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Personal Characteristics and Entrepreneurial Intentions of Business Education students in Kano state, Nigeria

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Abstract

This study examined the impacts of personal attributes on the entrepreneurial intentions of Business Education students in Kano state of Nigeria. The key objective of the study was to find out the functional relationship between the personal attributes of Business Education students and their entrepreneurial intentions. The study was delimited to the six tertiary educational institutions that offer Business education programmes at NCE or degree levels and are located in Kano state of Nigeria. Two alternate hypotheses were proposed to this effect and the plan adopted for this study was descriptive survey design. The population comprised 3,557 NCE and Degree Business Education students in these institutions and a combination of proportional and random sampling techniques was used to select a sample of 285. Self-completed questionnaire was deployed for data collection. Standard multiple regression and students t-test were used to test hypotheses one and two respectively at 95% confidence level. Findings revealed that personal attributes (gender, level of education, order of birth and family job orientation) made statistically significant contribution to variation in entrepreneurial intentions of business education students. Also, there was significant difference in the entrepreneurial intentions of male and female students. The study concluded that the personal attributes are the important predictors of entrepreneurial intentions**.** It was recommended that these personal attributes should be factored into the entrepreneurship education curriculum design and evaluation by the curriculum designers and implementers with a view to leapfrogging the efficacy of the curriculum offerings.

Key words: entrepreneurship, entrepreneurial intentions, gender, business education, curriculum, innovation

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1. Introduction

Entrepreneurship plays a pivotal role in fostering job creation and societal progress and the place of entrepreneurship in economic development of any nation is non-negotiable. Hence, the need to foster an entrepreneurial culture has propelled educational institutions worldwide to increasingly incorporate entrepreneurship education into their curricula and Nigerian tertiary educational institutions are no exception**.** However, in Nigeria, endorsing academic entrepreneurship has recently started as a subject of discussion for policy makers and various steps have been, and still many are being taken to stimulate the growth of entrepreneurship education, particularly in the tertiary level of education. The government regulatory agencies for tertiary educational institutions in Nigeria such as NUC, NCCE and NBTE have restructured the curriculum offerings of tertiary educational institutions to the extent that entrepreneurship education is now a compulsory course offering for all tertiary students in the country. This was done in order to foist entrepreneurship mindsets on the students as a follow up to the realization of the fact that entrepreneurship has gained prominence as a key driver of economic growth, job creation, and innovation. Small and medium enterprise sectors have emerged as an engine of economic growth and SMEs are the indispensable impetus to the attainment of the much talked about Millennium Development Goal (MDGs). It is a settled matter that the SMEs sector, which forms a part of total industrial sector, has direct impact on the growth of national economy.

The landscape of entrepreneurship and business education may be influenced by factors such as socio-economic conditions, cultural norms, government policies, and institutional frameworks (Audretsch & Keilbach, 2018). Understanding the impact of these personal conditions and government policies on the entrepreneurial intentions of students is crucial for evaluating the effectiveness of entrepreneurship education in tertiary educational institutions. Education, particularly in the field of business and entrepreneurship, is widely recognized as a catalyst for nurturing entrepreneurial mindsets and skills (Henry, Hill & Leitch, 2015). Prior to the entrenchment

of entrepreneurship education in the general education curricula components of NCE and degree business education programmes, entrepreneurship education has been integrated into the curricula offerings of business education at both levels. Thus, business education programmes have been providing students with theoretical knowledge, practical insights and experiential learning opportunities that are instrumental in shaping their entrepreneurial intentions. These programmes often cover various aspects of entrepreneurship, including business planning, marketing, finance, and management, equipping students with the necessary tools to start and manage their ventures.

According to Onifade (2016), there are many obstacles in the way of supporting the academic entrepreneurship. Despite the potential entrepreneurial benefits of business education programmes, there are challenges that need to be addressed. These may include limited access to quality education, gender disparities in entrepreneurship, lack of entrepreneurial role models, and inadequate support structures for aspiring entrepreneurs (Brush, de Bruin & Welter, 2019). However, there are also opportunities to leverage emerging trends such as digital entrepreneurship, social entrepreneurship, and sustainable business practices to inspire and empower the next generation of entrepreneurs. Therefore, the impact of business education students' personal characteristics on the entrepreneurial intentions of students is a multifaceted issue influenced by various contextual factors. Also, an understanding of the interplay of entrepreneurial intentions and socio-economic dynamics will help in the design and implementation of effective strategies to foster an entrepreneurial ecosystem that nurtures talent, fosters innovation, and drives economic growth. Thus, this study sought to assess and explain the effects of personal characteristics (gender, level of education, order of birth and family job orientation) on the entrepreneurial intentions of Business education students in the tertiary educational institution situated in Kano state of Nigeria.

1.1 Problem Statement/Justification of the Study

It is necessary always to evaluate how such courses might have heightened their interest in entrepreneurship as a career choice and opinions tend toward the need for investigating potential entrepreneurs in order to gain a comprehensive picture of the process of entrepreneurship. Some studies have explored the relationship between business education and entrepreneurial intentions in different contexts (Liñán & Chen, 2019). While some research suggests a positive association, indicating that exposure to business education programmes enhances students' inclination towards entrepreneurship (Krueger, Reilly & Carsrud, 2020), others highlight the limitations and challenges associated with translating theoretical knowledge into practical entrepreneurial actions (Fayolle & Linan, 2014). In Nigeria, few studies track the entrepreneurial intentions of students who had been exposed to courses in entrepreneurship in Nigeria tertiary educational institutions. Moreover, the impact of specific pedagogical approaches, curriculum designs, and especially personal characteristics on entrepreneurial intentions remain areas of ongoing inquiry. Studies on how entrepreneurial gender, order of birth and family job orientation among others affect entrepreneurial intention of business students have not been empirically established. Thus, this study was an attempt to examine the import of students' personal characteristics on the entrepreneurial intentions of business education students in colleges of education in Kano state. On a general note, the depth and width of the entrepreneurial motivations being received by the students through the implementation of entrepreneurship curriculum in tertiary educational institutions would be brought into the limelight. Thus, findings of this study would provide education administrators with the insights into the depths and patterns of the entrepreneurial motivations being given to business education students.

1.2 Objective of the Study

The primary objective of this study was to evaluate the impacts of students' personal characteristics on their entrepreneurial intentions in Colleges of Education in Kano of Nigeria. Thus, the focus was on the functional relationship between entrepreneurial intentions and students' personal attributes of gender, order of birth, level of education and family job orientation. The study also sought to examine the presence of any significant difference in the entrepreneurial intentions of male and female students.

1.3 Research Hypothesis

The following alternate hypotheses were tested at 95% confidence level:

$H1_1$:: There is no significant functional relationship between entrepreneurial intentions and students' personal attributes of gender, order of birth, level of education and family job orientation.

$H1_2$: There is no significant difference between the means of male and female students' intentions to become entrepreneurs after graduating from school.

1.4 Scope and Delimitation of the Study

This study focused on students of Business Education programmes in Kano state of Nigeria and the focused

students were those students who enrolled for either NCE or B.Ed. Business education programmes and who have been exposed to the various entrepreneurship course components of the programmes for at least one academic session (two semesters). Also, the study was limited to the Colleges of Education or Universities that offer Business education programmes and are located in Kano state of Nigeria. In this study, entrepreneurial intention was taken to be the acquisition of entrepreneurial knowledge, passion and conviction to venture into entrepreneurship during the study and particularly after graduating from the College or University.

2. Literature review

Entrepreneurship has been linked with new venture, i.e. start-up and the concept has been defined as the creation of new enterprise (Mazzarol, Vollery, Doss & Thein, 2014). This definition reflects a growing awareness that entrepreneurship is not an event, but a process which may take many years to evolve and come to fruition. In business management, there are confirmed (established) and potential entrepreneurs. A confirmed entrepreneur is the person who actually commences a business while a potential entrepreneur is the person who has the intention of starting-up a business. Thus, Unachukwu (2019) opined that the concept of entrepreneurship is associated with a number of activities that include the following:

- The ability to create and build something from nothing
- The ability of having a vision matched with focus and determination of building and enterprise.
- The skill for seeing an opportunity where others fail to do so.
- The ability to build a working team to complement your own talents and efforts
- The ability to aggregate, marshal and control resources judiciously
- The willingness and ability of innovativeness and creativity
- The willingness to undertake personal and financial risks
- The ability to engage in activities despite all odds and possibly turn them into your own favors.

The argument that entrepreneurship is easily stimulated, nurtured, and thrived by education has been supported both within and outside the academic world (Fayolle & Gailly, 2018) and entrepreneurship education has been recognized as a major basis for economic prosperity. Entrepreneurship education has been widely recognised as a crucial driver of national economic development. This signifies the importance of teaching entrepreneurship in schools and universities in orienting younger generations towards entrepreneurship. Research consistently showed that entrepreneurship education can have a positive impact on economic growth, innovation and job creation. Entrepreneurship education can lead to a higher rate of entrepreneurial activity such as new venture creation and this contributes to economic growth and job creation (Autio, Nambisan, Thomas & Wright, 2017). Entrepreneurship education fosters entrepreneurial mindset and culture of entrepreneurship and thus promoting creativity, innovation and risk-taking. This mindset shift can lead to increased economic activity, as individuals are more likely to pursue new opportunities and innovate within existing organizations.

Further still, entrepreneurship education engenders innovation and competitiveness and this births the development of new technologies, products and services, all of which enhance the national competitiveness. Entrepreneurs are recognized as the drivers of innovation and entrepreneurship education can provide them with the skills and knowledge to develop and commercialize new ideas. Entrepreneurship education also contributes to the growth of Gross Domestic Products (GDP) through the establishment of new ventures that stimulate job creation and economic activity. The programmes of entrepreneurship education are geared at reducing unemployment rates, particularly among the teeming youths and the disadvantaged groups in the country (Manyaka, Maphiri & Mavhiki, 2017).

Entrepreneurship education is the process of inculcating the knowledge of creating value by pulling together a unique package of resources that enables the recipients to exploit opportunity for profitability. Thus, its curriculum is designed as an educational intervention aimed at inculcating in the learners entrepreneurship knowledge, skills, attitudes and competencies that would not only make them marketable in the world of work but also employable, self-reliant, create their own job and thereby becoming wealth creators and employers of labour. Entrepreneurship education increases the tendency of students towards entrepreneurship thus increasing the students' intentions to become entrepreneurs.

Entrepreneurial intentions can be defined as a state of mind directing and guiding the actions of individuals towards the development and implementation of new business concepts (Fayolle & Gailly, 2018). The intentions to carry out certain behaviours are shaped and affected by different factors, such as education, family background, a set of cognitive variables: needs, values, wants, habits and beliefs (Usman & Yenita, 2019) and situational factors (Liñán & Chen, 2019). Intention directs critical strategic thinking and decision, operating as a

perceptual screen for viewing relationship, resources and exchanges. Therefore, intending entrepreneurs are those who have given serious consideration to establishing a small business training programme, or in that they have demonstrated a strong desire to establish a business.

There are several programmes in the universities to inspire students about entrepreneurship and preparing them with required skills. There is a significant relationship between having entrepreneurship education and intentions. For example, a study by Sieger, Fueglistaller & Zellweger (2021) showed students who have undergone entrepreneurial education have higher entrepreneurial intentions in comparison to those who had no exposure to the entrepreneurial education. Students who have studied entrepreneurship can understand its importance. They are influenced by education that changes their intentions and perceptions toward entrepreneurship. Recognizing persons with the intention to start businesses might help the government in guiding and supporting them in job creation**.** Entrepreneurial intentions play a central role in the entrepreneurship process because it is the starting stage and the incentive of entrepreneurship that encourages individuals to start their new businesses. The stronger the entrepreneurial intentions are, the higher the chances new business activities are formed. The important role of entrepreneurship intention is confirmed in words of Krueger, Reilly and Carsrud (2020) that entrepreneurial intentions signal how intensely one is prepared and how much effort one is planning to commit to carrying out entrepreneurial behavior.

In the dynamic world of entrepreneurship, understanding the influence of numerous personal characteristics/attributes on entrepreneurial intentions is crucial. Traditionally, business was dominated by men and a smaller number of female entrepreneurs had led to fewer available female role models to impact the entrepreneurial intentions of women. The Global Entrepreneurship Monitor (GEM) survey indicated that the percentage of start-up entrepreneurs who are male is often higher than female (Monitor, 2022). This perception is even further heightened in countries where the role of men in the professional world is more respected than that of women. Thus, traditions and prejudices have long ascribed family roles rather than professional roles to women, which lead to the fact that our society sees fewer women in the business world than men. Consequently, society does not have many strong female entrepreneurs in business compared to men. This is likely to lead to less female motivation to become entrepreneurs than men (Chaudhary, 2017). Studies by Gonzalez, Romero & Sanchez (2019) and Neneh (2019) confirmed that men have higher entrepreneurial intentions than women. Women are wrongly presumed to be less likely to possess entrepreneurial traits, to be more risk-averse than men, more likely to avoid uncertainty, and less likely to have male values (masculinity) often associated with entrepreneurship such as assertiveness, risk taking, perseverance and decisiveness (Verheul & Thurik, 2019)**.**

Family background is considered as one of the numerous factors influencing students' intention to start a business. Generally, it is assumed that growing up in business families has a significant impact on individual's decision to start a business of his/her own. Thus, children of entrepreneurs learn the rudiments of running a business and consider starting a new business as a natural choice. Alsos, Carter & Ljunggren (2021) submitted that family background plays an important role in the entrepreneurial development of individuals and parents are role models for children's decisions. Research by Chaudhary (2017) confirmed that the background of a self-employed family has a positive effect on an individual's business intentions. These arguments suggested that students from business families may have more exposure to business activities and start a business.

3. Research Methodology

This study was conducted in the five (5) publicly and privately owned Colleges of Education and one (1) University of Education located in Kano state and which offer Business Education programme. The plan adopted for this study was descriptive survey design which involved gathering of data about the entrepreneurial intentions of business education students in the tertiary educational institutions in Kano state of Nigeria**.** The population of this study comprised all Business Education students in the six (6) government and privately owned Colleges/University of Education in Kano**.** These Colleges of Education offer degree and/or NCE Business Education programmes. However, other Universities and Polytechnics located in the Kano state and which do not run Business Education programme were not covered by the study**.** Altogether, the population of the study was 3,557, which comprised 3,110 NCE and 447 B.Ed. Business Education students in these institutions**.** In an attempt to select a sample that would be representative of the population of this study, a combination of stratified random and simple random sampling techniques was used by the researcher to select a fairly large representative sample of 285. The selected sample of 285 was proportionately distributed (8% in each level/institution) among the NCE and B.Ed. Business Education students of the selected educational institutions. Data for this study was collected through the use of a self-completion questionnaire and

questions/statements used in the questionnaire were collected from different literature sources and such questions/statements were modified to ensure conformity to the study hypotheses and variables.

The questionnaire was subjected to both face and content validity and a test re-test reliability and internal consistency measures were also used in order to ensure the reliability of the instrument. Administration of the instrument was carried out with the aid of research assistants. Inferential statistics were used to test the hypotheses at 95 per cent confidence level. In effect, standard multiple linear type regression was used to test hypothesis one while independent samples (student) t-test was used to test hypothesis two.

4. Results and Discussion

The results that emanated from the test of the two hypotheses formulated for the study were presented below.

Test of Hypothesis One

The hypothesis which states that "there is no significant functional relationship between entrepreneurial intentions and students' personal attributes of gender, order of birth, level of education and family job orientation" was tested using multiple standard regression model as stated in the methodology**.** In other words, multiple regression model attempted to determine how much change in entrepreneurial intentions is accounted for by respondents' personal attributes**.** In this circumstance, the problems associated with the multiple regression model were addressed as explained below**:**

Outliers and Normality: Multiple regression is very sensitive to outliers (very high or very low scores) and normality. The obtained Normal Probability plot was observed and the points (scores) lie in a reasonably straight diagonal line from bottom to top right and this suggests no major deviations from normality. Also, the resultant Scatter plot of the standardized residuals are roughly rectangularly distributed, with most of the scores concentrated in the centre (along the 0 point) therefore, the assumption of outliers has not been violated.

Multi-collinearity: In checking for multi-collinearity, the first thing is to make sure that the dependent variable correlates substantially with each of the independent variables and a correlation coefficient (r) of above 0.3 is considered substantial. In this study, none of the independent variables has a correlation of below 0**.**3 with the dependent variable (see column 2 of table 1 below). Also, multi-collinearity exists when the independent variables are highly correlated with each other (r = **.**9 and above). In other words, pair-wise correlations between explanatory variables that exceed 0.90 are indicative of various collinearity. Likewise, table 1showed the pair-wise correlation coefficients between all the independent variables**,** and the results revealed that none of the independent variables has coefficient as high as 0.90. This implies that the assumption of multi-collinearity has not been violated.

Table1: Correlation matrix between students' personal attributes and entrepreneurial intentions

	Entrepreneurial intentions	Gender	Order of birth	Level of education	Family job orientation
Entrepreneurial intentions	1.000	**.**328	**.**342	**.**362	**.**422
Gender	.328	1.000	**.**473	**.**384	**.**386
Order of birth	.342		1.000	**.**401	**.**412
Level of education	**.**362			1.000	.392
Family job orientation	**.**422				1.000

Source: Field Survey (2024)

Consequent upon the resolution of the problems of multi-collinearity in the use of multiple regression, the focus shifted to the determination of how much change in entrepreneurial intentions is explained by the respective personal attributes of the respondents. Again, which of the independent variable (respondents' personal attribute) exerts the most influence on the entrepreneurial intention of students (dependent variable) if other independent variables are controlled? Based on the coefficient of determination (r^2= 0.519) (in table 2), the model (i.e. all independent variables together) explained only 51.9% of the change in the entrepreneurial intentions (dependent variable). Since r^2 and adjusted r^2 values are very similar (adjusted r^2 decreased for only 0.004), the regression

model in this study has very good explanatory power of the dependent variable. However, the unexplained variation of 48.1% in the entrepreneurial intentions is accounted for by other extraneous variables (factors) not included in the model (error term = ℮).

In testing the statistical significance of the result, the obtained F-ratio of 22.017 and the significance value of p = 0.000 suggested that results of the regression model was not a chanced occurrence and that a combination of independent variables significantly predicted dependent variable. The outcome confirmed the presence of statistically significant contribution of respondents' personal attributes to entrepreneurial intentions. In effect, the finding of this study did not support the hypothesis and the hypothesis is hereby rejected.

Table 2: Multiple regression analysis of the functional contribution of respondents' personal attributes to entrepreneurial intentions

Variables	Standardized Coefficients (beta)	t value	Sig. value	r^2	Adjusted r^2	F-ratio	Sig. value
Gender	-.341	10.112	.022				
Order of birth	-.301	8.623	.027				
Level of education	-.306	9.725	.025	.519	.515	22.017	.000
Family job orientation	.352	10.386	.016				

Source: Field Survey (2024)

The study also attempted to determine the contribution of each independent variable to variation in dependent variable. Therefore, the unique contribution of each of the independent variables (personal attributes) to change in dependent variable (entrepreneurial intention) is obtained under the Beta standardized coefficients (column 2, table 2 above). From the table and in descending order of importance (ignoring any negative signs), "family job orientation" has the highest statistically significant standardized coefficient (β = .352, p = 0.016). Thus, the value was significant at P < 0.050. This means that "family job orientation" was the most important predictor of "entrepreneurial intentions", when the contributions (influences) made by all other independent variables in the model are controlled. Based on this result, a one-unit increase in "family job orientation" would most likely result to 35.2 per cent increase in the overall "entrepreneurial intention" when other personal attributes are held constant. This was followed by "gender" with a beta of 0.341, p = 0.022 (also significant at p < 0.050). This equally suggests that a one-unit increase in "gender" would most likely result to 34.1 per cent increase in the overall "entrepreneurial intentions". Thirdly is the "level of education" with a beta of 0.306, p = 0.025 (also significant at p < 0.050). This equally suggests that a one-unit increase in the "level of education" would most likely result to 30.6 per cent increase in the overall "entrepreneurial intentions". Lastly was "order of birth" with a beta of 0.301, p = 0.027 (significant at P < 0.050). This equally means that a one-unit increase in "order of birth" would most likely result to 30.1 per cent increase in the overall "entrepreneurial intentions".

Test of Hypothesis Two

This study also considered it imperative to examine the presence of any significant gender difference in the entrepreneurial intentions of the respondents. Hence, hypothesis two which states that "there is no significant difference between the means of male and female students' intentions to become entrepreneurs after graduating from school" was tested using statistical test of difference between means of independent samples. The summary of the result was presented in table 3 below.

Table 3: Statistical test of mean difference in the entrepreneurial intentions of male and female students

Entrepreneurial intention	N	Sample mean	sample std. dev.	t-value	df	sig.	Eta Square
Male	154	3.60	.232				
Female	102	3.19	.203	8.067	502	.031	.204

Source: Field Survey (2024)

Test for Homogeneity of Variance: A potential problem in t-test statistics is the assumption that samples are obtained from population with equal variances. This means that the variability of scores for each of the groups is similar otherwise the data violates the assumption of equal variance. In this case, Levene's test for equality of variances as produced by SPSS t-test output was examined. However, t-test produces two results**:** for situations where the assumption is not violated and for when it is violated. The outcome of the Levene's test determines which of the t-values produced by SPSS is the correct one to report. According to Pallant (2001), if the significance value in Levene's test is larger than **.**05, values in the first line under the equal variances assumed in the computer generated output should be reported and this goes further to suggest that the assumption of equal variance has not been violated. In this study, the significance value of Levene's test is **.**054 (which is greater than **.**050) therefore, the assumption of equal variances is not violated and the values given under equal variances assumed are hereby reported (as in table 3 above).

The result presented in table 3 above indicated a t-value of 8.067 which was found to be significant at $p < 0.050$ (computed sig. value = **.**031). The result thus indicated a significant difference in the mean scores of entrepreneurial intentions for male and female at $p = 0.031$. This means that significant difference exists in the entrepreneurial intentions of male and female students of business education. Thus, hypothesis 2 was not supported by this finding and is thereby rejected. However, it must be stated that more male students have entrepreneurial intentions than the female students as depicted by higher sample mean and sample standard deviations values for male.

Sequel to the presence of significant difference in the mean scores of entrepreneurial intentions of male and female students, an attempt was made to determine further the "effect size" (strength of association) which provides an indication of the magnitude of the difference between the groups (not just whether the difference could have occurred by chance)**.** Therefore, there is need to calculate the "Eta square" in order to ascertain the proportion of variation in the dependent variable that is explained by the independent variable. The calculated value of "Eta square" was 0.204 and this figure represents a "large effect" and by extension it suggested that the magnitude of the difference in the means was very large. Also, it indicated that 20.4 per cent variation in entrepreneurial intentions is explained by the gender**.**

It is evident from the above results in hypothesis one that all the four personal attributes of gender, order of birth, level of education and family job orientation made statistically significant unique contribution to explaining change in level of entrepreneurial intentions. However, since all the variables were considered together, the deletion of one independent variable (even though not significant) can affect the significance levels of other independent variables (Leech, Barett & Morgan, 2015)**.** Therefore, multiple regression model in this research gives adequate and significant result, meaning that the four (4) independent variables (personal attributes) listed above can be used as significant predictors of entrepreneurial intentions. This finding corroborated that of Alsos, Carter & Ljunggren (2021) where it was concluded that gender, family background and order of birth play important role in the entrepreneurial development of individuals and that parents are role models for children's decisions. The finding of Chaudhary (2017) also confirmed that the background of a self-employed family has a positive effect on an individual's business intentions. Generally, it is believed that growing up in business families has a significant impact on individual's decision to start a business of his/her own. However, the Global Entrepreneurship Monitor (GEM) survey indicated that the percentage of start-up entrepreneurs who are male is often higher than female (Monitor, 2022). Consequently, society does not have many strong female entrepreneurs in business compared to men and studies by Gonzalez, Romero & Sanchez (2017) and Neneh (2019) also confirmed that men have higher entrepreneurial intentions than women**.**

Result from hypothesis two showed significant gender difference in the entrepreneurial intentions of the respondents and finding revealed that male respondents indicated higher entrepreneurial intentions than their female counterparts**.** This finding is synonymous with The Global Entrepreneurship Monitor (GEM) survey which indicated that the percentage of start-up entrepreneurs who are male is often higher than female (Monitor, 2022). Traditions and prejudices have long ascribed family roles rather than professional roles to women, which lead to the fact that our society sees fewer women in the business world than men. Consequently, society does not have many strong female entrepreneurs in business compared to men such that studies by Gonzalez, Romero & Sanchez (2017) and Neneh (2019) confirmed that men have higher entrepreneurial intentions than women.

5. Conclusion

This study examined the impacts of personal attributes on the entrepreneurial intentions of business education students in Kano state of Nigeria. Specifically, personal attributes of gender, order of birth, level of education

and family job orientation were examined and how such personal attributes aided or inhibited entrepreneurial intention of business education students. Given that personal attributes are the fundamentals of humanity, the study revealed that these personal attributes made significant contribution to variation in entrepreneurial intentions of business education students. Thus, it can be concluded safely that personal attributes of students influence their entrepreneurial intentions and that the combination of these personal attributes are the important predictors of entrepreneurial intentions. Specifically, the study revealed that each of "gender", "order of birth", "level of education" and "family job orientation" has significant impact on entrepreneurial intentions. In other words, each of these attributes is an important predictor of entrepreneurial intentions. Thus, a unit increase in each of these personal attributes would lead to significant increase in entrepreneurial intentions. It is also concluded that significant difference exists in the entrepreneurial intentions of male and female students of business education programme in tertiary educational institutions in Kano state and that male students have higher entrepreneurial intentions than their female counterparts.

6. Recommendations

Given that personal attributes made significant contribution to entrepreneurial intentions, it is recommended that entrepreneurship education curriculum designers and implementers should focus attention more on those entrepreneurship contents that positively bolster these personal attributes and others. It is recommended also that personal attributes should be factored into the evaluation of entrepreneurship education curriculum with a view to leapfrogging the efficacy of the curriculum offerings. Female students should be given priority attention in the design and implementation of entrepreneurship education curriculum for tertiary educational institutions in the Country to the extent that more female students would be encouraged to take on entrepreneurial activities without let or hinderance.

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