



Influence of Entrepreneurship Education on Entrepreneurial Intention among Students of Polytechnics in Adamawa State

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Abstract

The study sought the opinion of the respondents on the perceived influence of entrepreneurship education on entrepreneurial intention of polytechnic students in Adamawa State, Nigeria. The study answered two research questions while two null hypotheses were tested at 0.05 level of significance. Descriptive survey design was used. The population comprised of 3,990 students from two polytechnics in Adamawa State and 184 students were randomly selected using stratified random sampling technique as respondent. Influence of Entrepreneurship Education and Entrepreneurial Intention Questionnaire (EEEIQ) was duly validated by experts with Cronbach alpha reliability coefficient of 0.87 was obtained and used for data collection. 184 copies of the questionnaire were administered, retrieved and used to answer the research questions using mean and standard deviation, and t-test statistics was used to test the hypotheses at 0.05 level of significance. The study found that the duration of entrepreneurship education programme has positive influence on entrepreneurial intention. The study concluded that entrepreneurship education has great influence on entrepreneurial intention of polytechnic students. This clearly indicated that entrepreneurship education serve as a means for curbing the high rate of unemployment among youth's and become a medium of creating employment opportunities. Based on the findings, the following are recommended amongst others: Polytechnic authorities should continue to support the students in terms of conference attendance; seminars and workshops reinforce entrepreneurship education as it has been proved to have salutary effect on entrepreneurial intention.

Keywords: Entrepreneurship education, Entrepreneurial intention and Polytechnic students.

Introduction

Entrepreneurship is a dynamic process of vision, change and venture creation. It requires application of energy and passion towards the creation and implementation of new ideas and creative solutions. Entrepreneurship is more than mere creation of business, even the creation of business is certainly an important fact that can be achieved

through entrepreneurship. It is this perspective that has revolutionized the way business is conducted at every level and in every country (Pervin, 2008). Entrepreneurship education is indeed a critical resource for whole life education. Today, entrepreneurship has become one of the most dynamic forces in developing a nation's long term economic growth (Pihie & Bagheri, 2011). Entrepreneurs and entrepreneurship are recognized by researchers, especially when in a tough economy the entrepreneurs are taking bold steps to generate creative ways of surviving through the new venture creation which create jobs, spur innovation and grow the economy at large.

Entrepreneurship education is in fact the fundamental aim of education. It is the acquisition of knowledge, skills and attitude to enable the learners in the polytechnics apprehend life challenges in whatever forms and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life (Brown, 2010). Entrepreneurship education is a specialised training given to students in tertiary institutions to acquire skills, ideas, managerial abilities and capabilities for self-employment rather than being job seekers (Osuala, 2008). There is no doubt that the move by the Federal government through the National Universities Commission (NUC) to make entrepreneurship education one of the compulsory general courses for students in tertiary institutions and effective implementation of entrepreneurship education curriculum in polytechnics will help learners in Nigeria to develop entrepreneurial capacities and abilities to be self-reliant and self-employed. This is because of the general belief that the solution to current graduates unemployment and national economic and social instability lies in developing entrepreneurship culture among youth's especially polytechnic graduates.

Therefore, with appropriate skills, attitude and knowledge acquired through instruction accompanied with appropriate practical works, it is expected that polytechnic students on graduation should aim at becoming self-employed and employers of labour. This will reduce the rate of unemployment if not eradicate poverty and move Nigeria from a consumer to a producer nation (Okah & Odelola, 2013). In other words, it is expected that graduates from polytechnic institutions would acquire entrepreneurship knowledge and skills that would enable them on graduation to practise what was learnt in school, create jobs for themselves and others and help in the economic development of Nigeria.

Intention boosts the propensity of setting up one's own business in the future. Entrepreneurial intention can be referred to as state of an individual mind which directs and guides them towards the development and implementation of new business concepts (Katz, 2012). An individuals' future entrepreneurial activity can be predicted more accurately by studying intention rather than personality traits or situational factors. The intention is the cognitive demonstration of the person to excise behaviour. Stimulating entrepreneurial intention is essential for the successful operation of

entrepreneurial ventures. Therefore, it is an important tool for development of students in polytechnics in Adamawa State. It paves the way for them to accomplish their personal goals of having their own business ideas and realizing financial reward. It usually involves ambition and feelings to stand on one's feet (Pillis & Reardon, 2017).

Entrepreneurial activities are intentionally planned behaviour. Even in cases where a unique catalysing event like being downsized may spur the individual to the entrepreneurial act, there are often indications of a long-time interest and desire to become self-employed. As new businesses emerge over time, pre-organizational phenomena such as deciding to initiate an entrepreneurial career increasingly become area of research focus. Intention therefore can be seen as being typical of emerging ventures. Entrepreneurial intention has been defined as the intention to start a new business (Krueger & Brazeal, 2014). Thus, in this study, entrepreneurial intention was considered as an individual's will to be self-employed, since students in polytechnics in Adamawa State are given quality entrepreneurship education and entrepreneurial skills at the school entrepreneurship centre intended on enabling the students to become entrepreneurs after graduation. This entrepreneurial skill facilitates their knowledge to become business ownership and to enable labour for employment to recruit these graduate thereby reducing unemployment and improving the standard of living of individuals.

Entrepreneurial intention has proven to be a primary predictor of future entrepreneurial behaviour (Ajzen, 2015). Therefore, investigating what factors determine the entrepreneurial intention is a crucial issue in entrepreneurship research. In general, intent can be defined as "a state of mind directing a person's attention towards a specific object or a path in order to achieve something." A central question that arises is what factors determine entrepreneurial intention among students? Intention stems from intentionality which is a state of mind directing a person attention towards a specific goal in order to achieve something. The entrepreneurial process is a way of thinking that emphasizes opportunities over threats. Identifying opportunities is clearly an intentional process and therefore, entrepreneurial intention is important for the explanation of entrepreneurship.

The final decision to become an entrepreneur is a long "process in which attitude and intention evolve based on the development of individual's competence, experience in relation to the business context (Kristiansen & Indarti, 2019). This implies that the longer a programme is, the more time a participant has to reflect and develop his or her attitudes and intention towards target behaviour. This development of attitude and intention may of course, go in both directions. For example, the more a student becomes involved with entrepreneurial tasks, the more he or she might realise that this is not his or her destined career path. The question is as well, how entrepreneurial intention evolves. Does it evolve linearly or in a fluctuating manner? Is there a limit or does it decrease or increase indefinitely? Some of the arguments above would indicate that the longer the

entrepreneurship education intervention is, the more reasons of the influence of entrepreneurship education on entrepreneurial intention. This will support the idea that the duration of the intervention influences intention in an inverted U-shape (curvilinear) up to a specific point, the saturation point, education influences positively; then entrepreneurial intention decreases with the length of the education programme.

Statement of the Problem

Entrepreneurship is one of the key drivers of Nigerian economy, with sufficient potentials to change the course of the nation in terms of youth empowerment. In relation to the reality, the Federal Government of Nigeria introduced entrepreneurship education into the curriculum of polytechnics in the year 2009. Entrepreneurship education was introduced to produce graduates with skills needed to meet the manpower needs of the society and to stimulate students' interest and preparedness to start their own businesses among others.

In spite of the lofty objectives of entrepreneurship education, the researcher observed that many polytechnic graduates are still unemployed. Tony (2011) stated that most graduates are unemployed because of inadequate impartation of knowledge and skills of entrepreneurship education in Nigerian educational system, especially in polytechnics where learning of skills is paramount. This calls for serious concern and raises the question of whether entrepreneurship education is achieving its objectives of stimulating entrepreneurial engagement among Nigerian youths. It is against this backdrop that this study was conducted to determine the perceived influence of entrepreneurship education on entrepreneurial intention of polytechnic students in Adamawa State. Specifically, the paper sought to identify the perceived entrepreneurial intention of polytechnic students in Adamawa State and ascertain the perceived influence of the duration of entrepreneurship education on entrepreneurial intention of polytechnic students in Adamawa State.

Research Questions

The study provided answer to the following research questions

1. What is the perceived entrepreneurial intention of polytechnic students in Adamawa State?
2. What is the perceived influence of the duration of entrepreneurship education on entrepreneurial intention of polytechnic students in Adamawa State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. H_{0_1} : There is no significant difference between the perceived entrepreneurial intention of male and female of polytechnic students in Adamawa State.
2. H_{0_2} : There is no significant difference between the mean ratings of male and female of polytechnic students regarding the perceived influence of the duration of entrepreneurship education on entrepreneurial intention in Adamawa State.

Methodology

Descriptive survey design was adopted for the study. This research design was deemed appropriate because it enable the researcher to gather the data related to students' opinion on their entrepreneurial intention after receiving entrepreneurship education. The population of the study consisted of 3,990 Polytechnic students in Adamawa State. (State and Federal polytechnics). The sample size was 184 respondents selected using stratified random sampling technique. The strata is made up of the Polytechnic types and further stratified based on student's gender. A 26 item self-structured questionnaire on four-point rating scale tagged "Influence of Entrepreneurship education and Entrepreneurial Intention Questionnaire (EEEIQ)" was used to collect data for the study. The questionnaire was divided into three sections A, B and C. Section 'A' comprises closed ended questions which are collectively aimed at generating demographic data of the respondents. Section 'B', contained 13 items on perceived entrepreneurial intention of students. Section 'C' contains 13 items on the perceived influence of the duration of entrepreneurship education on entrepreneurial intention of polytechnic students. In section B and C the items were placed on the 4-point rating scale of Strongly Agree (SA) = 4, Agree (A) = 3 Disagree (D) = 2 Strongly Disagree = 1 (SD)

The instrument was validated by one Professor and two senior lecturers in the College of Education, Department of Business and Entrepreneurship Education, Kwara State University, Malete and a Professor of Measurement and Evaluation, from Moddibo Adama University of Technology, Yola. Reliability coefficient of 0.879 was obtained using Crobach Alpha, which implies that the instrument was highly reliable. The researcher; together with the research assistants, administered the 184 copies of the questionnaire to the respondents. Two null hypotheses were tested at 0.05 level of significance. All Strongly Agree and Agree were classified as "Agree" while all Disagree and Strongly Disagree were classified as "Disagree". Mean of 2.50 and above was considered as agreed while mean values below 2.50 were considered as disagree. For the null hypothesis if the observed p-value is less than the fixed p-value at 0.05 level of significance the null hypothesis was rejected, and if otherwise the null hypothesis was not rejected.

Results

Research Question 1: What is the perceived entrepreneurial intention of polytechnic students in Adamawa State?

Table 1: Mean and standard deviation of the responses of perceived entrepreneurial intention of polytechnic students

N/S	Items	\bar{X}	SD	Remark
1	Entrepreneurship education brings out the entrepreneurial intent in me.	3.72	0.66	Agreed
2	My professional goal is to be an entrepreneur.	1.84	0.74	Disagreed
3	Being an entrepreneur will give me great satisfaction.	2.74	1.23	Agreed
4	Entrepreneurs have a positive image in the society, so I want to be one of them.	2.70	0.63	Agreed
5	Entrepreneurship as a career is very attractive to me.	1.56	0.67	Disagreed
6	I prefer to become a boss on my own.	1.73	0.69	Disagreed
7	Entrepreneurship education has given me more ideas to become an entrepreneur in the future.	2.71	1.17	Agreed
8	Knowledge of entrepreneurship education has given me opportunities to exploit business ideas within the society.	2.59	1.13	Agreed
9	I will manage my own business in the future	2.71	1.19	Agreed
10	Being an entrepreneur implies more advantages than disadvantages to me.	2.80	1.09	Agreed
11	I have leadership skills to be an entrepreneur.	2.63	1.17	Agreed
12	With the knowledge of entrepreneurship education I have confidence to be an entrepreneur.	1.89	0.89	Disagreed
13	I have a high appetite for risk-taking.	2.56	1.17	Agreed
	Weighted Mean	2.57	0.24	Agreed

Analysis of data in table 1 revealed that the respondents agree with items 1,3,4,7,8,9,10,11 and 13 with responses of 3.72, 2.74, 2.70, 2.71, 2.59, 2.71, 2.80, 2.63, and 2.56 respectively, while items rejected are 2, 5, 6 and 12 with mean of 1.84, 1.56, 1.73 and 1.89 were disagree, on the overall, the respondents agreed to all the constructs in the table above, which implied that polytechnic students have positive entrepreneurial intention. This was supported with a mean and standard deviation of (mean = 2.57, SD = 0.24).

1	The longer the period of entrepreneurship education programme the stronger the intention I have to start up my business.	1.65	0.75	Disagreed
2	The longer the period of entrepreneurship education the stronger the intention I have to develop my own business.	3.36	1.06	Agreed
3	The more the lapses after the end of an entrepreneurship education programme, the weaker the intention on me not to start a business.	1.62	0.68	Disagreed
4	Entrepreneurship education is best studied within four academic sessions in order to have an in-depth knowledge on how to start a business.	3.20	1.05	Agreed
5	To become an entrepreneur, you need to undergo training of entrepreneurship education for at least a complete year.	2.70	1.15	Agreed
6	The duration of entrepreneurship education programme influences me to have entrepreneurial intention.	2.77	1.26	Agreed
7	With the long duration of entrepreneurship training, I tried to start a firm in which I would have a high probability of succeeding.	1.70	0.68	Disagreed
8	I can handle the stress that comes with running my business due to the length of entrepreneurship education given to me	1.58	0.63	Disagreed
9	I can sacrifice when the need arises while running my business	2.64	0.90	Agreed
10	I can solve business challenges as they arise	2.81	0.83	Agreed
11	I can conveniently communicate business offering due to the length of entrepreneurship education I received.	1.63	0.61	Disagreed
12	I can harness the human and financial resources required to start a business due to the length of entrepreneurship education I received.	2.94	0.86	Agreed
13	I can respond quickly to new ideas due to the length of entrepreneurship education given to me.	2.52	1.20	Agreed
	Weighted Mean	2.51	0.22	Agreed

Analysis of data in Table 2 revealed that the respondents agree with items, 2,4,5,6,9,10,12 and 13 with mean scores of 3.36, 3.20, 2.70, 2.77, 2.64, 2.81, 2.94 and 2.52 respectively, and the data further revealed that items 1,3,7,8 and 11 with mean scores of 1.65, 1.62, 1.70, 1.58 and 1.63 respectively, disagree by the respondents. On the overall, the respondents agreed to all the constructs in the table above, which implied that, the duration of entrepreneurship education is perceived to have positive influence on entrepreneurial intention by polytechnic students. This was supported

with mean (\bar{X} = 2.51) and standard deviation of (0.22). This means that responses of the respondents are not wide spread as it is close to the mean.

Table 3: Summary of t-test of the difference between the perceived entrepreneurial intention of male and female students

Gender	N	Mean	SD	t-cal	Df	p-value	Decision
Male	112	21.53	4.54	0.999	182	0.323	NS
Female	72	22.01	4.79				

Source: Field survey, 2017 P>0.05

Table 3 reveals that 112 male and 72 female students participated. The female students had higher mean responses (\bar{X} = 22.01; SD = 4.79) than male students (\bar{X} = 21.53; SD = 4.54). The table revealed that there was no significance difference between **perceived** entrepreneurial intention of male and female polytechnic students' (t_{365} = 0.999, P=0.323). Therefore, the hypotheses that states that there is no significant difference in the mean responses of entrepreneurial intention of male and female of polytechnic students in Adamawa State was not rejected. This indicated that male and female students did not differ statistically significantly in their responses regarding perceived entrepreneurial intention of polytechnic students. Though, slight difference can be observed with female students having higher mean (\bar{X} = 22.01) than the male students (\bar{X} = 21.53), but the mean difference is not statistically significantly.

H₀: There is no significance difference between the mean ratings of male and female of polytechnic students regarding the perceived influence of the duration of entrepreneurship education on entrepreneurial intention in Adamawa State.

Table 4: Summary of t-test of the difference based on gender.

Gender	N	Mean	SD	t-cal	Df	p-value	Decision
Male	112	21.27	5.02	0.445	182	0.665	NS
Female	72	21.04	4.67				

Source: Field survey, 2017 P>0.05

The data in Table: 4 revealed that there are 112 male and 72 female students. The male students had higher mean responses ($\bar{X} = 21.27$; $SD = 5.02$) than the female students ($\bar{X} = 21.04$; $SD = 4.67$). The table revealed that there was no significance difference between male and female students regarding the perceived influence of the duration of entrepreneurship education on entrepreneurial intention of polytechnic students' ($t_{365} = 0.445$, $p = 0.665$) Therefore, the hypotheses that state that there is no significant difference in the mean responses of the influence of the duration of entrepreneurship education on entrepreneurial intention of polytechnic students in Adamawa State was not rejected. This indicated that male and female students' did not differ statistically significant on their responses regarding the perceived influence of the duration of entrepreneurship education on entrepreneurial intention of polytechnic students.

Discussion

The findings of the study in table 1 discovered that polytechnic students have positive entrepreneurial intention, which brings out the entrepreneurial intent in them, being an entrepreneur implies more advantages than disadvantages to them, being an entrepreneur will give them great satisfaction, ideas to become an entrepreneur in future, manage their own business in the future, entrepreneurs have a positive image in the society, they have leadership skills to be an entrepreneur, opportunities to exploit business ideas within the society, high appetite for risk-taking in any type of business established in Adamawa State. On the other hand, it was revealed that polytechnic students have disagreed they have confidence to be an entrepreneur, their professional goal is to be an entrepreneur, they prefer to become a boss on their own, as well entrepreneurship as a career is attractive to them. It was therefore, indicated that polytechnic students have a positive perception on entrepreneurial intention in Adamawa State.

This findings is in consonance with the of Kuip and Verheul (2013) which stated that entrepreneurial intention deals with the inclination of a person to start an entrepreneurial activity in future, with this understanding, entrepreneurship education should be taught in an active and experiential way to enable students develop sound entrepreneurial intention, think and act entrepreneurially. Ajzen (2015) affirmed that entrepreneurship education encourage learning by doing, by experience, by experiment, by risk-taking, by making mistakes, by problem solving, by feedback through social interaction; by role playing, by exploring role models and by interaction with the adult world.

Findings in table 2 revealed that there was no significance difference between male and female of polytechnic students regarding the perceived influence of the duration of entrepreneurship education on entrepreneurial intention of polytechnic students. The study found out that duration of entrepreneurship education is perceived to have positive influence on entrepreneurial intention on the stronger the intention they have to develop their own business, is best studied within four academic sessions in

order to have an in-depth knowledge on how to start a business, harness the human and financial resources required to start a business, solve business challenges as they arise, influences them to have entrepreneurial intention, need to undergo training of entrepreneurship education for at least a complete year, sacrifice when needs arise while running their business, respond quickly to new ideas. On the other hand, it was revealed that polytechnic students disagreed that with the long duration of entrepreneurship training they have try to start a firm that they would have a high probability of succeeding, the stronger the intention they have to start up their business, conveniently communicate business offering, the weaker the intention on them to start a business and handle the stress that comes with running their business. It was therefore, indicated that the duration of entrepreneurship education is perceived to have positive influence on entrepreneurial intention of polytechnic students in Adamawa State. Kristiansen and Indarti (2009) affirmed that discovered the final decision to become an entrepreneur is a long “process in which attitude and intention evolve based on the development of individual's competence, experience in relation to the business context” This imply that the longer a programme is, the more time a participant has to reflect and develop his or her attitudes and intention towards target behaviour.

Conclusion

Based on the findings of the study which revealed that entrepreneurship education plays a vital role in equipping the students' with the necessary knowledge, skills and right attitude that could enable them create jobs rather than being jobs seekers which would in turn lead to the development of the Nigerian economy. Since the study revealed that polytechnic students have acquired skills and knowledge of entrepreneurship education in the areas of basic business venture creation, idea generation or development, assessing the idea or feasibility study to realization of business start-up, business model, problem identification, solution development and perceived stability. The study concluded that entrepreneurship education has great influence on entrepreneurial intention of polytechnic students. This clearly indicated that entrepreneurship education serve as a means for curbing the high rate of unemployment among youth's and become a medium of creating employment opportunities.

Recommendations

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

1. Polytechnics authorities should continue to support students in terms of conference attendance; seminars and workshops reinforce entrepreneurship education as it has been proved to have salutary effect on entrepreneurial intention.

2. Curriculum developers should consider running entrepreneurship education for four semesters instead of three at ND level since the duration of entrepreneurship education has been proved to have positive influence on entrepreneurial intention.

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