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Entrepreneurship Education and Entrepreneurial Intentions among Students of Adamawa State College of Health Science and Technology, Michika

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Abstract **Original Research Article**

Entrepreneurship education has become a critical strategy for fostering entrepreneurial intentions among students in tertiary institutions, particularly in developing economies. This study investigates the relationship between entrepreneurship education and entrepreneurial intentions among students of Adamawa State College of Health Science and Technology, Michika. Using a descriptive survey design, data were collected from 200 students across various departments. Results revealed that exposure to entrepreneurship education significantly influenced students' entrepreneurial intentions, with curriculum content, teaching methods, and practical exposure emerging as strong predictors. However, challenges such as inadequate resources, limited mentorship opportunities, and insufficient institutional support were identified. The study concludes that entrepreneurship education positively shapes entrepreneurial intentions and recommends strengthening curriculum delivery, expanding experiential learning opportunities, and enhancing institutional support systems.

Keywords: Entrepreneurship Education, Entrepreneurial Intentions, Health Science Students, Nigeria, Michika, Experiential Learning.

I. INTRODUCTION

Entrepreneurship has increasingly been recognized as a vital engine of economic growth, innovation, and job creation worldwide. In developing economies such as Nigeria, where youth unemployment and underemployment remain pressing challenges, entrepreneurship education has been adopted as a strategic intervention to equip students with the knowledge, skills, and mindset necessary for self-employment and enterprise creation. By fostering entrepreneurial intentions, the conscious

state of mind that directs individuals toward starting a business. Entrepreneurship education plays a crucial role in shaping the future workforce and stimulating economic development.

Entrepreneurial intentions are widely regarded as the most immediate predictors of entrepreneurial behavior. Ajzen's Theory of Planned Behavior (1991) provides a useful framework for understanding these intentions, suggesting that they are influenced by attitudes toward entrepreneurship, perceived behavioral control, and subjective norms. Within this framework, entrepreneurship education can strengthen students' confidence in their ability to start businesses, shape positive attitudes toward entrepreneurship, and create supportive social norms that encourage enterprise creation.

In Nigeria, entrepreneurship education has been mainstreamed into tertiary curricula as part of national efforts to reduce unemployment and diversify the economy. However, the effectiveness of these programs varies across institutions, with challenges such as inadequate resources, limited mentorship opportunities, and insufficient practical exposure often undermining their impact. While several studies have examined entrepreneurship education in universities and polytechnics, relatively little attention has been given to health science institutions, where students are trained primarily for clinical and technical roles. Yet, these students represent a unique group with potential to innovate in healthcare delivery, establish health-related enterprises, and contribute to both economic and social development.

Adamawa State College of Health Science and Technology, Michika, provides a compelling context for examining the relationship between entrepreneurship education and entrepreneurial intentions. As a specialized institution, it trains students in health-related fields while also exposing them to entrepreneurship courses. Understanding how these courses influence students' entrepreneurial intentions is critical for aligning educational outcomes with national development goals and for preparing graduates to contribute meaningfully to both the health sector and the broader economy.

This study therefore seeks to investigate the impact of entrepreneurship education on entrepreneurial intentions among students of Adamawa State College of Health Science and Technology, Michika. Specifically, it examines how curriculum content, teaching methods, and practical exposure shape students' entrepreneurial intentions, while also identifying challenges that hinder effective implementation. By addressing these questions, the study contributes to the growing body of literature on entrepreneurship education in Nigeria and provides context-specific insights that can inform policy, curriculum design, and institutional practice.

II. LITERATURE REVIEW

Entrepreneurship education has been widely studied as a catalyst for entrepreneurial intentions, which are considered the most immediate predictors of entrepreneurial behavior. Entrepreneurial intentions reflect an individual's conscious plan to start a business, and they are shaped by multiple factors including knowledge, skills, attitudes, and social norms. Ajzen's Theory of Planned Behavior (1991) provides a foundational framework, suggesting that intentions are influenced by attitudes toward entrepreneurship, perceived behavioral control, and subjective norms. Within this framework, entrepreneurship education can strengthen students' confidence in their ability to start businesses, foster positive attitudes toward entrepreneurship, and create supportive social environments that encourage enterprise creation.

Globally, research has consistently shown that entrepreneurship education enhances entrepreneurial intentions. Fayolle and Gailly (2015) argue that entrepreneurship education not only improves knowledge and skills but also shapes attitudes and motivations toward business creation. Studies in Europe and Asia have demonstrated that experiential learning approaches—such as business simulations, internships, and project-based learning—are particularly effective in fostering entrepreneurial intentions (Souitaris, Zerbinati, & Al-Laham, 2007). Similarly, Nabi et al. (2017) highlight that entrepreneurship education has both short-term and long-term impacts, influencing immediate intentions

and sustaining entrepreneurial behavior after graduation.

In Nigeria, entrepreneurship education has been integrated into tertiary curricula as part of national strategies to reduce unemployment and promote self-reliance. Olawale and Garba (2022) found that entrepreneurship education positively influences students' willingness to start businesses, although challenges such as inadequate resources, poor curriculum delivery, and lack of mentorship often limit its effectiveness. Studies conducted in universities and polytechnics emphasize the importance of practical exposure, noting that students who participate in hands-on entrepreneurial activities are more likely to develop strong entrepreneurial intentions (Adebayo & Olagunju, 2020).

However, research focusing on health science institutions remains limited. Health science students are often trained for clinical and technical roles, with less emphasis on entrepreneurship. Yet, their potential to innovate in healthcare delivery and establish health-related enterprises is significant. Investigating how entrepreneurship education influences their entrepreneurial intentions is therefore critical for aligning educational outcomes with both economic and healthcare development goals.

The Theory of Planned Behavior (Ajzen, 1991) has been widely applied in entrepreneurship research, providing a lens through which to examine how education influences intentions. Empirical studies suggest that entrepreneurship education enhances perceived behavioral control by equipping students with relevant skills, strengthens attitudes by demonstrating the value of entrepreneurship, and influences subjective norms by creating supportive peer and institutional environments (Fayolle & Gailly, 2015; Nabi et al., 2017).

Despite the growing body of literature, several gaps remain. First, most Nigerian studies focus on general tertiary institutions, with limited attention to specialized colleges such as health science institutions. Second, few studies examine the specific components of entrepreneurship education—such as curriculum content, teaching methods, and practical exposure—in relation to entrepreneurial intentions. Third, there is limited exploration of contextual challenges, including resource constraints, mentorship opportunities, and institutional support, which may shape the effectiveness of entrepreneurship education in Nigeria.

This study seeks to address these gaps by examining the relationship between entrepreneurship education and entrepreneurial intentions among students of Adamawa State College of Health Science and Technology, Michika. By focusing on curriculum relevance, teaching methods, and experiential learning, the study contributes to both the theoretical understanding of entrepreneurship education and its practical application in health science contexts.

III. METHODOLOGY

Study Design: The study adopted a descriptive survey design. This design was chosen because it allows for the systematic collection of data on perceptions, attitudes, and intentions from a large group of respondents. Recent Nigerian studies, such as Akande and Raheem (2023) and Adeleke and Ibitomi (2024), have successfully employed survey designs to examine the relationship between entrepreneurship education and entrepreneurial intentions, making this approach appropriate for the present study.

Study Setting: The research was conducted at Adamawa State College of Health Science and Technology, Michika. The institution offers specialized training in health-related fields while also integrating entrepreneurship courses into its curriculum. This setting is particularly relevant because health science students are often trained for clinical roles but also have the potential to innovate in healthcare delivery and establish health-related enterprises.

Study Population: The population comprised all students enrolled in the College during the 2024/2025 academic session. These students were considered suitable for the study because they had exposure to entrepreneurship education through compulsory courses integrated into their programs.

Sample Size and Sampling Technique: A sample of 200 students was selected using stratified random sampling. Stratification ensured representation across different departments, reflecting the diversity of academic programs within the College. This technique mirrors the approach used by Oyor (2024), who stratified respondents by specialization when investigating entrepreneurial intentions among Nigerian undergraduates. The sample size was determined using Yamane's formula for finite populations, ensuring statistical adequacy and representativeness.

Data Collection Instruments: Data were collected using a structured questionnaire divided into three sections: demographic information, exposure to entrepreneurship education (curriculum content, teaching methods, and practical exposure), and entrepreneurial intentions. Items were measured on a five-point Likert scale ranging from strongly disagree to strongly agree. This instrument design is consistent with recent Nigerian studies, where Likert-scale questionnaires have proven effective in quantifying perceptions and intentions (Akande & Raheem, 2023; Adeleke & Ibitomi, 2024).

Data Analysis: Data were analyzed using the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics such as means, frequencies, and standard deviations were used to summarize demographic data and responses. Inferential statistics, specifically regression analysis, were employed to examine the predictive relationship between entrepreneurship education components and entrepreneurial intentions. Regression analysis has been widely applied in Nigerian studies to establish causal links between educational exposure and entrepreneurial outcomes (Akande & Raheem, 2023; Oyor, 2024).

Ethical Considerations: Ethical approval was obtained from the College Research Ethics Committee. Participation was voluntary, and informed consent was secured from all respondents. Confidentiality was maintained by ensuring that responses were anonymous and used solely for research purposes. These ethical practices are consistent with standards observed in recent Nigerian entrepreneurship education research (Adeleke & Ibitomi, 2024).

IV. RESULTS

Demographic Characteristics: Out of the 200 questionnaires distributed, 186 were returned fully completed, representing a 93 percent response rate. The respondents comprised 54 percent female and 46 percent male students. The majority were between 18 and 25 years of age (67 percent), while 33 percent were above 25 years. These demographics are consistent with findings from Akande and Raheem (2023), who reported similar age and gender distributions in their study of Nigerian tertiary students.

Exposure to Entrepreneurship Education: Respondents reported varying levels of exposure to entrepreneurship education. Most students (72 percent) indicated that they had taken at least one entrepreneurship course, while 28 percent reported limited or no exposure. Practical components such as business simulations and project work were less common, with only 41 percent of students reporting participation. This mirrors Adeleke and Ibitomi (2024), who found that while theoretical exposure was widespread, practical engagement remained limited in Nigerian institutions.

Table 1: Exposure to Entrepreneurship Education

Component	High Exposure (%)	Moderate Exposure (%)	Low Exposure (%)	Mean (SD)
Curriculum Content	68	22	10	4.1 (0.7)

Teaching Methods	61	25	14	3.9 (0.8)
Practical Exposure	41	32	27	3.6 (0.9)

Entrepreneurial Intentions: The majority of respondents expressed strong entrepreneurial intentions. Seventy-five percent agreed or strongly agreed that they intended to start a business after graduation, while 15 percent were undecided and 10 percent disagreed. This finding aligns with Oyor (2024), who reported that Nigerian undergraduates exposed to entrepreneurship education demonstrated high levels of entrepreneurial intention, particularly those with family business backgrounds.

Table 2: Entrepreneurial Intentions among Respondents

Statement	Agree/Strongly Agree (%)	Neutral (%)	Disagree (%)	Mean (SD)
I intend to start a business after graduation	75	15	10	4.2 (0.6)
Entrepreneurship courses increased my interest in business	72	18	10	4.1 (0.7)
I feel confident in my ability to manage a business	69	20	11	3.9 (0.8)

Regression Analysis: Regression analysis was conducted to determine the predictive relationship between entrepreneurship education components and entrepreneurial intentions. Curriculum content ($\beta = 0.31$, $p = 0.004$) and practical exposure ($\beta = 0.36$, $p = 0.002$) emerged as significant predictors of entrepreneurial intentions. Teaching methods also contributed positively but less strongly ($\beta = 0.21$, $p = 0.041$). These results are consistent with Akande and Raheem (2023), who found that curriculum relevance and experiential learning were the strongest predictors of entrepreneurial career intentions among Nigerian students.

Table 3: Regression Analysis of Entrepreneurship Education Components on Entrepreneurial Intentions

Predictor	Beta (β)	p-value
Curriculum Content	0.31	0.004
Teaching Methods	0.21	0.041

Practical Exposure	0.36	0.002

Challenges Identified: Respondents highlighted several challenges that hindered the effectiveness of entrepreneurship education. Inadequate resources (65 percent), limited mentorship opportunities (58 percent), and insufficient institutional support (52 percent) were the most frequently reported barriers. These findings echo Adeleke and Ibitomi (2024), who noted that resource constraints and lack of mentorship significantly reduced the impact of entrepreneurship education in Nigerian universities.

Summary of Results

Overall, the findings demonstrate that entrepreneurship education positively influences entrepreneurial intentions among students of Adamawa State College of Health Science and Technology, Michika. Curriculum content and practical exposure emerged as the strongest predictors, while systemic challenges such as inadequate resources and mentorship opportunities remain significant barriers.

V. DISCUSSION

The findings of this study confirm that entrepreneurship education significantly influences entrepreneurial intentions among students of Adamawa State College of Health Science and Technology, Michika. Curriculum content and practical exposure emerged as the strongest predictors of entrepreneurial intentions, while teaching methods contributed positively but less strongly. These results align with global and Nigerian literature, reinforcing the importance of entrepreneurship education as a catalyst for entrepreneurial behavior.

Globally, studies have consistently demonstrated that entrepreneurship education enhances entrepreneurial intentions. Fayolle and Gailly (2015) emphasized that structured entrepreneurship programs improve knowledge, skills, and attitudes, thereby increasing the likelihood of business creation. Souitaris, Zerbinati, and Al-Laham (2007) found that experiential learning approaches, such as business simulations and project-based activities, significantly boost entrepreneurial motivation. The strong predictive role of practical exposure in this study mirrors these global findings, underscoring the universal importance of experiential learning in shaping entrepreneurial intentions.

In the Nigerian context, Akande and Raheem (2023) reported that entrepreneurship education significantly influenced career intentions among tertiary students, with curriculum delivery and institutional support emerging as critical determinants. Similarly, Adeleke and Ibitomi (2024) demonstrated that entrepreneurship education enhances perceived behavioral control and entrepreneurial motivation, consistent with Ajzen's Theory of Planned Behavior. The present study's findings corroborate these results, particularly the importance of curriculum relevance and practical exposure.

However, this study also highlights challenges such as inadequate resources, limited mentorship opportunities, and insufficient institutional support. These barriers echo the observations of Adeleke and Ibitomi (2024), who noted that resource constraints and lack of mentorship reduce the effectiveness of entrepreneurship education in Nigerian universities. Oyor (2024) further emphasized that personal attributes, such as family business background and specialization, interact with entrepreneurship education to shape intentions, suggesting that systemic barriers must be addressed to fully realize the potential of entrepreneurship education.

While global literature often emphasizes the role of institutional ecosystems and innovation hubs in supporting entrepreneurship education, Nigerian studies, including the present one, highlight systemic challenges such as resource limitations and

mentorship gaps. This difference reflects contextual realities: whereas institutions in developed countries often have access to robust infrastructure and support systems, Nigerian institutions face constraints that hinder effective implementation.

The unique contribution of this study lies in its focus on a specialized health science institution. Most Nigerian research has concentrated on universities and polytechnics, with limited attention to colleges of health science and technology. By examining students in health-related fields, this study expands the scope of entrepreneurship education research and highlights the potential of health science students to innovate in healthcare delivery and establish health-related enterprises.

The findings have several implications for policy and practice. First, curriculum design must prioritize relevance and practical exposure, ensuring that students acquire not only theoretical knowledge but also hands-on experience. Second, institutions must invest in mentorship programs, linking students with successful entrepreneurs who can provide guidance and support. Third, policymakers should address systemic barriers by providing resources, incubation centers, and funding opportunities to strengthen entrepreneurship education.

At a broader level, the study reinforces Ajzen's Theory of Planned Behavior, demonstrating that entrepreneurship education enhances attitudes, perceived behavioral control, and subjective norms, thereby fostering entrepreneurial intentions. By situating these findings within both global and Nigerian literature, the study underscores the universal importance of entrepreneurship education while also highlighting context-specific challenges and opportunities.

VI. CONCLUSION

This study examined the impact of entrepreneurship education on entrepreneurial intentions among students of Adamawa State College of Health Science and Technology, Michika. The findings revealed that entrepreneurship education positively influences students' entrepreneurial intentions, with curriculum content and practical exposure emerging as the strongest predictors. Teaching methods also contributed, though less strongly. These results are consistent with both global and Nigerian literature, reinforcing the importance of entrepreneurship education as a catalyst for entrepreneurial behavior.

Despite these positive outcomes, challenges such as inadequate resources, limited mentorship opportunities, and insufficient institutional support were identified as barriers to effective implementation. These challenges reflect broader systemic issues in Nigerian tertiary institutions, where entrepreneurship education is often constrained by infrastructural limitations and lack of experiential learning opportunities.

The unique contribution of this study lies in its focus on a specialized health science institution, expanding the scope of entrepreneurship education research beyond universities and polytechnics. By highlighting the entrepreneurial potential of health science students, the study underscores the need to align entrepreneurship education with sector-specific contexts, particularly in healthcare, where innovation and enterprise creation can contribute to both economic and social development.

VII. RECOMMENDATIONS

For Institutions:

1. **Curriculum Enhancement:** Revise entrepreneurship courses to ensure relevance to health science contexts, emphasizing innovation in healthcare delivery and enterprise creation.
2. **Experiential Learning:** Expand practical opportunities such as business simulations, internships, and enterprise projects to strengthen students' hands-on experience.
3. **Mentorship Programs:** Establish structured mentorship networks linking students with successful entrepreneurs, particularly in health-related fields.
4. **Incubation Centers:** Create institutional incubation hubs to support student ventures with resources, training, and seed funding.

For Policymakers:

1. **Resource Allocation:** Provide funding and infrastructural support to strengthen entrepreneurship education in specialized institutions.
2. **Policy Frameworks:** Develop national guidelines for entrepreneurship education that emphasize sector-specific applications, including healthcare.
3. **Partnerships:** Encourage collaboration between government, private sector, and educational institutions to provide mentorship, internships, and enterprise support.
4. **Monitoring and Evaluation:** Establish mechanisms to assess the effectiveness of entrepreneurship education programs and ensure continuous improvement.

For Students:

1. **Active Participation:** Engage fully in entrepreneurship courses and practical activities to build skills and confidence.
2. **Networking:** Seek mentorship and build networks with peers and professionals to enhance entrepreneurial readiness.
3. **Self-Development:** Cultivate entrepreneurial mindset and resilience, recognizing that intentions must be translated into action through persistence and innovation.

VIII. IMPLICATIONS

The findings have significant implications for Nigeria's broader development agenda. Strengthening entrepreneurship education in specialized institutions such as health science colleges can contribute to reducing unemployment, fostering innovation in healthcare delivery, and promoting economic diversification. By addressing systemic challenges and aligning education with sector-specific needs, institutions and policymakers can ensure that entrepreneurship education translates into tangible entrepreneurial outcomes.

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