermore, there were some significant disparities in EC and EI due to Gender, School of Study and Programme.

5.2 Recommendations

With the significant ratings of students on the entrepreneurial capacity (EC) and entrepreneurial intention (EI) after exposure to the entrepreneurship education programme in the Polytechnics, the following recommendations are provided:

1. The government should expand the entrepreneurship curriculum to cover more practical sessions and hands-on experiences, such as business plan competitions, entrepreneurship bootcamps, and Alumni mentorship programmes.
2. The institutions should establish regular mentorship programs where successful entrepreneurs, who may also be alumni, to guide students in developing their business ideas and also support start-ups. This will match Gown with Town.
3. The private sector can also offer scholarships, grants and awards to deserving students with entrepreneurial potential.

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