

Effect of Entrepreneurial Education, Entrepreneurial Guidance and Counseling on Entrepreneurial Intentions among Students of Federal College of Education (Technical) Gusau

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Abstract

Plethora of studies asserted that women have a lower level of entrepreneurial intentions as compared to men. The study explores the effect of entrepreneurial education on entrepreneurial intentions among students of Federal College of Education (Technical) Gusau Zamfara State based on the theoretical assertions of the theory of planned behaviour. This quantitative study employed cross-sectional research design to obtain data. The study population comprising the total number of students in Federal College of Education (Technical) Gusau is 4726. The sample size of 356 was derived using Krejcie and Morgan Sampling Table. To decrease sampling error, the sample size was doubled to 712. A self-administered questionnaire was used to solicit information from the respondents using a stratified random sampling technique. Data were analysed using Statistical Software for Social Sciences (SPSS) version 24 for preliminary analysis while structural equation model (Smart-PLS 3.8) was employed to compute the hypothesized relationships. Entrepreneurial education, guidance, and counselling were shown to have significant impact on entrepreneurial intentions. As a result, students at all levels of education may reactivate their entrepreneurial skills through strong and articulated entrepreneurial instruction, guidance, and counselling services, preparing them mentally for a business endeavour before they leave school. The study recommended that: a well-articulated entrepreneurial education, guidance and counseling should offer more than self-employment that will contribute to national development. Government should create enlightenment and exposure of students to entrepreneurial programmes to increase startups and enabling environment that fosters entrepreneurship development.

Keywords: Entrepreneurship, Entrepreneurial Education, Entrepreneurial Guidance and Counseling and Entrepreneurship Intentions.

1.0 Introduction

In recent years, the relevance of entrepreneurial development to the economy has received greater attention in Nigeria and throughout the world (Ekeng et al.,

2020). This viewpoint is partly based on the assertions of economists such as Schumpeter, Schultz, Kirzner, and Cantillon, who emphasized entrepreneurial endeavours as significant drivers of economic activity (Ndofirepi, 2020). Dahlstrom (2013) sees entrepreneurship as the process of developing of new ideas into operating businesses. Pomianek, (2018) entrepreneurship is the process of starting and running a business, which includes elements such as discovering market openings and possibilities, drafting a business strategy and accumulating essential resources, forming a company, and running a company through its many phases of growth.

In developing countries, one of the primary barriers to economic growth is often how to develop entrepreneurship to produce dynamic entrepreneurs who can bring new innovations into the system (Izuchi & Obed, 2017). Ekeng et al. (2020) noted that there are a number of programmes and policies tailored towards the development of entrepreneurial mind-set and intentions among people one of such is entrepreneurial education. Towing the same line of thought, Chinyelu and Anyamene (2013) opined that effective guidance and counselling strategies have also been used to guide the people towards harnessing their ideas, skills and hidden potentials for entrepreneurship.

Entrepreneurship education refers to any student centred programme or educational approach that fosters entrepreneurial attitudes and abilities (Fayolle, Gailly, & Lassas-Clerc, 2006). While entrepreneurial guidance and counselling is the process of using the principle of guidance and counselling such as career information, career convention, tours and excursion programmes, group counselling, seminars and youth conferences, teacher's forum and parents among others to help learners understand theory and practice of entrepreneurship (Nwaoba, 2014). As such, entrepreneurship education has arisen as a governmental instrument to boost entrepreneurial activity and support entrepreneurial intents (Hoang, Le, Tran & Du, 2020). In particular, the goal of entrepreneurial education and entrepreneurial guidance and counselling is to enabled secondary school leavers and tertiary school graduates employ themselves and become employers of labour in their entrepreneurship (Magaji & Magaji, 2014). As a consequence, anti-social vices like armed robbery, theft, and others can be reduced (Nwaoba, 2014).

Nigeria is presently confronted with the problem of unemployment particularly among a youthful population (Ewumi, Oyenuga & Owoyele, 2012). These young

people are any nation's future and hope, and a nation that disregards her youth forfeits her tomorrow (Ojeleye, 2017). The Nigerian Bureau of Statistics (NBS) (2020) reported unemployment rate of 27.1% while underemployment rate of 28.6% as per second quarter of year 2020. By implication a combined total of 55.7% Nigerians are unemployed/underemployed contributing little or nothing to the economy. This situation is particularly worrisome as the worst-hit group is the Nigerian youth between 15-24 years with 40% of them are currently unemployed, followed by ages 25-34 years 30.7% (Nigerian Bureau of Statistics, 2020). Furthermore, unemployment rate report based on academic qualification is sading. NCE/OND 30%, M.Sc/Ms/MAdmin stood at 22.9% and unemployment rate among doctorate degree holders stood at 23.3% (Nairametrics, 2020). Obi (2017) posited that this situation is partly compounded by Nigerian educational system that emphasized traditional white-collared employment as against entrepreneurial start-up. Be as it may, Magaji and Magaji (2014) posited that entrepreneurial education and entrepreneurial guidance and counselling are essential in tackling the challenges of young adults' (secondary and tertiary education graduates') unemployment in Nigeria, as well as the stimulation of the labour market for those who are unable to work. Thus, the study aimed at investigating effect of entrepreneurial education, guidance and counseling on entrepreneurial intentions among students of Federal College of Education (Technical) Gusau.

The Federal College of Education Technical, Gusau Zamfara State is the only female-only federal tertiary institution in Nigeria established to provide technical and vocational education to women in Nigeria. Students of this institution have been exposed to entrepreneurship as a mean of self-reliance in contemporary Nigeria. Consequently, the study is aimed at ascertaining the extent to which entrepreneurial education and entrepreneurial guidance and counselling may influences their entrepreneurial intentions or otherwise.

1.1 Research Objectives

The objectives of study are in twofold; to ascertain:

1. Whether entrepreneurial education has a significant effect on entrepreneurial intentions among students of Federal College of Education (Technical) Gusau, Zamfara state.
2. Whether entrepreneurial guidance and counselling has a significant effect on entrepreneurial intentions among students of Federal College of Education (Technical) Gusau, Zamfara state.

1.2 Research Hypotheses

Based on the research objectives. Two research hypotheses were formulated below:

H₀₁: Entrepreneurial education does not have a significant effect on entrepreneurial intentions among students of Federal College of Education (Technical) Gusau, Zamfara state.

H₀₂: Entrepreneurial guidance and counselling does not have a significant effect on entrepreneurial intentions among students of Federal College of Education (Technical) Gusau, Zamfara state.

1.0 Review of Related Literature

This section discussed the concept of entrepreneurship, entrepreneurial intentions, entrepreneurial education, entrepreneurial guidance and counselling, theoretical framework and the research model.

2.1 Concept of Entrepreneurship

The concept of entrepreneurship has been around as long as man existed (Mokaya, Namusoge & Sikalieh, 2012). Entrepreneur is derived from the French word "Entreprendre" and the German word "Unternehmen," both of which mean "to undertake (Ojeleye, Opusunju & Ahmed, 2018). The concept of entrepreneurship is complex with no consensus definition (Hoppe, 2016). In addition, Pomianek (2018) posited that entrepreneurship defies definitional operations; a result of both its complexity and historical characteristics. Be as it may, Amiri and Marimaei (2012) consider entrepreneurship to be a process of creativity, advancement, identification, exploiting opportunities, turning opportunities to viable ideas, and creating value while facing competition. Garcia (2017) described entrepreneurship as a form of strategic planning centred on job creation, public wealth, and profit via the efficient use of productive and commercial resources. To Linan and Chen (2009) cited by Hoang et al. (2020) Entrepreneurship may be described as a process or a sequence of acts that take place in real time to establish a business. Overall, entrepreneurship is critical in fostering a country's socio-economic growth, particularly in the age of globalization (Hoang et al., 2020).

2.2 Concept of Entrepreneurial Intentions

Several definitions of entrepreneurial intention have been proposed by previous research (Joensuu-Salo, 2021). Entrepreneurial intention is described as a person's self-admitted conviction that they want to start a new business and are planning to

do so at some time in the future (Thompson, 2009 & Ndofirepi, 2020). To Bae, Qian, Miao and Fiet (2014) entrepreneurial intention is simply an person's desire to start a business venture. Patricia and Silangen (2016) opined that with an understanding of a person's entrepreneurial intentions, predicting whether they will take real action to put their ideas of a new business into realization can easily be assessed. Towing the same line of thought Ginanjar (2016) argued that researchers should be concerned with attitudes, subjective standards, and intentions when seeking to examine the immediate causes of a specific action because they frequently accurately predict conduct. Besides, research suggests that entrepreneurial intention predicts entrepreneurial behaviour (Biraglia & Kadile, 2017).

2.3 Entrepreneurial Education

Hoang et al. (202) noted that while education refers to the transmission and inheritance of intellectual information and skills in general, entrepreneurial education refers to the use of lectures and the syllabus, among so many other things, to equip learners with knowledge, skills, and even enthusiasm in entrepreneurship. Ginanjar (2016) described entrepreneurial education as a logical process of teaching students the methods and concepts of entrepreneurship with the goal of allowing students to comprehend and practice entrepreneurship, resulting in shift in attitudes, values, and action. To Wilson (2009) cited by Ndofirepi (2020) defined entrepreneurial education as the formation of ideas, habits, and capabilities that may be used during a person's entrepreneurial career. These definitions asserted that the concept encompasses more than just educating students how to initiate a new business; it also includes numerous valuable learning opportunities received from an educational setting (Ndofirepi, 2020). Conclusively, entrepreneurial education programmes can provide students with the needed entrepreneurial skills to stimulate individual financial prosperity and national economic growth and development (Kazmi & Nabradi, 2017).

2.4 Entrepreneurial Guidance & Counselling

Entrepreneurial guidance and counselling is the process of using the principle of guidance and counselling such as career information, career convention, tours and excursion programs, group counselling, seminars and youth conferences, teacher's forum and parents for among others to help learners understand theory and practice of entrepreneurship (Nwaoba, 2014). Egbe-Okpenge and Igbo (2013) noted that there are various types of guidance and counselling, such as profession training, marriage, private, and educational counselling, as well as

entrepreneurial guidance and counselling, which they regard as right direction and counselling of students on the dignity of labour and entrepreneurial orientation such as determination, need for achievement, taking initiative, calculated risk taking, creativity and innovativeness and leadership.

2.5 Entrepreneurial Education and Entrepreneurial Intentions

Extant literatures have established a strong relationship between entrepreneurial education and entrepreneurial intentions (e.g., Bae, Qian, Miao & Fiet, 2014; Patricia & Silangen, 2016; Ginanjar, 2016 & Li & Wu, 2019). Ndofirepi (2020) investigated the link between entrepreneurial education and entrepreneurial intentions: mediated by psychological factors. This was accomplished by a cross-sectional survey of 308 Zimbabwean vocational education students. The findings reveal that entrepreneurial education has a significant positive link with need for accomplishment, risk-taking proclivity, internal locus of control and entrepreneurial intentions.

In a similar study, Hoang, Le, Tran and Du (2020) in the link between entrepreneurial education and entrepreneurial goals of university students in Vietnam, the mediating roles of self-efficacy and learning orientation were investigated. To test the assumptions, data from an online survey of 1,021 university students in Vietnam were analysed using a hierarchical regression analysis. The findings demonstrated that entrepreneurial education had a beneficial impact on entrepreneurial ambitions, with both learning orientation and self-efficacy mediating this link.

2.6 Entrepreneurial Guidance & Counselling and Entrepreneurial Intentions

Plethora of studies have linked entrepreneurial guidance & counselling as significant predictor of entrepreneurial intentions (e.g., Egbe-Okpenge & Igbo, 2013; Chinyelu & Anyamene, 2013 & Obi, 2017). Izuchi and Obed (2017) examined the effect of information dissemination and personal-social adjustment on the development of entrepreneurial abilities among Rivers State technical college students. The study was directed by two research questions. The study was conducted using a survey research approach. Counseling on personal-social adjustment will prepare students for the development of entrepreneurial abilities, according to the research, which was conducted among technical college students in Rivers state. According to the findings, well-articulated entrepreneurial coaching and counselling should provide more than only self-employment to help countries thrive.

2.7 Theory of Planned Behavior (TPB)

Individual behaviour is driven by behavioural intentions, according to TPB, which are a result of an individual's attitude toward the activity, subjective norms around the behavior's execution, and the individual's sense of the ease with which the behaviour may be executed (Ajzen, 1991). The study posited that when individual student's perception towards entrepreneurial education and guidance and counselling as a form of activities is positive and subjective norm in term of relation to the society rules and regulations is positive; since entrepreneurial activities are catalyst for economic development. Then, students are most likely to engage in entrepreneurial activities. The notion is supported by Hoang et al. (2020) asserted that the notion of planned behaviour strengthens the concept of entrepreneurial goals by assuming that intention is ultimately the greatest predictor of behaviour.

2.7 Research Model

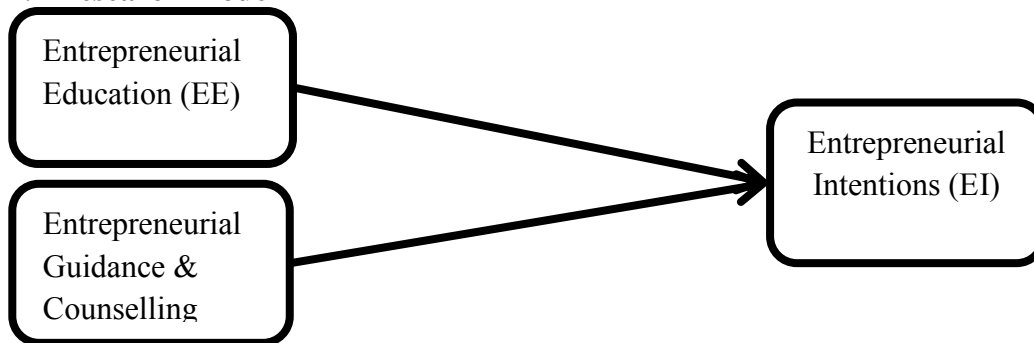


Figure 2.1 *Research model*

The model in figure 2.1 represents the research framework. The independent variables are Entrepreneurial Education (EE) and Entrepreneurial Guidance & Counselling (EGC) predicting the dependent variable Entrepreneurial Intentions.

3.0 Research Methodology

The study utilizes a quantitative research design. Quantitative design involves the collection and analysis of numerical data to describe a particular construct (Lancaster, 2005). In addition, the study utilized a cross-sectional research method also called one-shot research, seen as observational studies that analyses data from a population at a single moment in time (Wang & Cheng, 2020). The study's population was all Nigeria Certificate in Education (NCE) one

to three students at the Federal College of Education (Technical) in Gusau, Zamfara state. The college was established in 1989 as a female-only higher institution in Nigeria. According to the Students and Record Section under the Academic Planning Unit, the students' population is 4,726 comprises NCE 1 (1413), NCE 2 (1536) and NCE 3 (1777).

The sample size of the study was derived using Krejcie and Morgan (1970) sample size table for finite population. Accordingly, a population of 4500, has a sample size of 354 and a population of 5000 has a sample size of 357. Thus, we can approximate that the sample of 356 for population of 4726 since the study population is between 4500 and 5000. However, Bartlett, Kotrlik and Higgins (2001) opined that researchers should tread carefully when employing the commonly used sample size techniques because they are founded on assumptions of alpha and accepted margin of error that may not hold in all circumstances. As such, as a supplement to the Krejcie and Morgan (1970) sample size determination, the sample size advocated by Dillman, Smyth and Christian (2014) for finite population will be computed mathematically below reason being that, the exact population of 4726 is not on Krejcie et al. (1970) table.

$$n = \frac{[(N)(P)(1-P)]}{[(N-1)\left(\frac{B}{C}\right)^2 + (P)(1-P)]} \quad (1)$$

Where: n = is the computed sample size necessary for the desired level of precision; N = is the study population size; P = is the proportion of population expected to be selected which according to Dillman et al., (2014) is often set as 50% conservative value. Therefore, where $N = 4726$, $P = 50\%$ (0.5), $B = 0.05$, $C = 1.96$ and n = Sample size. The sample size when calculated mathematically equal to 356 as derived from the above Dillman et al.'s formula.

Furthermore, to reduce non-response error which may arise as a result of failure to obtain information from several respondents included in the sample which is capable of introducing bias to the study (Sekaran & Bougie, 2016), Hair, Wolfinbarger, Ortinau and Bush (2010) suggested an increase in sample size by 100% to compensate for non-response errors. Therefore, the derived study sample size of 356 was doubled ($2 \times 356 = 712$) to 712 sample size.

In Addition, to guarantee that all students have an equal opportunity of getting chosen, a self-administered questionnaire was administered to respondents to solicit responses using a stratified random sampling technique. Each student

categories (NCE level) served as a stratum and the stratum be proportionate of the sample size shown in table 1 below:

Table 1:
Stratified Sampling technique

S/N	Categories of Students	Number of Students	Proportional Sampling	Returned & Valid Questionnaire	% of Returned Questionnaire
1	Nigeria Certificate in Education (NCE) 1	1413	213	113	53
2	Nigeria Certificate in Education (NCE) 2	1536	231	117	51
3	Nigeria Certificate in Education (NCE) 3	1777	268	134	50
Total		4726	712	364	51

The total number of questionnaires administered to the students was 712 out of which 364 (51%) were returned and analyzed for the study. Although low response rate raises a serious question about data quality which in turn seriously affects research finding, generalization and validity. Ali, Ciftci, Nanu, Cobanoglu and Ryu (2020) noted that there is no "generally accepted rule" as to what constitutes an acceptable response rate. Malhotra and Grover (2018) opined that a 50% response rate is acceptable and appropriate to make a relevant generalizations.

3.1 Instruments of Data Collection

Instruments from previous research were modified to measure the study's constructs. Entrepreneurial Education (EE) was assessed using the 5-item Entrepreneurial Education scale of Souitaris, Zerbinati and Al-Laham (2007) measured on five Likert scale (1 strongly disagree to 5 strongly agree) with reported Cronbach alpha of 0.71 demonstrating that the instrument is credible and appropriate for the research. Samples of items for the instrument are: "Entrepreneurial education increased my ability to identify and opportunity". Entrepreneurial education increased my understanding of actions I have to take to start a business". For this study, the Cronbach alpha is 0.867. Entrepreneurial Guidance and Counselling was adapted from the 5-item scale of Izuchi and Obed (2017) with reported Cronbach alpha of 0.912 measured on five Likert scale.

Samples of items for the instrument are: “Providing guided information services on relevant business venture will equip me to establish any business of my choice on leaving school”. Realistic occupational placement services will motivate me to develop entrepreneurial abilities”. For this study, the Cronbach alpha is 0.884. Lastly, Entrepreneurial Intentions consist of the 6-item Entrepreneurial Intentions scale adopted from Linan and Chen (2009) measured on five Likert scale with reported Cronbach alpha of 0.78 indicating that the instrument is reliable and suitable for the study. Samples of items for the instrument are: “I will make every effort to start and run my business”. I have strong intention to start a business someday”. For this study, the Cronbach alpha is 0.916.

4.0 Data Analytical Technique

Data was analysed using Statistical Software for Social Sciences (SPSS) version 24 to conduct necessary preliminary analyses such as; test of normality, non-response bias and common method bias; Harman’s one-factor test equal 29% variance indicating that no common method bias. Data was certified clean and useable for further analyses. The SmartPLS 3.3 was used to analyse and compute the two-basic models of PLS path modelling which are measurement model and structural model. As stressed by Haenlein and Kaplan (2004), one of the reasons for using PLS is that it has an advantage over others in regards of flexible restrictions in terms of study distribution and population, and it has the potential to provide more trustworthy and accurate calculations.

4.1 Research Findings

The research findings are discussed under the two basic models of structural equation modelling (SEM); the measurement and structural models using Smart_PLS 3.8 below.

4.1.1 Measurement Model

In the measurement model, we explored the items loadings, internal consistency and average variance extracted. This study conducted test for collinearity and found no correlation between the independent variables as recommended by (Hair et al., 2014). Only items that loaded 0.70 and higher were kept after the item loadings were analysed (Hair et al., 2020). Items EE4 and EGC2 were deleted because the loaded below the established threshold of 0.70. The internal consistency was measured by composite reliability and Cronbach alpha and reached the threshold criteria of 0.70, as the lowest is 0.867 and the highest is 0.916. In addition, Average Variance Extracted (AVE) was examined to affirm

the convergent validity and have all met the 0.5 threshold provided by Fornell and Larcker (1981). In other words, the AVE values were larger than 0.5, with a range of 0.706 to 0.742. These are presented in table 2 below:

Table 2

Survey study(n=364): Loadings, Reliability and Convergent Validity

Construct	Indicators	Loadings	Cronbach Alpha	Composite Reliability	AVE
Entrepreneurial Intentions	EI1	0.785	0.916	0.935	0.706
	EI2	0.711			
	EI3	0.708			
	EI4	0.737			
	EI5	0.752			
	EI6	0.700			
Entrepreneurial Education	EE1	0.868	0.867	0.910	0.717
	EE2	0.880			
	EE3	0.834			
	EE5	0.769			
Entrepreneurial Guidance and Counseling	EGC1	0.880	0.884	0.920	0.742
	EGC3				
	EGC4				
	EGC5				

Source: Smart_PLS 3.8

To confirm the discriminant validity of the constructs, the researchers used Fornell and Larcker, (1981) criteria. Each construct's square root of AVE must be bigger than the correlations between constructs. The inter-correlation among the constructs in the model is more than the square root of AVE. In Table 3, the square roots of AVEs are represented by the bolded value on the diagonal:

Table 3

Fornell and Larker Criteria for Discriminant Validity

Construct	EI	EE	EGC
EI	0.847		
EE	0.485	0.862	
EGC	0.440	0.258	0.840

Source: Smart_PLS 3.8

4.1.2 Structural Model

The study's hypotheses were tested using a structural model. To test the hypotheses for the direct relationship, 5000 bootstrappings were performed. To establish predictive relevance, the effect size was studied, as well as blindfolding.

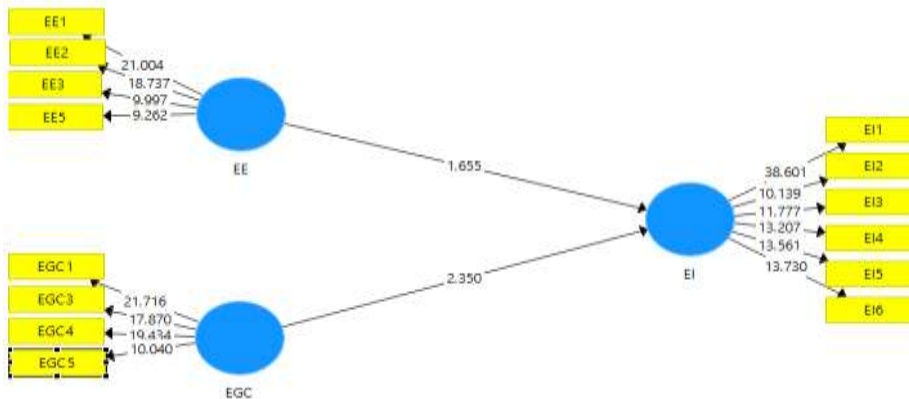


Figure: 2.2 Pictorial display of the relationship between the variables.

4.2 Test of Hypotheses and Discussion

In the table 4 below indicates that the coefficient of entrepreneurial education (EE) is positive and significant in achieving entrepreneurial intentions (EI). Entrepreneurial intentions will increase by 37% (0.391) for every 1% increase in entrepreneurial education. The t-statistics must be greater than 1.645 but less than 1.96 for it to be significant at 10% (0.099). In other words, the t-statistics of 1.655 in table 4.3 below is greater than the stipulated threshold of 1.645 making p-value 0.099 significant at 10%. Therefore, the first hypothesis (H_{01}) which states that entrepreneurial education does not have a significant effect on entrepreneurial intentions is hereby not supported. We can conclude that entrepreneurial education has a significant effect on entrepreneurial intentions. This is in tandem with the work of (Hoang, Le, Tran & Du, 2020; Ginanjar, 2016; Bae, Qian, Miao & Fiat, 2014; Joensuu-Salo, 2021; Ndofirepi, 2020 & Li & Wu, 2019) who unanimously agree that entrepreneurial education significantly predicts entrepreneurial intentions. Hoang et al. (2020) stressed that education can be utilized to motivate entrepreneurial ambitions by offering appropriate entrepreneurship information and strategies that enhance one's motivation to start a new business. Towing the same line of thought, Kazmi and Nabradi (2017) posited that that education inspires and empowers students to pursue careers as entrepreneurs.

The second hypothesis (H₀₂) which states that entrepreneurial guidance and counselling (EGC) does not have a significant effect on entrepreneurial intentions (EI) is hereby not supported. Entrepreneurial intentions will increase by 53% (0.529) for every 1% increase in entrepreneurial guidance and counselling. The t-statistics is 2.350 is significant in predicting entrepreneurial intentions. The t-statistics is above the stipulated threshold of 1.96 5% significant making p-value 0.019 significant at 5%. Thus, entrepreneurial guidance and counselling has a significant effect on entrepreneurial intentions. This is in tandem with the work of Izuchi and Obed (2017) who reported that entrepreneurial guidance and counselling significantly predicts entrepreneurial intentions.

Table 4
Test of Direct effect

Hypothesis	Relationship	Beta	Standard Error	T-value	P-value	Decision
H ₀₁	EE-> EI	0.372	0.224	1.655	0.099	Not supported
H ₀₂	EGC->EI	0.529	0.225	2.350	0.019	Not supported

R²=62.00

R² = 0.62 shows that the exogenous variables entrepreneurial guidance and counselling (EGC) and entrepreneurial education (EE) jointly account for 62% variations in endogenous variable; entrepreneurial intentions while the remaining 38% is explained by other variables not included in the model.

4.2.2 Effect Size and Predictive Relevance

Using the f², the researchers looked at the magnitude of the independent variables influence on the dependent variable. f² values of 0.02, 0.15, and 0.35, according to Cohen (1988), reflect low, intermediate, and high effects, respectively. The independent variables predictive relevance was determined using Q². According to Garson (2016), a Q² value of 0 or negative indicates that the model is ineffective in forecasting the endogenous variable. The findings are shown in table 4.4 below:

Table 4.4
Effect Size and Predictive Relevance

Construct	R ² included	R ² excluded	f ²	Effect size
EE	0.620	0.487	0.350	Large
EGC	0.620	0.499	0.318	Medium

Q² 0.469

5.0 Conclusion and Recommendations

Enterprise development is essential to generating business activities, reducing unemployment and achieving economic development. Entrepreneurial education and entrepreneurial guidance and counselling motivate and stimulate students to become entrepreneurs. An important realization here is that entrepreneurial education and entrepreneurial guidance and counselling at all levels of schooling are essential.

Based on the findings the following recommendations are advanced.

1. A well-articulated entrepreneurial education should be encouraged in all our tertiary institutions to stimulate students' entrepreneurial intentions for economic development
2. Entrepreneurial guidance and counselling, which offers more than self-employment and contributes to development of the nation, should be supported.
3. Lastly, the government should create enlightenment and exposure of students to entrepreneurship programmes to increase startups and enabling environment that fosters entrepreneurship development.

6.0 Limitations of the Study

In spite of the fascinating findings this current study uncovered, it is not without her limitations;

1. The self-report questionnaires for entrepreneurship are based on personal opinions, linear and social desirability bias. Respondents may or may not be genuine while answering the questions. In future investigations, a mix of quantitative and qualitative approaches should be used.
2. Generalization of the study findings may be difficult since, the study was conducted in a education sector specifically a Federal College of Education. Result outcomes may be different if undertaken in different environment or sector of the economy. Future study can be undertaken both private and public institutions for proper generalization.
3. The study was cross-sectional in nature. Longitudinal study can be conducted in future studies where effects of entrepreneurial education and entrepreneurial guidance and Counselling on entrepreneurial intentions are studied over a specific period of time to ascertain the variations that may or can occur in daily, weekly and monthly behavioural outcomes.

4. The study only considered direct relationships. Future studies may introduce a mediator or moderator; psychological capital such as self-esteem, self-efficacy, trust, optimism, hope and resilience as intervening variable(s).

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