Evaluating Entrepreneurship Education for the Acquisition of Entrepreneurial Competencies among Tertiary Institution Students in Kogi State, Nigeria

Abstract

This study aimed at entrepreneurship education for the acquisition of entrepreneurial competencies among Tertiary Institution Students in Kogi State. For this study, a descriptive research design was utilized. The study's sample size was 255 students, and primary data was collected and analyzed using both descriptive and inferential methods. Multiple Regression Analysis was the specific analytical technique utilized in the study. Finding showed that lecturers' entrepreneurial competence and students' knowledge and skills have effects on entrepreneurial competence of students in Kogi State. The study concluded that entrepreneurship is considered a crucial element of the economy of Kogi State. Therefore, the study recommended that students should strive to emulate the entrepreneurial competence of their lecturers and acquire relevant entrepreneurial knowledge and skills.

Keywords: Entrepreneurial intentions, Entrepreneurship Education, Entrepreneurial Learning, Students' Knowledge and Skills, Entrepreneurial Competence

Introduction

Entrepreneurship education has become increasingly important in today's world as it is seen as a crucial factor in economic growth and development. However, despite its significance, there is a persistent problem of low students' entrepreneurial competences and intentions in Kogi State, Nigeria. Various factors have been identified to contribute to this problem, including the attitude towards learning, entrepreneurial competence and intelligence of lecturers, and social factors such as family and peer group influence. It is therefore important to understand the various factors that influence students' motivation to engage in entrepreneurship education and how they can be addressed to improve their entrepreneurial intentions.

This paper explores the role of lecturer entrepreneurial competence, knowledge and skills of how to start a new venture in influencing students' entrepreneurial competence and intentions in Kogi State. Understanding these factors can help in designing effective entrepreneurship education programs that can motivate students to engage in entrepreneurial activities and contribute to economic growth and development. Over time, measures have not been implemented to address the issue of low entrepreneurial motivation among students in Kogi State. There is a prevalent viewpoint that providing formal education on entrepreneurship can lead to a favorable impact on

the actual entrepreneurial actions and achievements of students (Peña, Morghan, Riggieri, Shipp & Atta, 2010; Lautenschläger & Haase, 2011; Mayer, Kortmann, Wenzler, Wetters, & Spaans, 2014) based on entrepreneurial competence, curriculum and intelligence of lecturers. Ogundele, Akingbade, and Akinlabi (2012) provide further support for this idea in their research, demonstrating that entrepreneurship education can alter individuals' mindsets, self-efficacy, and attitudes towards becoming entrepreneurs, problem-solvers, and individuals who seize opportunities for both themselves and their country. Universities play a crucial role in facilitating this transformation. The connection between intentions and actions has been demonstrated for a variety of behaviors, as intentions are indicative of an individual's drive to engage in a particular action.

Past research conducted in Nigeria has revealed certain gaps in the literature. For instance, Olorundare and Kayode (2014) only mentioned that policies were created to encourage entrepreneurship education without examining the empirical implications of such education on Nigerian students. Meanwhile, Elmuti, Khoury, and Omran (2012) found that "entrepreneurship education fosters openness, confidence, and trust among participants." Previous studies did not investigate the entrepreneurship education factors that influence entrepreneurial competences among students in tertiary institutions in Kogi State, Nigeria. This study aimed to fill these gaps.

Research Questions

The following questions were asked that:

i. What are the factors affecting entrepreneurial learning of students?
ii. What effect does lecturers' entrepreneurial competence have on entrepreneurial competence of students in Kogi State?
iii. What effect does knowledge and skills (on how to start a new venture) have on entrepreneurial competence of students in Kogi State?

Objectives of the Study

The specific objectives of the study are to:

i. Ascertain the factors affecting entrepreneurial learning of students.
ii. Investigate the effect of lecturers' entrepreneurial competence on entrepreneurial competence of students in Kogi State.

iii. Examine the effect of knowledge and skills (on how to start a new venture) on entrepreneurial competence of students in Kogi State.

Literature Review

The need to instill an entrepreneurial mindset in students has led to the development of Entrepreneurship Education. This type of education has been identified as a crucial factor in influencing students' career decisions (Fayolle, 2013; Wei Xingjian et al., 2019). Teaching entrepreneurship concepts and techniques at the tertiary level can shape students' understanding and perception of entrepreneurship, and provide them with alternative employment options (Kassean, Vanevenhoven, Liguori, & Winkel, 2015; Kubberød & Pettersen, 2017). Entrepreneurship education can facilitate the success of entrepreneurs by fostering an entrepreneurial spirit, encouraging positive risk-taking behaviors, and promoting sustainable business practices. Furthermore, this type of education can have a significant impact on economic growth, leading to a more positive business environment. Many countries have recognized that successful entrepreneurs can contribute to GDP growth, job creation, increased competitiveness, and a higher standard of living. Policymakers and educators must have a comprehensive understanding of the various objectives of entrepreneurship education in order to achieve success in this area.

Scholars, authors, and economic experts have diverse views regarding the role of Entrepreneurship Education in promoting economic progress. The primary objective of this type of education is to encourage entrepreneurship as a means of contributing to economic growth and development. Broadly speaking, Entrepreneurship Education is focused on teaching students about entrepreneurship and shaping their behavior to favor the development of this field. The curriculum includes topics such as critical entrepreneurial issues, creativity or innovation, risk-taking, identifying and seizing opportunities. Scholars' definitions and perspectives reveal that there are other aspects of Entrepreneurship Education beyond these topics.

Fayolle's (2013) evaluation highlights the importance of entrepreneurial learning in Entrepreneurship Education. Jones and Matlay (2011) describe Entrepreneurship Education as a chain where the student, educational processes, educator, community, and institution are all interrelated and play a role in a dialogic system. This means that the success of Entrepreneurship Education depends on processes and all individuals involved in the educational and economic

system including higher institutions, students, lecturers, governments, and economic experts. Educators must ensure that students acquire adequate knowledge and appropriate skills to develop an entrepreneurial mindset and motivation to start a new business venture. Therefore, lecturers must possess competencies in entrepreneurship to contribute effectively to achieving the purpose of Entrepreneurship Education. Practicality is a key aspect of Entrepreneurship Education as it improves students' entrepreneurial competencies and motivation, as noted by Khalili et al. (2014) and Farhangmehr et al. (2016).

Entrepreneurial competencies are the abilities that allow individuals to create, manage, and grow businesses. These competencies are essential for the success of entrepreneurs, and they enable them to identify and exploit business opportunities, effectively manage resources, and create value through innovation and creativity. One of the key competencies required for entrepreneurship is risk-taking. Entrepreneurs need to be able to assess and manage risks effectively to ensure their business's success. This means they must be able to identify potential risks and take calculated risks to achieve their goals. Another critical competency is opportunity recognition. Successful entrepreneurs are always on the lookout for opportunities, and they are quick to identify and exploit them. This requires a keen eye for trends, customer needs, and market gaps.

Networking is also an important entrepreneurial competency. Entrepreneurs need to be able to build and maintain relationships with suppliers, customers, investors, and other stakeholders. This involves effective communication, interpersonal skills, and a willingness to collaborate and cooperate with others. Financial management is another critical entrepreneurial competency. Entrepreneurs need to be able to manage their finances effectively, including budgeting, forecasting, and managing cash flow. They also need to understand the basics of accounting, taxation, and financial reporting. Marketing is also a key competency for entrepreneurs. Entrepreneurs need to be able to develop and implement effective marketing strategies to promote their products or services, build their brand, and attract customers. Effective decision-making is another essential entrepreneurial competency. Entrepreneurs need to be able to make sound decisions based on available data and information, and they must be willing to take responsibility for their decisions. Strategic thinking is critical for entrepreneurs. They must be able to think critically and strategically about their business, assess market trends, and develop plans to achieve their goals. Entrepreneurial competencies are essential for the success of

entrepreneurs, and they can be developed through various means, including entrepreneurship education, training, and experience. By developing these competencies, entrepreneurs can build successful businesses, create jobs, and contribute to the economy's growth and development.

Theoretical Review

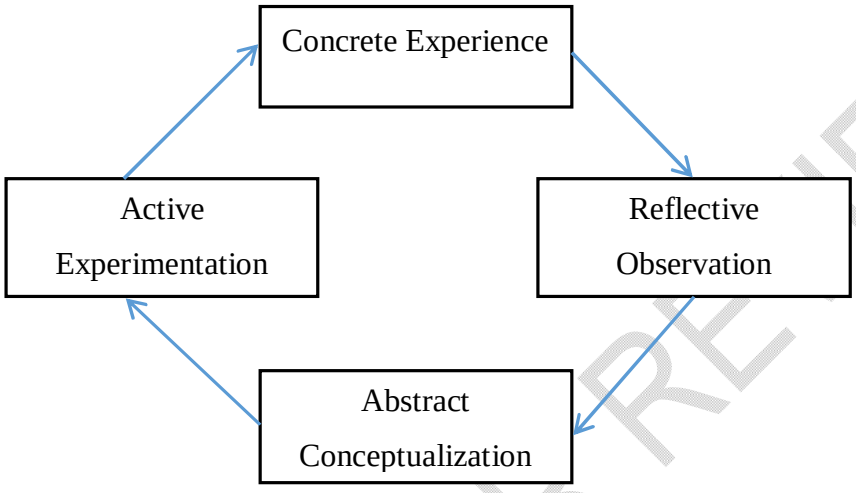
The study adopted Experiential Learning Theory. The theory suggests that learning takes place through the interaction between individuals and the environment. In the context of entrepreneurship education, this means that students' entrepreneurial competencies can be developed by creating a positive learning environment that promotes learning through participation in entrepreneurship activities. According to Zapeda (2013), learning involves two interrelated ends - grasping and transforming experience. Grasping experience involves acquiring knowledge from the real world through either apprehension or comprehension, while transforming experience involves actively experimenting with ideas and opportunities in real-life contexts.

When lecturers possess entrepreneurial competence, knowledge, and skills of how to start a new venture, they can facilitate students' grasping of experience through concrete experience of imitation or entrepreneurship games, demonstrations, presentations of real-world experiences, and social problems. Lecturers can also apply creative pedagogical methods like material sharing, map ideology and project-oriented learning, especially at the active conceptual stage of the learning process. This enables students to acquire knowledge and skills needed to start a new venture. Furthermore, lecturers with entrepreneurial competence, knowledge, and skills can facilitate the transformation of experience by creating opportunities for students to actively experiment with ideas and entrepreneurial opportunities in real-life contexts. For instance, lecturers can organize business plan writing sessions, create new businesses, plan and find opportunities, and other exercises that bridge the gap between theory and practice of entrepreneurship.

Olokundun (2017) asserted that the essence of learning is centered on the conversion of experiences using different learning methods. Kolb's learning cycle, which is viewed as a more effective and unconventional approach to teaching entrepreneurship, highlights that a positive learning environment that encourages entrepreneurial participation is key to learning entrepreneurship. Figure 1 illustrates four components of the Kolb Experiential Learning Model,

indicating that students acquire knowledge through experience, reflection, observation, and experimentation.

Fig 1: Kolb's Model of Experiential Learning



Source: Kolb (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall.

Kolb's learning cycle is composed of two related stages - grasping and transforming experience. The vertical axis of Figure 1 shows the grasping mode of experience, which begins with concrete experience and culminates in conceptualization. Olokundun (2017) stated that both stages refer to the different approaches individuals use to gain knowledge from the real world through apprehension or comprehension. Overcoming fear requires direct and high-quality experience, while understanding is achieved by perceiving concepts and disseminating information symbolically through experience. According to Knowles, Holton, and Swanson (2011), the first stage of the Kolb model, which involves concrete experience such as imitation or entrepreneurship games, demonstrations, real-world experiences, and social problems, can be achieved. These learning techniques ensure that students fully engage in new and tangible experiences. Similarly, lecturers who teach entrepreneurship can utilize creative pedagogical methods such as material sharing, map ideology, and project-based learning, especially during the active conceptual stage of the learning process. Olokundun (2017) emphasized that the

objective should be to use effective pedagogy that enables students to learn how to think rather than what to think about entrepreneurs' aspirations, vision, and objectives.

Neck and Greene (2011) noted that there is limited research on entrepreneurship programs that effectively foster reflective entrepreneurship among students. The process of transitioning from experience to purpose involves thoughtful observation, where students consciously focus on various aspects of their experiences. On the other hand, the transformation of experience occurs through active experimentation, where students learn by testing ideas and entrepreneurial opportunities in real-life contexts. When viewed as a whole, the learning process involves two dimensions of information that lead to the creation of new knowledge through four modes. To achieve the reflective observation stage, Stevens and Cooper (2009) suggest using methods such as reflection exercises, class discussions, and diaries to promote critical reflection and thorough review of learning experiences. To complete the learning process, students can engage in active experimentation by writing business plans, starting a new business, and identifying opportunities. These exercises bridge the gap between entrepreneurial theory and practice and allow students to experiment with various entrepreneurial methods. The experiential learning theory encourages the use of holistic teaching methods and pedagogies to impart curriculum content knowledge, entrepreneurial skills, and the motivation to become entrepreneurs (Neck & Greene, 2011).

Methodology

For this study, a descriptive research design was utilized to describe entrepreneurial behavior or intention. To ensure representation of the diverse demographic factors of the students, a multistage random sampling technique was employed. The study population consisted of university students in Kogi State, with a total population of 16,000. To determine the appropriate sample size, the Paler-Calmorin and Calmorin's (2006) formula was used, which is considered one of the best methods for probability sampling. A standard value of 2.58 was assumed at a 1% level of probability, with 99% reliability and a sampling error of 1% or 0.01. The sample size was then calculated as:

$$n = \frac{NZ + \left(S_e\right)^2 x(1-\hat{P})}{N S_e + Z^2 xP(1-P)}$$

Where n = sample size

N = total number of population

Z= the standard value (2.58) of 1% level of probability with 0.99 reliability

Se= Sampling error (0.01)

p = the population proportion

$$\boldsymbol{n} = \frac{\mathbf{16000(2.58) + \ (0.01)^2 \ x \ (1-0.5)}}{\mathbf{16000(0.01) + \ (2.58)^2 \ x \ 0.5(1-0.5)}}$$

N= 255.344260414031 (255 approximately)

The study included a sample size of 255 students, and primary data was collected and analyzed using both descriptive and inferential methods. Multiple Regression Analysis was the specific analytical technique utilized in the study. The model is as follows:

$ECS = a + \beta_1 SKS_1 + \beta_1 ECL_1 + e$………………….………………………….……… i

Where,

a = constant

ECS= Entrepreneurial Competence of Students

SKS= Students' Knowledge and Skills on how to start a new venture

ECL= Entrepreneurial Competence of Lecturers

β_1, is regression coefficient

e = residual or stochastic term

Data Analysis And Results

All 255 questionnaires (100%) were distributed during the study, with 244 questionnaires (95.69%) being returned, and 11 questionnaires (4.31%) not being returned. Data analysis and scientific verification were conducted using the returned questionnaires.

Table 1: Participant Profile

Profile	Response	No.	Percent
Marital Status	Single	73	29.9
	Married	98	40.2
	Widow	39	16.0
	Separated	22	9.0
	Divorced	12	4.9
Gender	Male	166	68.0
	Female	78	32.0
Age Distribution	Below 20 Years	13	5.3
	21-25 Years	31	12.7
	26- 30 Years	51	20.9
	31-35 Years	73	29.9

36- 40 Years	36	14.8
41- 45 Years	19	7.8
Above 46 Years	21	8.6

Source: Field Survey, 2022

The table 1 indicates the marital status of respondents. It is observed that 73 respondents (29.9%) were single; 98 respondents (40.2%) were married; 39 respondents (16.0%) were widow(ers); 22 respondents (9.0%) were separated; and 12 respondents (4.9%) were divorced. The implication of the study is that majority of the respondents were married.

Table 1 indicates the gender of respondents. It is observed that 166 respondents (68.0%) were male and 78 respondents (32.0%) were female. Male gender makes up the larger percentage in the study.

The table 1 above shows the age bracket of respondents. It is observed that 13 respondents (5.3%) were below 20 years; 31 respondents (12.7%) were within the age bracket 21-25 years; 51 respondents (20.9%) were within the age bracket 26-30 years; 73 respondents (29.9%) were within the age bracket 31-35 years; 36 respondents (14.8%) were within the age bracket 36-40 years; 19 respondents (7.8%) were within the age bracket 41-45 years; and 21 respondents (8.6%) were above 46 years. This result shows that majority of respondents in the study area were within the age bracket of 31-35 years.

Table 2: Descriptive statistics of factors affecting entrepreneurial learning of students

	Mean	**Std. Deviation**	**N**
Competent lecturers/instructors	1.2746	.44722	244
Deficiency in infrastructural support	1.3525	.47872	244
Unfavourable policy environment	1.2500	.43390	244
Inadequate government support	1.1885	.39193	244

Source: Field Survey, 2022

Table 2 displayed above presents the factors that have an impact on the entrepreneurial learning of students within the study area. The results demonstrate the mean scores of four factors, namely capable lecturers/instructors who are professionals in entrepreneurship (mean = 1.2746, standard deviation = 0.44722), deficiency in infrastructural support (mean = 1.3525, standard deviation = 0.47872), unfavourable policy environment (mean = 1.2500, standard deviation =

0.43390), and inadequate support from the government concerning entrepreneurship study (mean = 1.1885, standard deviation = 0.39193). After grading the mean scores of these factors, it can be observed that deficiency in infrastructural support is the strongest factor, followed by capable lecturers/instructors who are professionals in entrepreneurship, unfavourable policy environment, and inadequate support from the government with respect to entrepreneurship study, in that order. The results indicate that the deficiency in infrastructural support is the most influential factor affecting the entrepreneurial learning of students, owing to the strength of the mean score.

Table 3: KMO and Bartlett's Test on factors affecting entrepreneurial learning of students

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**.801**
Bartlett's Test of Sphericity	Approx. Chi-Square	1085.692
	Df	6
	Sig.	.000

Source: Field Survey, 2022

Table 3 indicates that the data is appropriate for Principal Component Analysis (PCA) as confirmed by Bartlett's Test of Sphericity ($p<0.01$) and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy index, with a value of 0.801, which is considered a good result. The KMO value being close to 1 further validates the suitability of the data for PCA. Therefore, the KMO result is significant and satisfactory. Bartlett's Test of Sphericity ($p<0.01$) indicates that the correlation matrix significantly deviates from an identity matrix, in which the correlation among variables is zero.

Table 4: Communalities analysis of factors affecting entrepreneurial learning of students

Factors	**Initial**	**Extraction**
Competent lecturers/instructors	1.000	.930
Deficiency in infrastructural support	1.000	.779
Unfavourable policy environment	1.000	.930
Inadequate government support	1.000	.780

Source: Field Survey, 2022

Table 4 displays the results of the communalities analysis of variables, which indicate the relationship between each variable and all other variables. The initial communalities value for principal component extraction is always equal to 1.0 for correlation analyses, while extraction communalities are estimates of the variance in each variable accounted for by the components. The table reveals that the communalities for all four variables - capable lecturers/instructors who are professionals in entrepreneurship (0.930), deficiency in infrastructural support (0.779), unfavourable policy environment (0.930), and inadequate support from government with respect to entrepreneurship study (0.780) - are important and above the threshold of 0.5 (50%). This implies that the extracted components represent the variables well.

In other words, the communalities analysis indicates how much of the variance in each variable is accounted for by the extracted components. A value of 0.5 or higher is generally considered sufficient for a variable to be included in the analysis, and in this case, all four variables meet this criterion. These results suggest that the extracted components are meaningful and accurately reflect the relationships among the variables. Overall, the communalities analysis in Table 4 provides evidence of the validity of the principal component extraction method used in this study, as well as the reliability of the variables included in the analysis.

Table 5: Total Variance Explained on variables

Component	**Initial Eigenvalues**			**Extraction Sums of Squared Loadings**		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.420	85.488	85.488	3.420	85.488	85.488
2	.356	8.892	94.379			
3	.172	4.305	98.685			
4	.053	1.315	100.000			

Extraction Method: Principal Component Analysis.

Source: Field Survey, 2022

Table 5 indicates the ‘total’ column of variance in the original variables reported for by each component. The % of variance column gives the exact ratio, which is expressed as a percentage of the variance accounted for by each of the component to the total variance in all of the variables. The cumulative % column explains the percentage of variance accounted for by the

first *n* components. The table 5 above shows that the first factor has the Eigenvalue value of 3.420. The value is equal or greater than 1, and this shows more variance. The percent of the explained variance is 85.488 other factors ranging from 2 to 4 have Eigenvalue value which is less than 1. Therefore, they are explained as lesser variance.

Table 6: Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.967[a]	.935	.935	.28818
2	.968[b]	.936	.936	.28648

Predictors: (Constant), lecturer entrepreneurial competence, knowledge and skills of how to start a new venture
Dependent Variable: Entrepreneurial competencies

Table 7 ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	289.886	1	289.886	3490.535	.000[b]
	Residual	20.098	242	.083		
	Total	309.984	243			
2	Regression	290.205	2	145.103	1768.057	.000[c]
	Residual	19.779	241	.082		
	Total	**309.984**	**243**			

Predictors: (Constant), lecturer entrepreneurial competence, knowledge and skills of how to start a new venture
Dependent Variable: Entrepreneurial competencies

Table 8 Coefficients

Model		Unstd. Coefficients		Std. Coe	T	Sig
		B	Std. Error	Beta		
1	(Constant)	.125	.037		3.39	.001
	Lecturers' entrepreneurial competence	.887	.015	.967	59.08	.000
2	(Constant)	.115	.037		3.13	.002
	Lecturers' entrepreneurial competence	.728	.082	.794	8.89	.000
	Knowledge and skills on how to start a new venture	.160	.081	.176	1.97	.050

Dependent Variable: Entrepreneurial competencies

Table 6 shows the effects of two variables (lecturers' entrepreneurial competence and knowledge and skills on how to start a new venture) on entrepreneurial competence of students in Kogi State. The adjusted R-squared compares the goodness-of-fit for the regression models that contain differing numbers of the independent variables (lecturers' entrepreneurial competence - 0.935 and knowledge and skills on how to start a new venture - 0.936). The result of the coefficient of determinations shows that lecturers' entrepreneurial competence (R^2= 0.935) and knowledge and skills on how to start a new venture (R^2= 0.936) have explanatory power on entrepreneurial competence of students in Kogi State. It is seen that 93.5% variation in entrepreneurial competence of students in Kogi State is explained by lecturers' entrepreneurial competence; and 93.6% variation in entrepreneurial competence of students is explained by knowledge and skills of how to start a new venture. The unexplained variations (in lecturers' entrepreneurial competence – 6.5% and knowledge and skills on how to start a new venture – 6.4%) shows that there are other variables that can predict the entrepreneurial competence of students in Kogi State. The coefficient of determinations (R^2 value) proved that lecturers entrepreneurial competence and entrepreneurial knowledge and skills have strong effects on entrepreneurial competence of students in Kogi State.

The ANOVA in table 7 shows that using the model is better than guessing the mean. The mean square residual values (0.083 for lecturers' entrepreneurial competence and 0.082 for knowledge and skills on how to start a new venture) are smaller. This shows less deviation between the observed and fitted values. The *P*-value for the *F* test statistic (3490.535 for lecturers' entrepreneurial competence and 1768.057 knowledge and skills on how to start a new venture) are less than 0.001, providing strong evidence against the null hypotheses. The coefficient of determination (in table 6) for lecturers entrepreneurial competence (R^2= 0.935) and knowledge and skills on how to start a new venture (R^2= 0.936) indicate strong significant effects on entrepreneurial competence in Kogi State.

Table 8 displays the unstandardized coefficient of 0.887 for the relationship between lecturer entrepreneurial competence and self-confidence in Kogi State. This suggests that any variations in lecturer entrepreneurial competence will lead to changes in self-confidence in the same area. Additionally, the standardized coefficient of lecturer entrepreneurial competence (β = 0.967; p-value= 0.01) demonstrates a positive impact on the entrepreneurial competence of students.

Therefore, it can be inferred that lecturer entrepreneurial competence has a significant positive influence on the entrepreneurial competence of students in Kogi State.

Table 8 displays that the unstandardized coefficient for lecturer entrepreneurial competence (β = 0.728; p-value= 0.01) differs from the unstandardized coefficient for knowledge and skills on how to start a new venture (β = 0.160; p-value= 0.01). Additionally, it indicates that lecturer entrepreneurial competence has a greater influence on the entrepreneurial competence of students compared to knowledge and skills on how to start a new venture. This is supported by the standardized beta values for lecturer entrepreneurial competence (0.794; p-value= 0.01) and knowledge and skills on how to start a new venture (0.176; p-value= 0.01). Therefore, these results suggest that there is a positive linear relationship between lecturer entrepreneurial competence and the entrepreneurial competence of students, while knowledge and skills on how to start a new venture have a lower contribution.

Discussion of Findings

Finding showed that entrepreneurship education has strong effect on entrepreneurial competencies among students in Kogi State. With respect to entrepreneurship education, two variables (lecturers' entrepreneurial competence and knowledge and skills on how to start a new venture) were investigated on entrepreneurial competence of students in Kogi State. Finding revealed that lecturers' entrepreneurial competence and students' knowledge and skills have effects on entrepreneurial competence of students in Kogi State. Lecturer entrepreneurial competence was found to have positive contribution to the entrepreneurial competence of students. The linear relationship between lecturers entrepreneurial competence and entrepreneurial competence of students is positive and knowledge and skills on how to start a new venture has low contribution. This study advances the finding of the study of Iwua *et al*. (2019) that "perceived competency of the lecturing team demonstrates a moderate and positive correlation with student entrepreneurial intention". The finding of this present study aligns with that of Lame (2015) which states that entrepreneurial competencies have effect on the enthusiasm of students for entrepreneurship.

Conclusion and Recommendations

Entrepreneurship is considered a crucial element of the economy of Kogi State. The main objective of entrepreneurship education is to instill knowledge, skills, and entrepreneurial competence, which are key to the development of entrepreneurship in the state. It is believed that the entrepreneurial competence and intelligence of both lecturers and students, as well as their knowledge and skills, will be instrumental in driving increased entrepreneurial intentions among students in Kogi State. Therefore, it is imperative that the government supports effective entrepreneurship education, and institutions play their role in ensuring its success.

In Kogi State, the development of entrepreneurial competencies among students is reliant on effective entrepreneurship education. This means that when entrepreneurship education is appropriately structured and effective, the development of entrepreneurial competencies among students will be achieved. It has been established that the entrepreneurial competence of lecturers and the knowledge and skills of students will have a positive impact on the entrepreneurial competence of students in Kogi State. Therefore, the study recommends that students should strive to emulate the entrepreneurial competence of their lecturers and acquire relevant entrepreneurial knowledge and skills. This will enhance their entrepreneurial competence and increase the level of entrepreneurship in Kogi State.

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