

INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON POLYTECHNIC STUDENTS' INTENTION FOR VENTURE CREATION

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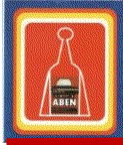
Abstract

In addition to fostering students' desire and readiness to launch their own firms, entrepreneurship education was established to generate graduates with the skills required to meet society's demand for labour. The study was designed to find out respondents' perspectives regarding the influence of entrepreneurship education on Polytechnic students of their consistent intention to launch their own businesses in Adamawa State, Nigeria. A research question guided the study, and a null hypothesis was tested at the 0.05 level of significance. Utilizing a descriptive survey research design. Seven thousand nine hundred and seventy-nine (7,979) students from two polytechnics in Adamawa State made up the population, and 367 students were chosen at random as respondents using a stratified random sampling technique. The "Influence of Entrepreneurship Education on Polytechnic Student's for their Consistent Intention to Launch their own Businesses Questionnaire" (EPPSCILBQ) The data was collected using a structured validated questionnaire and it was used to gather information for the study, also was suitably verified by experts; a Cronbach alpha reliability coefficient of 0.89 was obtained. In order to address the research question, 367 copies of the questionnaire were distributed, collected, and analysed using mean and standard deviation. The independent samples t-test statistic was employed to test the hypothesis of the study, the results of the data collected were analyzed and indicated that polytechnic students showed a positive ambition to start their own businesses. The research findings stated that Polytechnic students possess competencies and expertise in entrepreneurship education concerning the formation of basic business ventures, concept generation, idea assessment, and company start-up implementation. The study concluded that entrepreneurship education is essential for giving students knowledge, abilities, and mindset they need to start their own businesses and improve the Nigerian economy. The study, therefore, recommended that, the authorities of Polytechnics should keep encouraging students to attend conferences, seminars, and workshops that enhance entrepreneurship education, since research has shown that these activities positively influence the perceived consistency of entrepreneurial ambition.

Key words: entrepreneurship education, consistent intention, and launching businesses.

Introduction

Entrepreneurship education implies "activities aiming to foster entrepreneurial mind-sets, attitude, skills, and covering a range of aspects of idea generation, start-up, growth and innovation." It is a lifelong, work-based learning programme that equips students to become business owners. Entrepreneurship education is one of the primary enabling factors for future transformation, (Unachukwu, 2009). In this context, he said that higher educational institutions ought to serve as sustainable role models, exhibiting justice in their own social policies and commercial dealings. Nigeria needs graduates who will be employment "creators" rather than job "seekers," particularly in light of the current global economic crisis. According to Schumpeter (2007), entrepreneurship



education is a tactical tool that helps Nigerian students redirect their necessary efforts from working for pay to working for themselves. In order to achieve this objective, he proposed that trainees who successfully finished entrepreneurship training ought to be qualified to launch their own company, work for themselves, and hire other people.

According to Akpan and Effion (2012), all "activities aiming to foster entrepreneurial mind-sets, attitude and skills and covering a range of or aspects such as idea generation, venture creation, growth and innovation" fall within the definition of entrepreneurship education. Mathews and Moser (2015), entrepreneurship education is the process of giving people the insight, confidence, knowledge, and abilities to recognize economic possibilities and to act upon them. The likelihood of becoming a successful entrepreneur is greatly increased by obtaining an education in entrepreneurship. This is due to the fact that, education is comprehensive, whereas training is still goal-oriented and purpose-driven. Thus, in order to promote economic growth and development, significant progress must be made toward the objective of teaching people how to become entrepreneurs (Maina, 2013). Federal and State Polytechnics, on the other hand, are institutions that train technicians, technologies, applied scientist, with managerial skills for the first two years of study, culminating in the issuance of a National Diploma (ND) certificate of Polytechnic programme, where they can graduate to become self-employed and generate jobs for others. They are relevant to the nation's diverse economy and industries' requirements, aspirations, and development. As a result, it is important to remember that higher institutions are designed to help students obtain information, develop skills, and then get a great education so that they can be better prepared for their future. Similarly, the goal of establishing, operating, and effectively managing entrepreneurship education as a course in Adamawa State tertiary institutions is to ensure that quality services, quality assurance delivery, quality output, and practices in entrepreneurship education are entrenched and sustained. The public Polytechnic institutions' ultimate goal is to provide students with profound knowledge, as well as skills, a positive attitude, sound values, and ultimate success in the world of work or business.

On the consistent intention to start a business, entrepreneurship education has a favourable effect. For what duration does this effect persist? A programme's design for entrepreneurship education will be greatly influence if the degree of consistent intention is rapidly declining. Programme for entrepreneurship education must offer substantial assistance for the launch of new firms right once upon programme completion. The study concludes that entrepreneurship education should solely focus on students who want to start their own business shortly after graduation. (Shane, 2013). Studies on ex-post career choice shed light on the consistency of entrepreneurial aim. Compared to other graduates, those who majored in entrepreneurship education had stronger entrepreneurial intention and were more likely to pursue self-employment (Kolgvreid & Isaksen, 2016). This could suggest that after enrolling in entrepreneurship classes, people maintain a fundamental level of intention that could endure for a considerable amount of time. Additionally, because these students took an entrepreneurship course, they might be more sensitive to the entrepreneurial event model that cause people's perspectives to shift and inspire them to start their own business. This line of reasoning is reinforced by Ajzan's (2015). Assertion that the majority of individuals who started their own businesses did not initially intend to do so; rather, it was only after learning about entrepreneurship education, they developed the desire to start their own businesses and took perceived consistency into consideration. consistency could be likened to ski: years after a person's last ski lesson, he could feel uneasy, but he gradually recovers confidence in the sport.

This process relies heavily on consistent ambition, which is the initial step towards the formation of an organization. Furthermore, intention can serve as powerful predictors of behaviour



(Fishbein & Ajzen, 2015). Ajzen's (2002) Theory of Planned Behaviour (TPB) and Shapero and Sokol's (2012) model of entrepreneurial event (SEE) served as the foundation for our knowledge of entrepreneurial intention. To elucidate how subjective norms, perceived behavioural control, and an individual's attitude toward an act are antecedents of intention. It has been established that one of the main indicators of future entrepreneurial behaviour is entrepreneurial intention. Consequently, a key question in entrepreneurship research is examining the elements that influence entrepreneurial intention. In general, intention is defined as "a state of mind directing a person's attention towards a specific object or a path in order to achieve something". What elements influence students' intention to become entrepreneurs is one of the main questions that emerges. The mental condition of focusing attention on a certain objective in order to do something is known as intentionality. Opportunities are prioritized over risks in the entrepreneurial process, since possibilities are inevitably created intentionally, entrepreneurial intention plays a crucial role in the understanding of entrepreneurship.

Statement of the Problem

With the ability to significantly alter the direction of the country in terms of young empowerment, entrepreneurship is one of the main forces behind Nigeria's economy. Considering the situation, the Federal Government of Nigeria incorporated entrepreneurship instruction into Polytechnic curricula in 2009. In addition to fostering students' desire, and readiness to launch their own firms, entrepreneurship education was established to generate graduates with the skills requirement to meet society's demand for labour. Despite the high goals of entrepreneurship education, the researcher observed that a large number of polytechnic graduates remain jobless. According to Tony (2021) stated that, the majority of graduates in Nigeria's educational system are unemployed as a result of the system's insufficient delivery of entrepreneurship education knowledge and skills, particularly in Polytechnics where mastery of skills are crucial. Benson (2014) reported that only 10% of graduates between the ages of 18 and 35 have a chance of finding work each year. In this case, youth without jobs should choose to pursue careers in entrepreneurship. It appears that unemployed graduates may be turning to criminal behaviour rather than entrepreneurship, as evidenced by the alleged involvement of graduates in criminal activities such as kidnapping, armed robbery, and terrorism. This is quite concerning and begs the question of whether entrepreneurship education is succeeding in its goal of encouraging young people in Nigeria to start their own businesses. In light of this, the purpose of this study was to ascertain how entrepreneurship education influences the consistency of entrepreneurial intention to launch their businesses among Polytechnic students in Adamawa State.

Research Question

This study was guided by a research question

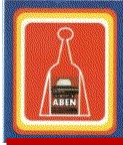
1. What is the influence of entrepreneurship education on the consistency of entrepreneurial intention of Polytechnic students in Adamawa State?

Research Hypotheses

H₀1: There is no significant difference between the mean ratings of male and female of Polytechnic students regarding the influence of entrepreneurship education on the consistency of entrepreneurial intention in Adamawa State.

Method

The study used a descriptive survey design. This research designed was considered appropriate since it allowed the researcher to collect data on the students' perceptions of their consistency intention to launch their businesses after completing entrepreneurship training. According to Azuka



(2020), survey research is most suited for evaluating and characterizing the respondents' attributes. A descriptive survey allows information to be gathered based on respondents' opinions in order to analyze, summarize, and interpret data along certain lines of thinking in order to pursue a specific study. The study's population comprised 7,979 Polytechnic students in Adamawa State, 6080 NDII students from Adamawa State Polytechnic, Yola, and 10899 NDII students from Federal Polytechnic, Mubi. With the use of stratified random sampling, a total of 367 respondents were chosen for the sample. 280 from Adamawa State Polytechnic, Yola and 87 students from Federal Polytechnic Mubi, in Adamawa State and the sample size of this study was determined based on Cohen, et al. (2007).

The Polytechnic types comprise the strata, which are further stratified based on gender. Data for the study were gathered using 8-item self-structured questionnaire named "Influence of Entrepreneurship Education on Polytechnic student's Consistency Intention to launch their own businesses Questionnaire" (EEPSCILBQ) which was based on four-point scoring scale. Closed-ended questions in Section "A" are meant to provide demographic information about the respondents as a whole. Section B' items were rated on a 4-point Likert scale: Its purpose was to elicit answer to the research question that had been developed, of a Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (DA) = 2 (D) Strongly Disagree (SD) = 1

Two experts in the Department of Business and Entrepreneurship Education at Kwara State University, Malete validated the instrument. The instrument's internal consistency was assessed using the Cronbach Alpha method; reliability which produced a value of 0.89, suggesting that the device was very reliable for gathering data. The confirmation of the outcome is consistent with Sambo's (2020) contention that instruments are dependable and stable when the stability coefficient is extremely near to one. The two selected tertiary schools that are providing entrepreneurship education courses in the state were given the 365 copies of the questionnaires with the help of two research assistants. Every item was duly completed and useful for analysis when it was returned. With a significance level of 0.05, one null hypothesis was tested using the t-test, and every Strongly Agree and Agree responses were coded as "Agree," whereas every Disagree and Strongly Disagree response were coded as "Disagree." Mean of 2.50 and above was considered as agreed while mean values below 2.50 were considered as disagree. For the test of hypotheses, it was retained if the probability value was greater than or equal to the fixed probability value (0.05) level of significance. If not, it was rejected.

Results

Research Question: What is the influence of entrepreneurship education on the consistency of intention of Polytechnic students in Adamawa State.?

**Table1: Mean and standard deviation of the responses on the influence of entrepreneurship education on the consistency intention of Polytechnic students.**

| S/N | Items | \bar{x} | SD | Remark |
|----------------------|--|-------------|-------------|------------------|
| 1 | Knowledge of entrepreneurship education has motivated me to sustain a business venture. | 2.50 | 1.15 | Agreed |
| 2 | I need to register my business because I have decided to launch my own enterprise. | 2.64 | 0.75 | Agreed |
| 3 | I am prepared to manage my own firm after receiving training in entrepreneurship. | 1.72 | 0.61 | Disagreed |
| 4 | My entrepreneurship education has equipped me with innovative skills and information that I use in my own business endeavours. | 2.67 | 0.91 | Agreed |
| 5 | I am more innovative in my own business venture, now that I have received instruction in entrepreneurship. | 1.60 | 0.67 | Disagreed |
| 6 | With the skills and knowledge of entrepreneurship education, I can generate ideas for my own business venture. | 2.57 | 1.01 | Agreed |
| 7 | At the end of entrepreneurship education programme, I will be decisive in my entrepreneurial intention. | 2.95 | 0.78 | Agreed |
| 8 | I'm capable of writing a strong business plan. | 1.71 | 0.69 | Disagreed |
| Weighted Mean | | 2.29 | 0.18 | Disagreed |

Source: Field survey

Data in Table 1 data analysis reveals that students who took entrepreneurship education strongly agreed that the course brings in their goals to influences their intention to begin a firm in tertiary institutions in Adamawa State, with a computed weighted average mean of 2.29 and standard deviation of 0.18. The table demonstrated that among the 8 constructions, 6 items such as entrepreneurship education motivated me to sustain a business venture (2.50, 1-15), I need to register my business because I have decided to launch my own enterprise (2.64, 0.75), my entrepreneurship education has equipped me with innovative skills and information that I use in my own business endeavours (2.67, 0.91), with the skills and knowledge of entrepreneurship education, I can generate ideas for my own business venture (2.57, 1.01), at the end of entrepreneurship education programme, I will be decisive in my entrepreneurial intention (2.95, 0.78), when disagreement exists with other constructs. There is considerable agreement among students enrolled in entrepreneurship education courses regarding their goal to start a business, as seen by the statistical mean that was computed by both the aggregate and item counts, which was above the 2.50 criteria mean. This suggests that students in Adamawa State's Polytechnics strongly agreed that entrepreneurship education of the perceived consistency on entrepreneurial intention will influence them to begin their businesses.

H0₁: There is no significance difference between the mean ratings of male and female of Polytechnic students regarding the influence of entrepreneurship education of the consistency on entrepreneurial intention in Adamawa State.

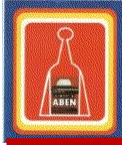


Table 2: Summary of t-test for the difference between mean ratings of male and female students on the influence of entrepreneurship education on the consistency on entrepreneurial intention.

| Gender | N | Mean | SD | t-cal | Df | p-value | Decision |
|--------|-----|-------|------|-------|-----|---------|----------|
| Male | 112 | 13.48 | 3.14 | 0.111 | 182 | 0.912 | NS |
| Female | 72 | 13.51 | 2.97 | | | | |

Source: Field survey, 2017 P>0.05

Results in Table 2 statistics showed that there are 72 female and 112 male students. The mean response was greater for the female students ($X^- = 13.51$; $SD = 2.97$). compared to the male students ($X^- = 13.48$; $SD = 3.14$). According to the table, there was no significant difference in the influence of entrepreneurship education on the consistency of entrepreneurial intention.

Discussion of Findings

The investigation's findings are deemed to be in line with the research question. The results of research question indicates that Polytechnic students in Adamawa State's perception of the consistency of their entrepreneurial intention are positively influence by entrepreneurship education. This supported the finding made by Ajzan (2002) that the majority of individuals who started their own businesses did not initially intend to become entrepreneurs before starting the programme, it was after learning about entrepreneurship education, they became more aware of their desire to become business owners, which in turn encouraged them to create ventures and consider potential future stability. The study's findings indicated that there was no significant difference between male and female Polytechnic students' when it came to the influence of entrepreneurship education on the consistency of entrepreneurial intention. ($t_{365} = -0.111$, $P 0.912$) therefore, the null hypothesis was not rejected.

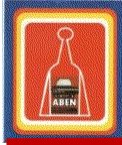
Conclusion

The study concluded showed that entrepreneurship education is essential for giving students the knowledge, abilities, and mindset they need to create jobs rather than seeking for jobs, which could contribute to the growth of the Nigerian economy. As the study shows that Polytechnic students have learned the fundamentals of entrepreneurship, including how to create business ventures, evaluate ideas, and conduct feasibility studies before launching a company. They also learned about business models, problem identification, solution development, and perceived stability. The study concluded that students at Polytechnics' perceived consistency of entrepreneurial intention is significantly influenced by entrepreneurship instruction. This demonstrated unequivocally that entrepreneurship education functions as a tool to reduce the high rate of youth unemployment and to provide job prospects.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. To alter students' perceptions regarding the consistency of their intended future entrepreneurial endeavors, administrators of the Polytechnics should set up facilities to improve the teaching of entrepreneurship education.
2. The authorities of the Polytechnics should keep encouraging students to attend conferences, seminars, and workshops that enhance entrepreneurship education, since



research has shown that these activities positively influence their consistency of entrepreneurial intention.

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