



Research Article

Entrepreneurial Education and Intention as a Panacea for Sustainable Development Goals: Evidenced Among Public and Private University Students in Southwest, Nigeria

Ogunwoye Adewuni Abigail^{1,*} , Oladele Olubode Olusegun²,
Opatola Mustapha Olayiwola³ 

¹Department of Business and Entrepreneurial Studies, Kings University, Odeomu, Nigeria

²Department of Accounting and Finance, Kings University, Odeomu, Nigeria

³Institute for Entrepreneurship and Development Studies, Obafemi University, Ile-Ife, Nigeria

Abstract

The study was carried out to investigate the impact and also compare the motivational impact level of sustainable entrepreneurship education on sustainable entrepreneurial intention among public and Private University Undergraduate in Southwest, Nigeria. It adopted survey research design, a sample size of 3,542 out of 26,898 university undergraduates from the selected Public and private universities in Ogun, Osun, and Oyo States were selected. Primary data was sourced using a structured questionnaire. Descriptive statistics was adopted to get the mean and standard deviation of the constructs for the variable under investigation, while Mann-Whitney U-test was used to examine the differences in the impact level and Linear Regression was used to analyse the impact of sustainable entrepreneurship education of sustainable entrepreneurial intention. Findings showed that sustainable entrepreneurship education have significant impact ($F_{1, 3540} = 21187.94$; $R^2 = 0.8568$; $P < 0.0000$) on Sustainable Entrepreneurial intentions. Also, the public Universities ($\mu_R = 1584.96$) students have more of motivational impact level in terms of sustainable entrepreneurship education compared to students in private Universities ($\mu_R = 2035.35$). The study recommends based on its findings that the Federal government should also contribute towards putting in place infrastructure for entrepreneurial and skill acquisition in private Universities.

Keywords

Sustainable Entrepreneurship Education, Sustainable Entrepreneurial Intention, University Undergraduate, Southwest, Sustainable Development Goals

1. Introduction

Nigeria, which is referred to as giant of Africa due to her massive natural resources and large population, has been utilized as a market to industrialized economies rather than a factory which she is presumed to be. Due to the massive

*Corresponding author: aa.ogunwoye@kingsuniversity.edu.ng (Ogunwoye Adewuni Abigail),
wuniab2000@yahoo.com (Ogunwoye Adewuni Abigail)

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population and the graduates been propelled into the labor market yearly, it is very essential that Nigeria assumed the position of being a factory for the purpose of economy sustainability. However, if Nigeria must assumed the position of being a factory rather than a market, then it is very fundamental for the transformation of the mindset of university undergraduates from job seeker, to sustainable entrepreneurship mindset which can be achieved through sustainable entrepreneurship education [12].

The vision of the Sustainable Development Goals (SDGs) which is ushering in a global change in terms of the direction and nature of human development is what is widely adopted by all, especially in Nigeria. It is pertinent to note that this global change is one of the major objectives of tertiary institution, especially the Universities. According to [7], the tertiary institutions is viewed as the reflection of the society. It cannot be overemphasized that some society's shortcomings can be mirrored in the tertiary institutions [7]. This makes it without any iota of doubt the appropriate place for the genesis of instilling behavioural changes for sustainable development, especially through sustainable entrepreneurship education.

Sustainable entrepreneurship education is an emerging concept which is dynamic in nature, encompassing a new vision of entrepreneurship education. It is envisioned as an education that can instill and empower with the type of skill, perspective, knowledge and value befitting enough to live and work in a sustainable manner.

Therefore, an education that seeks to balance human and economic well-being with cultural tradition and respect for the earth's natural resources should be the focus of Universities and also developing the required behavior towards sustainability in the University Undergraduates [7].

Over the years, higher institutions have been called upon to inculcate a paradigm shift from the theoretical formal education which gives no wider opportunity for graduate employment and increasing economic dwindling. This is owing to lack of innovation and industrialization which is ushered in by sustainable entrepreneurship education. The integration of sustainability into business models with special consideration on the environmental and social impacts, while also considering fostering innovation and promoting responsible leadership is referred to as sustainable entrepreneurship education.

The sustainable entrepreneurship education is a vital tool that contributes to the sustainable development goals as it expose individuals to principles and practices which enables them to develop businesses or ventures with a long-term positive impact on society, the environment and the economy. It should be noted here that emphasis is on the society, environment and economy.

Universities should try to make the most of the many opportunity that the SDGs offer, not only in the field of teaching and research, but also in their university extension activities. This implies that sustainable entrepreneurship education

deviates from the objective of the traditional entrepreneurship education which mainly focuses on job creation and profit making alone, but rather this is more concerned with the positive impact the skill, innovation and creativity an individual possess on the society, environment and economy as a whole [9]. Therefore it is very necessary that the university students are well groomed in the entrepreneurship education to impact their sustainable entrepreneurial intention, in order to put into action sustainable entrepreneurship behavior for the purpose of contributing to sustainable development goals.

According to [3], universities are reflected with the commitment to teach and research in the framework of sustainable development. Therefore, sustainable entrepreneurial intention has been observed to be very vital in students readiness to get engaged in sustainable entrepreneurship behavior which is concerned with engaging in activities that impacts positively on the society, environment and economy as a whole, thereby placing Nigeria in a position of a factory rather than a market by also contributing to sustainable development goals [13]. However, it was observed that students can be motivated by so many factors which include sustainable entrepreneurship education. It is therefore worth investigating the impact of sustainable entrepreneurship education on sustainable entrepreneurial intention among public and private university students in southwest, Nigeria.

Over the years, several studies have been conducted on entrepreneurship education and its impact on entrepreneurial intention [5, 11, 16, 2]. However, the traditional entrepreneurship education is not viewed as one which can equip the undergraduates with the necessary skills, techniques and knowledge needed to behave in a sustainable manner. Hence this study bridges the gap by examining the impact of sustainable entrepreneurship education on sustainable entrepreneurial intention which is assumed that when it is on the high level, the probability of engaging in sustainable entrepreneurship behavior is high in order to contribute to sustainable development goals. Based on the gap identified above, this study attempted to a research question on what is the impact of sustainable entrepreneurship education on sustainable entrepreneurial intention. To answer this question, the study has an objective of analyzing the impact of sustainable entrepreneurship education on sustainable entrepreneurial intention among public and private university undergraduates in Southwest, Nigeria. The study also examines the differences in the motivational level of sustainable entrepreneurship education towards sustainable entrepreneurial intention among public and private university undergraduates in Southwest, Nigeria. The study went further to test a formulated hypothesis which states that there is no significance impact of sustainable entrepreneurship education of sustainable entrepreneurial intentions among public and private university undergraduates in Southwest, Nigeria.

1.1. Undergraduates Contribution to Sustainable Development Goals

Higher institutions is one of the vital institution that can be used to contribute the sustainable development goals. This can be done by emphasizing and motivating students to contribute either as individual or as a group to the SDGs. With this vision, students can individually create their personal sustainable development competencies to uplift these goals. It was recommended by [6] that universities are viewed as a citadel of learning and field for research. Accordingly, they are saddled with the responsibility of increasing the awareness, knowledge technologies and tools to create an environmentally sustainable future. In addition, for higher institutions to be a great contributor in achieving the SDGs, it must inculcate the spirit of individualizing these SDGs in students by generating a sustainable development competency frame work for the students, faculty and staff. [8] emphasized that building the sustainable development competencies involved pulling together all sustainable development-related activities which stands at motivating the students' development competencies and also guide the institution in terms of both their formal and non-formal education roles. The incorporation of SDGs into the higher institution will not only add great potential to the higher institution as they pave path for the creation of start-ups, incubation centres and employment, it will also help in transforming the world from bottom up and at low cost while educating scientists, researchers, lecturers and students.

1.2. Intellectual Property

It is very important for a massive and aggressive shift to occur from being a market to industrialized economies to being a factory. This means that Africa and especially Nigeria that is blessed with lots of natural resources can, on their own convert these natural resources into manufactured foods that can be consumed, instead of exporting these raw materials and then importing them as finished goods to be bought at exorbitant prices. For example, Kolanut can be used to produce Coffee, Cocoa can be used to produce beverages. By so doing, all these can be protected as intellectual property. These practices will tend to contribute to SDG 9 (industry, innovation and infrastructure) and SDG 8 (Decent work and economic growth). Accordingly, it was observed that formal education is mainly theoretical, this results in massive unemployment of graduates and negative effect on economic growth, due to low levels of industrialization. As a result, there has been a paradigm shift from the traditional roles of higher institution to include innovation and industrialization

through entrepreneurship which is known as sustainable entrepreneurship education which contributes to SDG 4 (quality education)

2. Methodology

The selected states for this study from the Southwest zone of Nigeria are Oyo, Ogun and Osun States. 12 Universities from across the three states were selected for the sample (3 Federal, 3 States and six Private Universities). The sample size of 3,542 were randomly selected from a population of 26,898 final year students. A structured questionnaire was randomly distributed using both on-line (Google form) and face to face contact was adopted to source for the primary data. The data collected were analysed based on the objective for the study using both descriptive and inferential statistics. Descriptive statistics used include simple tables, frequency counts, percentages, mean, and standard deviation. While the inferential statistics used for the study was Mann-Whitney U test. The result of the constructs (i.e. questionnaire items) was used to measure the level of Sustainable entrepreneurial intentions of public and private university undergraduates in selected states of Southwest, Nigeria.

Response Rate From Respondents

The study adopted both on-line and face to face method to administer 4,000 copies of questionnaire to respondents across the public and private Universities selected for the study. This was done in order to cater for the error margin. Out of the retrieved copies of questionnaires, 3,542 copies suitable and valid for this research work were selected. This is also in line with the works of [14]; and the work of [4]. The results showed that 49.9% of the respondents from the public Universities are male while 50.1% are female. While, 51.5% of the respondents from the private Universities are male and 48.5% are female. In addition, the age categories of the respondents were examined and the results revealed that the majority of the respondents (63.4%) from public Universities are between 21 and 25 years. Moreover, the majority of the respondents (52.4%) from private Universities are between 21 and 25 years. Overall, the results showed that 27.6% of the respondents are between 15 and 20 years, 58.8% are between 21 and 25 years, 10.4% are between 26 and 30 years, 2.1% are between 31 and 35 years while 1.1% is above 35 years. Lastly, the marital status of the respondents revealed that majority of the respondents in the public (87.9%) and private Universities (99.8%) investigated are single. Overall, the results revealed that 6.8% of the respondents are married, 92.8% are single, 0.3% are divorced and 0.1% are widowed.

3. Result of the Descriptive Statistics of the Constructs

Table 1. Sustainable Entrepreneurial intention.

Entrepreneurial intention	SA	A	N	D	SD	Mean	SD
I love to challenge the status quo	949(26.8%)	1137(32.1%)	715(20.2%)	379(10.7%)	362(10.2%)	3.55	1.269
I want to be my own boss	1075(30.4%)	1150(32.5%)	630(17.8%)	419(11.8%)	268(7.6%)	3.66	1.234
I will make every effort to start and run my own firm	1285(36.3%)	1140(32.2%)	636(18%)	267(7.5%)	214(6%)	3.85	1.169
I am determined to create a firm in the future	1420(40.1%)	1136(32.1%)	528(14.9%)	244(6.9%)	214(6%)	3.93	1.168
Among various options, I had rather be an entrepreneur	1301(36.7%)	1011(28.5%)	683(19.3%)	312(8.8%)	235(6.6%)	3.80	1.212

Source: Field Survey, 2024 (SPSS Output)

The results in Table 1 showed that majority of the respondents agreed that they love to challenge the status quo through their entrepreneurial intentions (mean=3.55, SD=1.019). Moreover, the majority of the respondents also agreed that they prefer to be their own boss (mean=3.66, SD=1.234). Also, the majority of the respondents agreed that they will make all effort to start and run their own businesses (mean=3.85, SD=1.169). Meanwhile, the majority of the

respondents also agreed that they are determined to create a firm in the future (mean=3.93, SD=1.168). Lastly, the majority of the respondents agreed that entrepreneurship will be their career choice (mean=3.80, SD=1.212). This is in line with the work of [15, 10, 17], but contrary to the work of [1] where majority of the respondents indicated non-interest in starting self-employment.

Table 2. Sustainable Entrepreneurship Education.

Entrepreneurship education	SA	A	N	D	SD	Mean	SD
Entrepreneur courses in my university prepare people well for an entrepreneurship career	538(15.2%)	819(23.1%)	492(13.9%)	1095(30.9%)	598(16.9%)	2.89	1.346
In my university, people are proactively encouraged to pursue their own ideas	707(20%)	1494(42.2%)	571(16.1%)	555(15.7%)	215(6.1%)	3.54	1.151
Availability of functioning infrastructure to demonstrate the start-up of new firms	535(15.1%)	957(27%)	1261(35.6%)	476(13.4%)	313(8.8%)	3.26	1.138
In my university, you get to meet lots of people with good ideas for a new business	667(18.8%)	1161(32.8%)	1015(28.7%)	438(12.4%)	261(7.4%)	3.43	1.145
In my university we always organize seminar and workshop to discover young entrepreneurs	867(24.5%)	1274(36%)	618(17.4%)	511(14.4%)	272(7.7%)	3.55	1.219

Source: Field Survey, 2024 (SPSS Output)

The result in Table 2 showed sustainable entrepreneurship education as one of the determinants of entrepreneurship

motivation and the majority of the respondents disagreed that the entrepreneurship courses in their respective Universities

adequately prepare people for entrepreneurship career (mean=2.89, SD=1.346). Meanwhile, the majority of the respondents agreed that people are proactively encouraged to pursue their own ideas in their Universities (mean=3.54, SD=1.151). Furthermore, the majority of the respondents disagreed that there are functioning infrastructure to demonstrate the start-up of new firms (mean=3.26, SD=1.138). In addition, the majority of the respondents also disagreed that they meet lots of people with good ideas for new business in their Universities (mean=3.43, SD=1.145). Lastly, the majority of the respondents agreed that their Universities organize

seminars and workshops to discover young entrepreneurs (mean=3.55, SD=1.219).

Result of Inferential Statistics

Objective one: Analyses of the impact of Sustainable Entrepreneurship Education on Sustainable Entrepreneurial intention among public and private university undergraduates in selected states of Southwest, Nigeria

H₀₁: Sustainable Entrepreneurship Education has no significant effect on the Sustainable Entrepreneurial intention of public and private university undergraduates in selected states of Southwest, Nigeria.

Table 3. Impact of Sustainable Entrepreneurship Education on Sustainable Entrepreneurship Intention.

Model	R Square		Adjusted R Square	Root MSE	
1	0.8568		0.8568	2.2409	
Source	Sum of Square	Df	Mean Square	F	Sig
Model	106402.036	1	106402.036	21187.94	0.0000
Residual	17777.2421	3540	5.02181981		
Total	124179.278	3541	35.0689857		
Model		Coef	Std. Error	T	Sig
(Constant)		2.97063	.1150861	25.81	0.000
Sustainable Entrepreneurship Education		.9492133	.0065211	145.56	0.000

Source: STATA Output, (2024)

The result in Table 3 was used to analyses objective one and also test the null hypothesis. The Linear Regression Analysis in table 3 showed that sustainable entrepreneurship education have significant impact ($F_{1, 3540} = 21187.94$; $R^2 = 0.8568$; $P < 0.0000$) on Sustainable Entrepreneurial intentions. The table equally shows that the value $R^2 0.8568$ is significantly tending to unity (1) which suggests that the model is well fitted. By implication, the predictor variables explained 85% of the variations in sustainable entrepreneurial intentions. The result also revealed that the coefficient for the predicting variables 0.9492133. This represents the estimated change in the dependent variable, for a one-unit increase in the predicting variable. Since this coefficient is positive, it suggests that as sustainable entrepreneurship education increases by one unit, sustainable entrepreneurial intention also increases by approximately 0.9492 units.

Furthermore, the result revealed the significant level of the predictor variable ($t = 145.56$, $P < 0.00$). This means that, the coefficient for the predicting variable and the intercept have extremely low p-values (0.000), indicating that they are statistically significant at conventional levels (e.g., $\alpha = 0.05$). Therefore, we reject the null hypothesis that the coefficients are zero.

Based on this regression result therefore, we can conclude that sustainable entrepreneurship education is a statistically significant predictor of sustainable entrepreneurial intention, and the model suggests a positive relationship between them. This implies that that sustainable entrepreneurship education have statistically significant impact on sustainable entrepreneurial intention of selected university undergraduates in Southwest, Nigeria.

Table 4. Mann-Whitney U Test of Difference between the Groups (Sustainable Entrepreneurship Education).

Variable	Institution	N	Mean Rank	Sum of Ranks
Institution	Public University	2075	1584.96	3288791.50
	Private University	1467	2035.35	2985861.50

Variable	Institution	N	Mean Rank	Sum of Ranks
	Total	3542		
Test Statistics	EE			
Mann-Whitney U	1134941.500			
Wilcoxon W	3288791.500			
Z	-12.992			
Asymp. Sig. (2-tailed)	.000			

Source: SPSS Output, (2024)

From the result in Table 4, it can be concluded that the level of entrepreneurship education of students in public University is statistically significantly different from that of their counterparts in private University ($U=1134941.500$, $p<0.000$). The distribution of the students in terms of their entrepreneurship education towards entrepreneurship motivation is not the same across the two categories of schools (Public and private).

4. Discussion of Findings

The findings suggest that sustainable entrepreneurship education has a positive impact on individuals' intention to engage in sustainable entrepreneurship activities.

As education in sustainable entrepreneurship increases, individuals are more likely to express an intention to engage in sustainable entrepreneurship practices.

The level of sustainable entrepreneurship education of students in public University is statistically significantly different from that of their counterparts in private University ($U=1134941.500$, $p<0.000$). The mean rank was used to identify the group that exhibits more of entrepreneur's education in the study. This implies that public Universities ($\mu_R = 1584.96$) students have more of entrepreneurship motivation in terms of entrepreneurship education compared to students in the selected private Universities ($\mu_R = 2035.35$). Despite the infrastructure put in place in the private universities and despite that the private universities under this study made it mandatory for all its students to participate in the practical aspect of entrepreneurship, it was discovered that they were not motivated by the entrepreneurship education. This could also be related to the result shown on the psychological needs which revealed that the private university undergraduates are not intrinsically motivated. Therefore, it might be assumed that their attendance to the entrepreneurship education in their school is only done because they are mandated to do so and not because they really have interest in it. Lack of interest in entrepreneurship education will have a long way in affecting the decision made by the private university undergraduates in terms of entrepreneurship just as revealed in the works of Luca et al (2019) that

higher level of education is more likely to increase entrepreneurship success. Furthermore, a critical look at the construct of entrepreneurship education, it will be observed that the construct of entrepreneurship courses in their respective Universities adequately prepare people for entrepreneurship career had the lowest mean rank (2.89). This implied that undergraduates do not agree that the way entrepreneurship is being taught in their university do not tend to motivate their intention into being self-employed. The result also shows that they are not extrinsically motivated in terms of sustainable entrepreneurship education.

5. Conclusion and Recommendations

From the Discussion, this study concludes that Sustainable Entrepreneurship Education impacts positively on Sustainable entrepreneurial intentions among public and private university undergraduates in southwest, Nigeria. The study went further to reveal that their exist difference in the level of motivation of sustainable entrepreneurship education towards sustainable entrepreneurial intention among the two groups. It was further revealed that private University undergraduates are not extrinsically motivated by Sustainable entrepreneurship education towards sustainable entrepreneurial intention. Based on this therefore, the study recommends as follows:

Institutions and policymakers might consider enhancing sustainable entrepreneurship education programs as a means to foster sustainable entrepreneurship behavior and attitudes.

The results highlight the importance of incorporating sustainability principles into entrepreneurship education curriculum to cultivate a mindset conducive to sustainable business practices.

6. Limitations and Further Research

The study assumes a causal relationship between education and intention, but it's important to recognize that correlation does not imply causation. Further research, such as longitudinal studies or experimental designs, could provide stronger evidence of causality.

Other factors not included in the model may also influence sustainable entrepreneurial intention. Future studies could explore additional variables to provide a more comprehensive understanding of the determinants of sustainable entrepreneurial intention.

In summary, based on the regression results and the stated objective, the findings support the hypothesis that sustainable entrepreneurship education positively influences sustainable entrepreneurial intention. This suggests the potential effectiveness of educational interventions in promoting sustainable entrepreneurship practices.

Abbreviations

SDG Sustainable Development Goal

Author Contributions

Ogunwoye Adewuni Abigael: Formal Analysis, Methodology, Writing – original draft

Opatola Mustapha Olayiwola: Conceptualization, Resources, Writing – review & editing

Conflicts of Interest

The authors declare no conflicts of interest.

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