



CONTRIBUTION OF BUSINESS STUDIES TOWARDS ENHANCING STUDENTS' ENTREPRENEURIAL INTENTION IN JUNIOR SECONDARY SCHOOLS IN ONITSHA EDUCATION ZONE, ANAMBRA STATE

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Abstract

The study ascertained the contribution of business studies towards enhancing students' entrepreneurial intention in junior secondary schools in Onitsha Education Zone, Anambra State. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey research design and the population of the study consisted of 7,645 JSS 2 & 3 students from the 32 public secondary schools in the area. Simple random sampling technique was used to select 300 students from 12 selected public junior secondary schools. Data were collected through a 27-item five-point Likert scale questionnaire titled Entrepreneurial Intention Questionnaire (EIQ). The instrument was validated by three experts in the field of business education and measurement and evaluation. The reliability of the instrument was established using Pilot-test and calculation of data using Cronbach alpha method yielded correlation coefficients of 0.86 and 0.90 for clusters B1 and B2 respectively with an overall coefficient value of 0.88 obtained. Mean, standard deviation and t-test were used for data analysis. Findings showed that business studies to a high extent enhances the attitude and perceived behavioural control of students in junior secondary schools in Onitsha Education Zone in Anambra State towards becoming entrepreneurs. Gender influenced students' ratings on the extent business studies enhance their attitude towards becoming entrepreneurs while gender did not influence their ratings as regards perceived behavioural control towards becoming entrepreneurs. The study concluded that students in secondary schools would benefit from effectively delivered business studies as it would enhance their attitude and perceived behavioural control towards entrepreneurial intention. The researchers recommended among others that; Anambra State government should ensure that well equipped and functional entrepreneurial development laboratories are made available for secondary school students.

Key Words: *Business Studies, Entrepreneurial Intention and Junior Secondary Schools*

Introduction

Education is recognized as the most potent tools for national development and social change. Education empowers the young with knowledge, skills and attitudes for meaningful living as well as contribution to a better society. Nigeria acknowledges the role of education in her social-economic development, and continues to make several efforts towards providing her citizens with the most effective education possible. Thus, the Federal Republic of Nigeria (FRN) (2013) in her National Policy on Education stated that



one of the main goals of education is the development of appropriate skills, mental, physical and social abilities and competencies to empower the child to live in, and contribute productively to the society. Hence, whenever the economic and developmental needs of Nigeria changes, her educational goals and aspirations changes accordingly. Thus, the Federal Government of Nigeria from time to time initiates various educational policies and programmes to meet these changing needs.

According to Nwagu (2017), with the current economic meltdown and dwindling government resources, there is need to restructure the educational curriculum at all levels with a view to providing students with an education capable of adequately preparing them for self-reliance. It is believed that, if the youths are properly equipped with appropriate skills, then, they could develop job creation mentality for self-reliance upon graduation. This belief prompted the incorporation of business education by the Federal Ministry of Education into the Nigerian education system right from the secondary school level (Nwaukwa, Iloeje, Nzeh & Nwagu, 2018). Business education at the junior secondary school level is called business studies. Business studies refers to the study of those components of business subjects that lead an individual into understanding the business world (Dikeocha, Nwagu, Ugochukwu & Okoronkwo, 2019). This is in agreement with Ezimoha (2016) who pointed out that students are not being trained for a profession at the junior secondary school level in particular, but they are meant to have basic ideas about business. It is a pre-technical and vocational education aimed at imparting vocational skills, commercial and economic development necessary for self-reliance and fulfilling some of the goals of technical and vocational education. Business studies has five component parts namely; office practice, commerce, book-keeping, keyboarding and computer education. The objectives of teaching business studies according to FRN (2013) include: to provide orientation and basic skills with which to start a life of work for those who may not undergo further training; to prepare students for further training in business studies; to relate knowledge and skill to the national economy; to develop basic skills in office occupations and to provide basic business skills for personal use and for the future. Thus, business studies enables students to make informed decisions in everyday business of living, which contributes to the students' understanding of the world of business, and in turn encourages a positive attitude to enterprise and which develops appropriate skills in that field. Business studies also helps students to be exposed to realities of business practices. The subject is designed to introduce students to the foundational knowledge of the principles and practices of business.

Generally, the essence of teaching business education is to build in the students, job creation mentality, entrepreneurial intention or culture which will offer them opportunities to anticipate and respond to changes in the business environment (Adejimole & Olufunmilayo in Nwagu, 2017). In view of this, Adejimole & Olufunmilayo stated that there has been a considerable increase in research on how business education influences students to become entrepreneurs. Therefore, exposure to business studies skills and competencies could instill entrepreneurial intention among business studies students.



Entrepreneurial intention refers to the intent to go into entrepreneurship ventures. Entrepreneurial intention is a state of mind directing a person's attention and action towards self-employment as opposed to searching for jobs. Aladejebi (2018) defined entrepreneurial intention as the search for information that can be used to help fulfill the goal of venture creation. It is a desire to carry out productive activities by effectively directing people to utilize and implement relevant concepts of new ventures. Entrepreneurial intention is not merely a yes or no question but can range from very low, zero, to a very high level of intention to set up a business (Nwagu, 2017). Similarly, the entrepreneurial intention is not inherited, but it could be acquired through training and education (Aladejebi, 2018). This means that entrepreneurial intention could be positively formed by the educational programme such as business studies that will make students aware about entrepreneurship as a career choice. Entrepreneurial intention therefore, summarizes the willingness of an individual to start his own business.

Additionally, entrepreneurial intention has a constructive outcome on students' entrepreneurial attitude, and remains one of the huge reasons as to why a student may decide to be an entrepreneur or not. This, therefore, calls for educational authorities to apply more motivation and share success stories with students in order to motivate them to become future entrepreneurs (Pulka, Rikwentishe & Ibrahim (2014). According to Lee, Lim, Lim, Sern and Wong (2012), intention is defined as a person's state of mind that directs the person's attention (experience and actions) towards a specific goal (object) or path in order to achieve something (for example an Entrepreneur). An individual cannot engage in entrepreneurial pursuit without an intention to do so. Scholten, Kemp and Omta in Nwagu (2017) stated that personal major elements of entrepreneurial intention include attitude, subjective norm, perceived behavioural control and personality traits. Attitude refers to the beliefs, feelings and action of an individual towards ideas or people. In other words, when information received is credible and congruent to already held belief, favourable attitudes are developed about the object, idea, person or group on which that information was received but when the information received is not credible or is incongruent, the reverse is always the case. Similarly, personal attitude could play a major role in the decision of business studies students becoming potential entrepreneur. For instance, teaching students business studies could make students develop positive attitudes that; being an entrepreneur implies more return to them, and that if they had the chance and capital, they would like to start a small scale business.

Perceived behavioural control is another form of entrepreneurial intention which reflects an individual's perception of his or her ability to successfully initiate a new venture (Shook, Priem & McGee, 2013). Perceived behavioural control according to Ndovela (2016) is the perception of students on the easiness or difficulty in the fulfillment of entrepreneurial pursuit upon graduation. Students with high perceived behavioural control towards entrepreneurship may be more likely to start a business. Additionally students with high perceived behavioural control believed that they are capable to control the creation process of a new business, they would have a complete power over the situation if they create and run a business, and recognize all the essential realistic details needed to start a company. Again, when students have high behavioural control, this will increase their commitment towards entrepreneurship and lead to greater motivation to start a business. This shows that the greater the individual believes that he is capable to be a successful entrepreneur with high probability of succeeding, the stronger is the entrepreneurial intention.



Training in business studies could contribute towards enhancing students' entrepreneurship intentions. This is because, business studies exposes its recipients to all activities aimed at fostering skills as well as covering a range of aspects such as idea generation, start-up, growth and innovation. In addition, business studies teaches acquisition of skills such as creativity, initiative, bookkeeping, marketing and keyboarding and persuasion in the educational curricula at an early ages of the child. Valliere (2015) in a study revealed that entrepreneurship education contributes to the development of entrepreneurial intention of students because entrepreneurship education aims to assist students to develop skills and competencies to take advantage of entrepreneurial opportunities. However, gender of business studies students may be a significant variable in determining the contribution of business studies on students' entrepreneurial intention. In agreement, Nwagu (2017) revealed that gender was not a significant factor in the mean ratings of students on the influence of entrepreneurship education on business education undergraduates' entrepreneurial intentions. Similarly, Aladejebi (2018) and Camillus and Anthony (2014) revealed that regarding gender, there was no agreement on whether males have higher tendency to engage in entrepreneurial activities than females and vice versa. Considering the high rate of unemployment among the Nigerian youths, there is need for effective and functional education programme capable of preparing the youths to become entrepreneurs rather than job seekers upon graduation. In view of this, the development effort on training in business studies need to take into consideration the factors that can encourage the intention towards entrepreneurship. It is against this background that this study was carried out to get an insight of the contribution of business studies towards enhancing students' entrepreneurial intentions in junior secondary schools in Onitsha Education Zone, Anambra State.

Statement of the Study

Business studies was introduced into junior secondary school curriculum to provide orientation on entrepreneurship culture among the students and changing their mind-set about white collar jobs which will strengthen the students in the creation of new business ventures. Despite this role, there is high rate of unemployment in Nigeria especially among the products of secondary school and graduates of tertiary institutions and this has become an issue of national concern as youths are wasting their youthful age searching for non existing white collar jobs. This has also resulted to these youths engaging in all sorts of crimes in the society. This situation is worrisome as Wolugbom and Ben-George (2019) lamented that most school leavers having completed junior secondary school level and unable to further their education roam the streets in search of means of livelihood because they lack relevant employability skills they ought to have developed in school. This condition should be an opportunity for the youths to indulge in entrepreneurial field. Given that business education is developed and introduced into secondary schools to teach and encourage entrepreneurial behaviour among students, the continued high rate of unemployment among the youth suggests that the main aim of business studies seems not being achieved hence the need for the study. The study therefore is intended to ascertain the contribution of business studies toward enhancing students' entrepreneurial intention in junior secondary schools in Onitsha Education Zone of Anambra State in particular and Nigeria in general.



Research Questions

The following research questions guided the study:

1. To what extent does business studies enhances the personal attitude of students in junior secondary schools in Onitsha Education Zone in Anambra State towards becoming entrepreneurs?
2. To what extent does business studies enhances perceived behavioural control of students in junior secondary schools in Onitsha Education Zone in Anambra State towards becoming entrepreneurs?

Null Hypotheses

The following null hypotheses were tested at .05 level of significance:

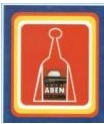
1. Male and female students in junior secondary schools in Onitsha Education Zone in Anambra State do not differ significantly in their mean ratings on the extent business studies enhances their personal attitude towards becoming entrepreneurs.
2. There is no significant difference in the mean ratings of male and female students in junior secondary schools in Onitsha Education Zone in Anambra State on the extent business studies enhances their perceived behavioural control towards becoming entrepreneurs.

Methods

The study adopted a descriptive survey research design. The study was conducted in Onitsha Education Zone, in Anambra State. The population of the study consisted of 7, 465 JSS 2 & 3 students from 32 public junior secondary schools in Onitsha Education Zone in Anambra State. The essence of selecting JSS 2 & 3 students was because they have covered many topics in business studies and will be in a better position to respond to the questionnaire. The sample size comprised 300 students from the public junior secondary schools in the study area. Simple random sampling technique was used to select 12 schools, four each from the three LGAs that make up Onitsha Education Zone. Simple random sampling technique was also used to select 25 students (12 each from JSS 2 and 13 each from JSS 3) from the 12 schools giving a total of 300 students.

Data for the study were collected through the use of structured questionnaire titled: Entrepreneurial Intention Questionnaire (EIQ). The EIQ has two sections; A and B. Section A elicits demographic information of the respondents such as gender while section B consists of two clusters B1 and B2 with 27 items and structured on a five points rating scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE).

The face and content validity of the instrument was established using the opinions of two experts in the field of Business Education and one expert in Measurement and Evaluation Unit. The reliability of the instrument was established using pilot-test and data analyzed using Cronbach Alpha method yielded correlation coefficients of 0.86 and 0.90 for clusters B1 and B2 respectively with an overall coefficient value of 0.88 obtained.



The researchers administered 300 copies of the questionnaire on the respondents with the help of four research assistants while 287 copies were returned and found usable. Data collected were analyzed using mean and standard deviation to answer the research questions and determine the homogeneity of the respondents' opinions. Each item was interpreted based on the real limit of the mean corresponding to each item categories as follows:

Very High Extent: 4.50 – 5.00

High Extent: 3.50 – 4.49

Moderate Extent: 2.50 – 3.49

Low Extent: 1.50 – 2.49

Very Low Extent: 1.00 – 1.49

T-test was used to test the null hypotheses at 0.05 level of significance. A hypothesis was rejected where the p-value is less than the alpha value but accepted where the p-value is greater or equal to the alpha value. All the analyses were done using SPSS version 23.

Results

Research Question 1

To what extent does business studies enhances the personal attitude of students in junior secondary schools in Onitsha Education Zone in Anambra State towards becoming entrepreneurs?

Table 1: Respondents' mean ratings on the extent business studies enhances attitude of students towards becoming entrepreneurs (N =287)

S/N	Items on Attitude towards becoming entrepreneurs	\bar{X}	SD	Remarks
Business studies:				
1	enhances my belief that starting a small scale business will be attractive to me.	3.78	0.78	High Extent
2	enhances my desire to start a small scale business if I have the chance and financial support.	4.61	0.61	Very High Extent
3	enhances my understanding that it is better to start small scale business than to continue searching for government jobs.	4.08	0.77	High Extent
4	enhances my belief that being a small business owner will give me great job	3.64	0.64	High Extent
5	enhances my desire to be my own boss rather than answering someone sir all the time in the office.	3.57	0.78	High Extent
6	makes a job as a small business owner attractive for me.	3.60	0.85	High Extent



7	makes me to believe that I will succeed if I ever start my own business.	3.86	0.85	High Extent
8	provides more advantages than disadvantages to me.	3.97	0.71	High Extent
9	enhances my belief that being an entrepreneur means employing other people	3.71	0.78	High Extent
10	enhances my understanding of the importance of starting small scale businesses	3.66	0.49	High Extent
11	makes the idea of working for myself very appealing to me	4.50	0.72	Very High Extent
12	increase my belief that I will be able to identify business opportunities when I am ready to start small scale business	3.87	0.58	High Extent
13	increases my determination to create my own small scale business in the future.	3.56	0.89	High Extent
14	increases my belief that becoming an entrepreneur will give me more advantages than my mates who works for government	4.00	0.77	High Extent
Cluster Mean		3.89		High Extent

Data in table 1 shows the cluster mean of 3.89. This means that business studies to a high extent enhances the personal attitude of students towards becoming entrepreneurs. The item by item analysis shows that out of 14 items listed on personal attitudes towards becoming entrepreneurs, items 2 and 11 are rated very high extent with mean scores ranged between 4.50 and 4.61 while the remaining 10 items were rated high extent with mean scores ranging between 3.56 and 4.08. The standard deviations for all the items ranged from 0.49 to 0.89, indicating that the respondents are not wide apart in their ratings.

Research Question 2

To what extent does business studies enhances perceived behavioural control of students in junior secondary schools Onitsha Education Zone in Anambra State towards becoming entrepreneurs?



Table 1: Respondents' mean ratings on the extent business studies enhances perceived behavioural control of students towards becoming entrepreneurs (N =287)

S/N	Items on Perceived Behavioural Control	\bar{X}	SD	Remarks
Business studies:				
15	Makes it easy for me to start a new small scale business and keep it growing	2.54	0.69	Moderate Extent
16	enhances my believe that I would be able to start a business	3.14	0.94	Moderate extent
17	Helps me to control the opening process of my new business	3.68	0.86	High Extent
18	Increases my understanding that if I tried to start a new business, I would have a high chance of being successful in life.	4.26	0.81	High Extent
19	Helps me to know all every practical details it takes to start a new business.	3.42	0.74	Moderate Extent
20	Helps me to identify those events that I cannot control that could prevent me from starting a new business.	3.90	0.90	High Extent
21	Increases my understanding that developing a new business idea would be easy.	4.33	0.63	High Extent
22	Increases the belief that to start a firm would be easy for me.	1.38	0.93	Very Low Extent
23	Enhances my belief that keeping a business working well would be easy for me.	1.61	0.78	Low Extent
24	Helps me to know how to develop a new business project.	4.38	0.69	High Extent
25	Enhances the idea that if I try to start a firm, I will have a high chance of succeeding.	4.29	0.66	High Extent
26	Increases the understanding that if I want, I could become self-employed after my studies.	4.23	0.58	High Extent
27	To enhance the belief that to start my own firm would probably be the best way for me to take advantage of my education.	3.11	0.82	Moderate Extent
Cluster Mean		3.51		High Extent

Data in table 2 shows the cluster mean of 3.51. This means that business studies to a high extent enhances the perceived behavioural control of students towards becoming entrepreneurs. The item by item analysis shows that out of 13 items listed on perceived behavioural control of students towards becoming entrepreneurs, items 13, 14, 16, 17, 20, 21 and 22 were rated high extent with mean scores ranged between 3.68 and 4.38. Items 11, 12, 15 and 23 were rated moderate extent with mean scores ranged between 2.54 and 3.42, item 19 was rated low extent while the remaining items was rated very low extent. The standard deviations for all the items ranged from 0.58 to 0.94, indicating that the respondents are not wide apart in their ratings.



Hypothesis 1

Male and female students in junior secondary schools in Onitsha Education Zone in Anambra State do not differ significantly in their mean ratings on the extent business studies enhances their personal attitude towards becoming entrepreneurs.

Table 3: t-test analysis of male and female students on the extent business studies enhances their attitude towards becoming entrepreneurs

Gender Remark	N	X̄	SD	df	t-cal	P-value
Male	109	2.86	0.76	275	0.21	0.02
Female	178	3.83	0.92			

Data in Table 3 shows that the t-cal is 0.21 with 275 degree of freedom and p-value of 0.02 which is less than the alpha level of 0.05 ($0.02 < 0.05$). This means that male and female business students in Onitsha Education Zone in Anambra State differ significantly in their mean ratings on the extent business studies enhances their attitude towards becoming entrepreneurs. Therefore, the null hypothesis was rejected.

Hypothesis 2

There is no significant difference in the mean ratings of male and female students in junior secondary schools in Onitsha Education Zone in Anambra State on the extent business studies enhances their perceived behavioural control towards becoming entrepreneurs.

Table 4: t-test analysis of male and female students on the extent business studies enhances their perceived behavioural control towards becoming entrepreneurs

Gender Remark	N	X̄	SD	df	t-cal	P-value
Male	109	3.51	0.68	275	1.10	0.71
Female	178	3.59	0.83			

Data in Table 4 shows that the t-cal is 1.10 with 275 degree of freedom and p-value of 0.71 which is greater than the alpha level of 0.05 ($0.71 > 0.05$). This means that male and female business students in Onitsha Education Zone in Anambra State did not differ significantly in their mean ratings on the extent business studies enhances their perceived behavioural control towards becoming entrepreneurs. Therefore, the null hypothesis was accepted.



Discussion of Findings

The findings of this study revealed that business studies to a high extent enhance the personal attitude of students in junior secondary schools in Onitsha Education Zone in Anambra State towards becoming entrepreneurs. This findings showed that business studies enhances students' desire to start a small scale business if they have the chance and financial support, and makes the idea of working for themselves very appealing to them. The findings of this study agree with the assertion of Dikeocha, Nwagu, Ugochukwu and Okoronkwo (2019) that teaching of business studies lead students into understanding of the business world. Nwagu (2017) reported that the essence of teaching business education at all levels of education is to build in the students, job creation mentality, entrepreneurial intention or culture which will offer them opportunities to anticipate and respond to changes in the business environment. Similarly, Aladejebi (2018) found that entrepreneurship education influenced students' attitude toward becoming entrepreneurs. Furthermore, Douglas and Fitzsimmons (2013) revealed that a relationship exist between students' personal characteristics and their perceptions of entrepreneurial intentions. In support, Pulka, Rikwentshe and Ibrahim (2014) disclosed that entrepreneurial intention has a constructive outcome on students' entrepreneurial attitude, and remains one of the huge reasons as to why a student may decide to be an entrepreneur.

The findings further showed that male and female business students in Onitsha Education Zone in Anambra State differ significantly in their mean ratings on the extent business studies enhances their attitude towards becoming entrepreneurs. This finding concurs with that of Israr and Saleem (2018) which revealed that gender, family background, entrepreneurial education, extraversion, agreeableness, and openness to experience showed positive relationship with entrepreneurial intentions.

Findings of the study in table 2 disclosed that business studies to a high extent enhance the perceived behavioural control of students in junior secondary schools in Onitsha Education Zone in Anambra State towards becoming entrepreneurs. This finding is in line with the position of Zaidatol and Lope in Nwagu (2017) that students who need entrepreneurial exposure have a higher score on perceived behavioural control. This implies that the greater students are exposed to entrepreneurial issues, the greater will be their perceived behavioural control. Obschonka, Silbereisen and Schmitt-Rodermund (2010) asserted that individuals with early characteristics of entrepreneurial personality have higher entrepreneurial control beliefs and these beliefs will lead to higher entrepreneurial intention. Those who have entrepreneurial personality patterns such as locus of control appear to be more confident that they could be successful. Ruhle, Mühlbauer, Grünhagen and Rothenstein (2010) stated that perceived behavioural control has positive influence towards students' entrepreneurial intentions. Elfving, Brannback and Carsrud (2009) explained that, when students have a high behavioural control, it will increase their commitment towards entrepreneurship and lead to greater motivation to start a business. The finding also revealed that male and female business students in Onitsha Education Zone in Anambra State did not differ significantly in their mean ratings on the extent business studies enhances their perceived behavioural control towards becoming entrepreneurs. The findings agrees with the findings of Nwagu (2017) that gender did not influence business education undergraduates' ratings on the extent entrepreneurship education influence their entrepreneurial intention based on perceived behavioural control.



Conclusion

The increasing rate of youth and graduate unemployment means that students require education that will equip them knowledge and skills to become job creators instead of job seekers. The curriculum of business subjects is aimed at equipping students with knowledge and understanding of the business world. The findings of this study revealed that business studies enhances students' attitude and perceived behavioural control towards becoming entrepreneurs. Based on the findings of this study, it could be concluded that students in junior secondary schools in Onitsha Education Zone in Anambra State would benefit from effectively delivered business studies as it would enhance their attitude and perceived behavioural control towards entrepreneurial intention.

Recommendations

Based on the findings of this study, the following recommendations are made:.

1. Anambra State government should device a strategy to assist students that indicated their intention to start small scale businesses after graduation. This will help to encourage more students to be serious with their intention to become entrepreneurs.
2. Anambra State government should ensure that well equipped and functional entrepreneurial development laboratories are made available for in secondary school students.



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