

Home Science and Management Students' Attitude towards Entrepreneurship in Colleges of Education in Kogi State.

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Abstract

The study investigated Home Science and Management students' attitude towards entrepreneurship in Colleges of Education in Kogi state. The study was guided by two specific objectives. Two research questions were raised and answered by the study. Also, two hypotheses were formulated and tested at 0.05 level of significance. The study adopted survey research design. The population of the study is 162 students in the State and Federal Colleges of Education in Kogi state. The sample size of the study is 162 students. This consists of 69 male and 93 female students. The instrument used for data collection was a structured questionnaire titled "Attitude of Home Science and Management Students towards Entrepreneurship Questionnaire (AHSMSEQ)". The questionnaire contains 20 items and was structured using the continuum of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The reliability of the instrument was established using Cronbach Alpha method. The instrument yielded a reliability coefficient 0.77. Data collected for the study were analyzed using Mean, Standard Deviation and Independent t-test. The finding of the study revealed that both male and female Home Science and Management students have positive attitude towards Entrepreneurship. Also, the finding of the study revealed that both Home Science and Management students in State and Federal Colleges of Education have positive attitude towards Entrepreneurship. The study recommended that that entrepreneurship education should be given much priority so as to enhance students' attitude towards it.

Date of Submission: 14-04-2021

Date of acceptance: 28-04-2021

I. Introduction

Entrepreneurship is widely recognized as an engine of economy and social development. Studies have shown that our world has become global, uncertain and complex and hence requires people with creative, complex and diversified entrepreneurial knowledge and skills to attend to the challenges of shrinking economies and unemployment (Iqbal, Melhem & Kokash, 2012). The labour markets are currently only offering limited job opportunities for University graduates. The above is confirmed by Teshome (2014) who argued that the world over, university and college graduates are now finding it difficult to secure employment in both public and private enterprises due to the current volatile economic environment hence, the need to focus on entrepreneurship as a gateway to employment creation and stabilizing economies.

It appears many countries of the world have resolved to focus on their domestic economy so as to foster a sustainable and virile domestic economy that will be moderately resistant from the economic recession that may try to reoccur in the future. The recent global economic meltdown has brought to the limelight, as well as the reality, that the world is a global market. Nigeria has a history of post-colonial agrarian economy and is now heavily dependent on the oil and gas economy. Efforts are now being made to diversify the economy by investing for example in agriculture and also encouraging the manufacturing sector.

However, entrepreneurship-led development strategies perhaps are now being emphasized as these seem to have proven successful in several Less Developed Countries (LCDs). In Nigeria, the need to ensure that the present effort at turning out graduates, who will not only be self-reliant but employers of labour cannot be over emphasized. In order to achieve this, the Federal Government of Nigeria, through the National Board for Technical Education (NBTE) and National University Commission (NUC), introduced Entrepreneurship Education (EE) as a course in all Nigerian tertiary institutions. This is aimed at equipping tertiary students with entrepreneurial skills, attitudes and competencies in order to be job providers and not job seekers. Gerba (2012) viewed entrepreneurship education as a means of developing entrepreneurial skills in people, which skills manifest through creative strategies, innovative tactics, uncanny identification of trends and opportunities in the market, and courageous leadership. It is an education involving the acquisition of knowledge, skills and attitude to enable the learner apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life.

Introduction of entrepreneurship education at various levels of the education system is evidence of this importance. The expectation is that the students who learn about entrepreneurship are going to apply the skills in

establishing significant enterprises. Accordingly, how individuals acquire and accumulate knowledge, skills and experience to prepare for entrepreneurship, that is, the learning and developmental process has stimulated a great deal of scholarly interest (Wang & Millington, 2011). Entrepreneurial readiness is essentially a learning process in which prior accumulated knowledge, skills and experience shape individuals' attitudes, beliefs and abilities, and prepare them for entrepreneurial career.

The introduction of entrepreneurship education into the curriculum of most tertiary institutions in Nigeria today has helped tremendously in empowering the life of our graduates and thus brings about good commercial skills needed of them to be self-reliant (Masi, 2010). Good entrepreneurial skills can create a strong economy which is an embodiment of industrial growth and development of a nation. The spirit of entrepreneurship brings about enthusiasm, persistence and the ability to seek entrepreneurial opportunities that lead to success (Saravanakumar, 2009).

The need for the development of entrepreneurship skills among students in Home Science and Management with intrinsic capacity to take today's entrepreneurs past the hurdles of the 21st century challenges cannot be over-emphasised. This can be achieved through students' positive attitude towards entrepreneurship education. This entrepreneurship education has become necessary as tertiary institutions perhaps continue to turn out graduates that are hardly self-reliant but solely dependent on white collar jobs. According to Idada, Okosun, Anolu, Atagana and Aiwansedo (2011) cited in Edigbonya (2013), Entrepreneurship Education is the kind of education given to people with a view to developing entrepreneurship qualities properly followed up with support services for smooth take off and successful running of business. In a similar vein, Ekankumo and Kemeradikumo (2011) stressed that entrepreneurship education seeks to provide learners (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of settings. Inferentially, it is obvious that a well implemented entrepreneurship education will climax in economic empowerment and development. The essence of entrepreneurship education is to build in the student entrepreneurship attitude, spirit and culture that will serve as rudiment to job creation among science education graduating students.

In entrepreneurship context, attitude may be defined as the extent to which one perceives entrepreneurial behaviour and its consequences as valuable, beneficial and favourable. Attitude is a very complex and unique concept, which integrates multiple properties and covers different domains. Attitude is the way people feel or think about something, which influences the way they behave towards that thing. Attitude therefore involves a person's emotions, beliefs and values. Attitudes can be positive, negative or neutral. According to Ajzen (1991), people form favourable attitudes toward behaviours believed to have desirable consequences and negative attitudes toward behaviours associated with undesirable consequences. Krueger, Reilly & Carsrud (2000), stated that, attitude attracts a specific behaviour and this behaviour is influenced by the persons' positive or negative beliefs about the behaviours. Meridith, Nelson, & Neck, (1982) defined attitude as an expression of emotion that is translated into the individual's actions.

According to Robinson et al. (1991), entrepreneurial attitude has four dimensions, and they are: need for achievement, personal control over entrepreneurship behaviour, innovation, and self-esteem. These entrepreneurial attitudes are measured in three dimensions: affection that is feeling and emotion, cognition that is thought and belief, and conation that is action and behaviour. The combination of affection, cognition and conation makes up an individuals' general attitude toward entrepreneurial behaviour. According to Pulka, Aminu and Rikwentishe (2015), students' attitudes towards entrepreneurship can be assessed from cognitive, affective and behavioural perspective. The cognitive component relates to thoughts, beliefs and knowledge students possess of entrepreneurship education, the affective relates to students' feelings and emotions about entrepreneurship education, and the behavioural relates to the actions, responses and willingness of the students to accept and respond to new things. According to Shapero and Sokol (1982), attitudes and entrepreneurial intentions are strongly related. There cannot be intention without an appropriate entrepreneurial attitude. Krueger (1993) is of the view that positive entrepreneurial exposure can influence intentions. The attitude of students toward entrepreneurship will influence their attitude towards the cause and their decision to be either entrepreneurs or employees. Hannan, Hazlett, and Leitch (2004) asserted that, you cannot increase entrepreneurial initiative among students, without increasing their positive attitudes towards entrepreneurship education. Attitudes have a strong impact on how students view entrepreneurship. So the probability of students with positive attitude towards entrepreneurship education undertaking entrepreneurial activities at some point in time is very high. It is imperative to understand students' attitude towards entrepreneurship education so as to make the program more appealing and interactive for the objective of the entrepreneurship course to be achieved. Lim (2011) clearly stated that, positive attitude is an important mind-set that all entrepreneurs must possess because without it, they will not be able to achieve their entrepreneurial goals especially when they encounter challenges and obstacles. Nigerian universities have been offering entrepreneurship and small business education for some years now, it is of paramount to understand attitudes as a benchmark for a better understanding of the entrepreneurial spirit among university students in Nigeria.

The research findings of Peterman and Kennedy (2003) indicated that offering entrepreneurship education course will help students in development of favourable entrepreneurial attitude. Similarly, empirical findings of Tounes (2006); Trenan, Renfrow and Watson (2003); and Audet (2000) indicated that taking entrepreneurship education course has positive effects on students' entrepreneurial attitude. There are many other findings that supported the positive effects of entrepreneurship education on development of entrepreneurial attitude of students (Teixeria & Davey, 2008; Pulka, Rikwentishe & Ibrahim, 2014). Meanwhile, Guerero, Riaph and Urbano (2008) also affirmed that attitude towards entrepreneurship is one of the determinant factors on decision of becoming an entrepreneur. Therefore, there is strong assertion that attitude plays very important role in determining the learning behaviours of students in schools.

Literature has revealed that the male students have positive attitude towards entrepreneurship than their female counterparts (Delmar and Davidsson, 2000). Also, Guerero, Riaph and Urbano (2008) found that students in both State and Federal higher institution exhibit same positive attitude towards entrepreneurship. Therefore, it is important to know whether in Kogi state, there is a difference in attitude towards entrepreneurship education across gender and school type. Based on this foundation, this study is aimed at assessing students' attitude towards Entrepreneurship Colleges of Education in Kogi State.

Purpose of the Study

The purpose of this study is to find out Home Science and Management students' attitude towards entrepreneurship in colleges of education in Kogi state. Specifically, the study investigates;

1. Male and female Home Science and Management students' attitude towards entrepreneurship in colleges of education in Kogi state.
2. Attitude of Home Science and Management students towards entrepreneurship in State and Federal colleges of Education in Kogi state

Research Questions

The following research questions were raised and answered by the study

1. What is the attitude of male and female Home Science and Management students towards entrepreneurship in colleges of education in Kogi state?
2. What is the attitude of Home Science and Management students towards entrepreneurship in State and Federal colleges of Education in Kogi state?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in the attitude of male and female Home Science and Management students towards entrepreneurship in colleges of education in Kogi state
2. There is no significant difference in the attitude of Home Science and Management students towards entrepreneurship in State and Federal colleges of Education in Kogi state

II. Methodology

The study adopted survey research design. The study was carried out in Kogi state. The population of the study is 162 students. This consists of all Home Science and Management students in the two Colleges of Education in Kogi state. The sample size of the study is 162 students. This consists of 69 male and 93 female students. The sample size was determined using Taro yamen formula for sample size determination. Purposive sampling and simple random sampling were used in the study. The instrument used for data collection is a structured questionnaire titled "Attitude of Home Science and Management Students towards Entrepreneurship Questionnaire (AHSMSEQ)". The questionnaire contains 20 items and was structured using the continuum of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was duly validated by three (3) Experts. Two (2) of the experts were from Home Science and Management Department in Federal College of Education Okene, and one from Measurement and Evaluation Department of Federal University of Agriculture, Makurdi Benue State. The reliability of the instrument was established using Cronbach Alpha method. The instrument yielded a reliability coefficient 0.77. Data for the study was collected through personal administration of the copies of the instrument to the respondents in their respective schools. Data collected for the study were analyzed using Mean, Standard Deviation and Independent t-test.

III. Results

Research Question 1

Male and female Home Science and Management students' attitude towards entrepreneurship in colleges of education in Kogi state.

Table 1: Mean and standard deviation of the responses of Male and female Home Science and Management students' attitude towards entrepreneurship in colleges of education in Kogi state.

S/N	Items	Male				Female			
		N	Mean	SD	Remarks	N	Mean	SD	Remarks
1	I like attending entrepreneurship classes	69	3.19	0.88	Agree	93	3.01	0.97	Agree
2	Attending entrepreneurship classes increase my interest in entrepreneurship profession	69	2.80	0.72	Agree	93	2.88	0.90	Agree
3	Entrepreneurship is more important to me when compared to other courses	69	3.04	0.85	Agree	93	3.10	0.82	Agree
4	I always consider entrepreneurship as a career option	69	2.98	0.52	Agree	93	2.40	0.73	Disagree
5	I like staying around people with good entrepreneurship ideas	69	3.08	0.89	Agree	93	2.90	0.83	Agree
6	My interest in entrepreneurship education helps me in identifying business opportunity.	69	2.82	0.56	Agree	93	3.04	0.78	Agree
7	Skills to create new ideas are gotten from entrepreneurship education	69	2.45	0.62	Disagree	93	3.17	0.92	Agree
8	Modules from entrepreneurship programme stimulates my interest in entrepreneurship	69	2.76	0.55	Agree	93	2.91	0.68	Agree
9	Being able to develop business plans increase my interest in entrepreneurship	69	3.05	0.67	Agree	93	3.00	0.84	Agree
10	Improvement in my skills and knowledge is due to my interest towards entrepreneurship	69	3.11	0.65	Agree	93	2.87	0.56	Agree
11	The idea of working for myself stimulates my interest towards entrepreneurship	69	3.08	0.73		93	2.60	0.84	Agree
12	Personal satisfaction enhances my interest towards entrepreneurship	69	3.10	0.54	Agree	93	3.19	0.91	Agree
13	Lack of white collar job enhances my attitude towards entrepreneurship	69	2.38	0.87	Disagree	93	2.81	0.65	Agree
14	The learning of entrepreneurship is interesting to me	69	2.91	0.76	Agree	93	2.20	0.77	Disagree
15	I believe I can perform well in entrepreneurship	69	3.18	0.62	Agree	93	2.56	0.86	Agree
16	If given the opportunity, I can do well in entrepreneurship venture	69	3.05	0.51	Agree	93	2.94	0.67	Agree
17	Entrepreneurship is necessary for my academic development	69	2.48	0.67	Disagree	93	3.01	0.93	Agree
18	Entrepreneurship is vital to my professional development	69	3.11	0.88	Agree	93	2.97	0.86	Agree
19	Taking entrepreneurship course will help improve my social relationship	69	2.80	0.75	Agree	93	2.38	0.74	Disagree
20	The teaching of entrepreneurship makes it easy for me to learn	69	2.73	0.69	Agree	93	3.19	0.56	Agree

Research Question 2

Attitude of Home Science and Management students towards entrepreneurship in State and Federal colleges of Education in Kogi state

Table 2: Mean and standard deviation of the Attitude of Home Science and Management students towards entrepreneurship in State and Federal colleges of Education in Kogi state

S/N	Items	State				Federal			
		N	Mean	SD	Remarks	N	Mean	SD	Remarks
1	I like attending entrepreneurship classes	78	3.06	0.62	Agree	84	2.89	0.56	Agree
2	Attending entrepreneurship classes increase my interest in	78	2.88	0.51	Agree	84	3.09	0.79	Agree

entrepreneurship profession									
3	Entrepreneurship is more important to me when compared to other courses	78	2.56	0.76	Agree	84	2.28	0.63	Disagree
4	I always consider entrepreneurship as a career option	78	2.44	0.61	Disagree	84	3.00	0.76	Agree
5	I like staying around people with good entrepreneurship ideas	78	2.79	0.95	Agree	84	2.69	0.92	Agree
6	My interest in entrepreneurship education helps me in identifying business opportunity.	78	3.13	0.87	Agree	84	2.83	0.86	Agree
7	Skills to create new ideas are gotten from entrepreneurship education	78	2.52	0.82	Agree	84	3.18	0.50	Agree
8	Modules from entrepreneurship programme stimulates my interest in entrepreneurship	78	2.37	0.71	Disagree	84	3.03	0.83	Agree
9	Being able to develop business plans increase my interest in entrepreneurship	78	3.10	0.53	Agree	84	2.65	0.57	Agree
10	Improvement in my skills and knowledge is due to my interest towards entrepreneurship	78	2.77	0.77	Agree	84	2.90	0.78	Agree
11	The idea of working for myself stimulates my interest towards entrepreneurship	78	3.15	0.91	Agree	84	3.02	0.55	Agree
12	Personal satisfaction enhances my interest towards entrepreneurship	78	3.00	0.56	Agree	84	2.56	0.81	Agree
13	Lack of white collar job enhances my attitude towards entrepreneurship	78	2.66	0.64	Agree	84	3.14	0.59	Agree
14	The learning of entrepreneurship is interesting to me	78	3.07	0.71	Agree	84	2.38	0.88	Disagree
15	I believe I can perform well in entrepreneurship	78	3.11	0.66	Agree	84	2.72	0.56	Agree
16	If given the opportunity, I can do well in entrepreneurship venture	78	2.60	0.83	Agree	84	3.05	0.60	Agree
17	Entrepreneurship is necessary for my academic development	78	2.56	0.75	Agree	84	2.83	0.87	Agree
18	Entrepreneurship is vital to my professional development	78	2.50	0.62	Agree	84	3.08	0.59	Agree
19	Taking entrepreneurship course will help improve my social relationship	78	2.33	0.84	Disagree	84	2.79	0.68	Agree
20	The teaching of entrepreneurship makes it easy for me to learn	78	2.80	0.73	Agree	84	2.81	0.96	Agree

Research Hypothesis 1: There is no significant difference in the attitude of male and female Home Science and Management students towards entrepreneurship in colleges of education in Kogi state

Table 3: Independent t-test analysis of significant difference in the attitude of male and female Home Science and Management students towards entrepreneurship in colleges of education in Kogi state

Groups	N	Mean	SD	DF	t-cal	t-tab	Sig.
Male Students	69	2.97	8.68	160	1.17	1.96	0.06
Female Students	93	2.80	10.0				

Data presented on Table 3 revealed that the sig. value of 0.06 is greater than the set alpha value of 0.05 at 160 degree of freedom. This implies there is no significant difference in the attitude of male and female Home Science and Management students towards entrepreneurship in colleges of education in Kogi state. Therefore, the null hypothesis is not rejected.

Research Hypothesis 2: There is no significant difference in the attitude of Home Science and Management students towards entrepreneurship in State and Federal colleges of Education in Kogi state

Table 4: Independent t-test analysis of significant difference in the attitude of Home Science and Management students towards entrepreneurship in State and Federal colleges of Education in Kogi state

Groups	N	Mean	SD	DF	t-cal	t-tab	Sig.
State COE	78	3.01	6.73	160	1.83	1.96	0.08
Federal COE	84	2.98	7.52				

Data presented on Table 4 revealed that the sig. value of 0.08 is greater than the set alpha value of 0.05 at 160 degree of freedom. This implies that there is no significant difference in the attitude of Home Science and Management students towards entrepreneurship in State and Federal colleges of Education in Kogi state

IV. Discussion of Findings

The finding of the study revealed that both male and female Home Science and Management students have positive attitude towards Entrepreneurship. This is evident as the students agreed to like attending entrepreneurship class, consider entrepreneurship as a career option and like staying around people with good entrepreneurship ideas. The finding agrees with that of Hannan, Hazlett and Leitch (2004) who asserted that, you cannot increase entrepreneurial initiative among students, without increasing their positive attitudes towards entrepreneurship education. The finding supports the view of Lim (2011) who clearly stated that, Positive attitude is an important mind-set that all entrepreneurs must possess because without it, they will not be able to achieve their entrepreneurial goals especially when they encounter challenges and obstacles. The finding however disagrees with that of Delmar and Davidsson (2000) who found that the males have positive attitude towards entrepreneurship than their female counterparts.

The finding of the study revealed that both Home Science and Management students in State and Federal Colleges of Education have positive attitude towards Entrepreneurship. The findings revealed that the students agreed that their interest in entrepreneurship education helps them in identifying business opportunity, Skills to create new ideas are gotten from entrepreneurship education, being able to develop business plans increase my interest in entrepreneurship and that Improvement in my skills and knowledge is due to my interest towards entrepreneurship. The finding supports that of Guerero, Riaph and Urbano (2008) who affirmed that attitude towards entrepreneurship is one of the determinant factors on decision of becoming an entrepreneur.

V. Conclusion/Recommendations

The study explored the attitude of students towards entrepreneurship. Analysis from the study showed that students have positive attitude towards entrepreneurship and they attach high importance and value to the course. Students are of the view that entrepreneurship education enrich their curriculum vitae and equips them with enough knowledge to start their own business and grow it. Furthermore, attitude of students towards entrepreneurship did not differ across gender and type of institution. The study recommended that entrepreneurship education should be given much priority so as to enhance students' attitude towards it.

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DANIEL, Victory. "Home Science and Management Students' Attitude towards Entrepreneurship in Colleges of Education in Kogi State." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 11(2), (2021): pp. 53-59.