

Effect of Entrepreneurship Education on the Entrepreneurial Intentions of Final Year Students in Colleges of Education in North East Nigeria

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ABSTRACT

Formal education is not a means to automatically secure jobs after graduation, which led to high unemployment rate among graduates. This necessitated government's introduction of entrepreneurship education in schools of higher learning in Nigeria so as to curb unemployment. Despite this, terrorism and other social vices continues to thrive among youths. This study therefore examined how effective entrepreneurship education is in helping to build entrepreneurial intentions in students of colleges of education in North east Nigeria. The population of the study is 204 final year business education students of three selected colleges of education in North east Nigeria. The sample of the study is the entire 204 final year students randomly selected from the three Colleges of Education. The methodology of the study is descriptive survey and the instrument for data collection is a four-point likert scale questionnaire titled entrepreneurship education and entrepreneurial intention among students (ENTEDEIS) designed to suit the study. The validity of the questionnaire was assessed by two (2) professionals of entrepreneurship education and two (2) statisticians in Ahmadu Bello University, Zaria. To test the reliability of the questionnaire, Cronbach's Alpha was used. The researchers personally visited the sampled colleges of education, distributed the questionnaires and retrieved them. Data gathered from the respondents were analyzed using correlation with the aid of SPSS statistical tool for inferences. The findings of the study revealed that the curriculum content of entrepreneurship education for colleges of education is sufficient for establishing a business and all the antecedents of entrepreneurial intention except perceived behavioral control have positive relationship with entrepreneurial intention. The study therefore concluded that entrepreneurial education triggers entrepreneurial intention in students and recommended that students should be encouraged to build their confidence in their perceived behavioral control.

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INTRODUCTION

Economic development is a major concern of every Nation across the globe because it brings about wealth creation and prosperity. It is therefore necessary for a Nation's policy to encourage economic empowerment of its citizenry to stimulate the development of its economy. It must be a process that enables the citizens to be well

equipped with the knowledge and skills they need to be able to contribute to the development of the nation. Education is widely regarded by scholars as a catalyst to economic development. Nigeria's educational curricula for higher institutions like colleges of education were designed primarily to offer white collar jobs, wherein graduates received training on office jobs which made them job seekers.

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Postigo and Tamborini (2002) stated that the academic Programme of higher institutions of learning focus on educating students on professional career as employees. Despite the aforementioned, in a Survey jointly sponsored by the Education Trust Fund (ETF) and National Commission for Colleges of Education (NCCE) in 2004 was carried out to determine the needs of labour in Nigeria. The findings of the survey rated the students as poor in skills and knowledge required for employment (Okafor, 2011). This unfortunately resulted in a high rate of graduate unemployment and poverty (Ukoha, 2012). Accordingly, the National Bureau of Statistics (2011) stated that the unemployment rate among holders of Nigeria Certificate in Education (NCE) was 22.2% in the year 2010.

As a result of the foregoing, in recent times, entrepreneurship education became a national discussion because the Nigerian government is convinced that one of the ways to cope with high rate of unemployment among graduates is by creating entrepreneurs. It is believed that entrepreneurship education contributes to economic development because rather than graduates seeking for jobs, they create jobs for themselves. The important role played by entrepreneurship education is further emphasized by UNESCO (2020). The body opined that entrepreneurship education has never been more important and popular than presently, as it provides learners with the necessary skills, mindset, creativity and innovative ideas they need to succeed in the 21st century. Therefore, it became imperative for the Nigerian government to re-orientate students of colleges of education towards developing entrepreneurial skills and mindset. Consequently, Entrepreneurship education was made compulsory in the year 2006 for all students of colleges of education irrespective of chosen discipline (Yahaya, 2011).

However, for any academic policy and indeed entrepreneurship education policy to be regarded as being successful, the structure and mechanisms of the policy must at least positively stimulate the students learning orientation and thoughts directed towards using entrepreneurship as a future means of livelihood. Though an expanding body of literature validates the necessity of entrepreneurship education in building entrepreneurial intentions among students,

Fretchner and Weber (2013), Linan and Fayolle (2015) and Rasian (2010) pointed out that poor implementation of such policy like entrepreneurship education policy can hinder desired results.

It is therefore of utmost importance to examine entrepreneurship education in a developing nation like Nigeria, specifically in colleges of education because it remains an issue of debate among scholars whether entrepreneurship education serves its purported goal. Issues like, whether entrepreneurship education is able to stimulate traits that predict the entrepreneurial intentions of students has been a debate among scholars. In view of the above, the relevance of the curriculum content, methods of teaching, availability of teaching materials for entrepreneurship education and their effect on the entrepreneurial intention of students after graduation are issues to delve into.

A large number of previous researches have revealed positive effect of entrepreneurship education on the entrepreneurial intentions of students (Cai and Kong, 2017; Jahari, 2017; Utami, 2017, Hassan and Hassan, 2017; Bhat and Singh, 2018; Ni and Ye, 2018, Aladejebi, 2018; Pretema 2019). Conversely, some other studies have revealed that entrepreneurship education has no effect on entrepreneurial intentions of students (Ngah and Osman, 2017; Jie and Hams, 2017). This inconsistency in previous studies makes the results inconclusive. More so, most of the studies were carried outside Nigeria and the recent few conducted in Nigeria (Hassan and Hassan, 2017 and Aladejebi, 2018) were done in the South west and (Amuda et al, 2019) in North central. This present study fills the gap by conducting this study in the North east zone of the country.

Statement of the Problem

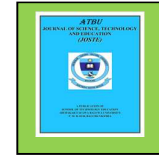
The menace and social vices in the north east zone of the nation is as a result of unemployment and inadequate economic empowerment, as pointed by Yusuf (2016). For more than a decade now, the north east especially Adamawa and Yobe states have been faced with the menace of terrorism, insurgency and kidnappings (United Nations, 2022). This has led to loss of lives, livelihood, properties, infrastructures and hunger.

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Additionally, United Nations Development Programme (2021) also stated that 1.1 million lives could be lost by 2030 if the insurgency in the north east continues. This menace is threatening economic stability and have therefore caused under development in the zone compared to other zones in the Nation. One is therefore forced to question the effectiveness of the entrepreneurship education made compulsory in all institutions of higher learning, because many questions remain unanswered on why the menace continues to thrive despite the efforts of the government in ensuring that unemployment is drastically reduced through entrepreneurship education.

Objectives of the Study

The objectives of the study are;

1. To access the effect of entrepreneurship education on entrepreneurial intention of final year students in the selected colleges of education.
2. To examine the impact of attitude towards behavior on the entrepreneurial intention of final year students of selected colleges of education.
3. To evaluate the impact of motivation on the entrepreneurial intention of final year students of selected colleges of education.
4. To analyze the influence of entrepreneurial resource on the entrepreneurial intentions of final students of the selected colleges of education.
5. To examine the effect of perceived the behavioral control on the entrepreneurial intention of final year students of the selected colleges of education.

Hypotheses

The hypotheses of the study are therefore;

HO₁: there is no relationship between entrepreneurship education and entrepreneurial intention

HO₂: there is no relationship between attitude towards behavior and entrepreneurial intention

HO₃: there is no relationship between motivation and entrepreneurial intention.

HO₄: there is no relationship between entrepreneurial resources and entrepreneurial intention.

HO₅: there is no relationship between perceived behavioral control and entrepreneurial intention.

LITERATURE REVIEW

Entrepreneurship Education

Entrepreneurship is a French word that means the act of being an entrepreneur or the act of setting up a business and taking up financial risk with the intention of making profit, Davis (1983), as cited in Igor (2005). Similarly, Nwafor (2007) and Ojeifo (2013) opine that entrepreneurship as the ability and willingness of individuals to seek investment opportunities, establish and run businesses successfully. Entrepreneurship education as stated by Akudolu (2010) is the acquisition of the right knowledge, attitude skills to enable learners understand life challenges and take the necessary steps to realize new trends and opportunities for meeting those challenges. This means that entrepreneurship education involves acquiring the needful skills necessary for facing the challenges of unemployment and exploring new trends in our changing world. In line with the foregoing, Bassey and Archibong (2005) opine that the objective of entrepreneurship education is to empower graduates in entrepreneurial competence that will enable them yield income from business instead of staying idle seeking jobs that are scarce. Additionally, researchers posit that entrepreneurship education should be practical oriented so as to motivate students to have a focus on innovative business opportunities. Oborah (2006) therefore outlined the objectives of entrepreneurship education as;

- a) to provide education that is meaningful to the youths such that they could be self-reliant;
- b) to provide graduates with skills that will make them meet the trending manpower needs of the society.
- c) to provide small and medium companies the opportunities to accept qualified graduates to be trained on skills relevant to establish and manage small businesses;
- d) to equip graduates with the training to make them creative and be able to identify new ideas and opportunities;
- e) to stimulate enterprise growth and the consequent economic growth of less developed societies

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Entrepreneurial Intention

Intention is the most reliable and effective predictor of actual behavior (Krueger and Carsrud, 1993). Entrepreneurial intention as posited by Thompson (2009) is the self-believed and acknowledged conviction by individuals that they desire to establish business enterprise in future. This conviction is continuously, consciously and intentionally planned to achieve the goal in future. It means that people may have the desire and interest to act in a certain way but the time for the actual action (entrepreneurship) is a time when the opportunity comes which is unknown (Krueger et al., 2000b). Several predictors/antecedents have been used in prior literature to establish entrepreneurial intention of individuals. The intention models of Shapero and Sokol (1982) which advocates perceived desirability, feasibility and propensity to act as antecedents of intention and that of Ajzen (1988) which advocates attitude towards behavior, subjective norm and personal behavioral control as antecedents of intention, are the most popular. However, the most predominant intention model is that of Ajzen (1988).

Empirical Evidence

Researchers opine that tertiary institutions play a vital role in promoting entrepreneurial skills and knowledge. Mahajar and Yunus (2012) carried out a study among higher institution students. The findings of the research indicate that higher institutions play a very significant role on building the inclinations of the students towards entrepreneurship especially after graduation.

In a similar development in Tanzania, Mbwambo and Magoma (2022), investigated the nexus between entrepreneurial motivation and entrepreneurial intention of students from college of business education. Using a sample size of 55 diploma students, the study employ a cross-sectional research design to find out the impact of students' attitude, perceived behavioral control, innovativeness and job security on the entrepreneurial intention of the students. The result of the study revealed that all the variables were significant at 5% level. This shows that the variables have a substantial effect on entrepreneurial intention of the students.

Conversely, Fayolle, Gaily and Lassas-cleric (2006), using the theory of planned behavior of Ajzen (1991) and (2002), found out that entrepreneurship teaching programmes could also decrease the entrepreneurial intention of some students who have no exposure to entrepreneurship.

THEORETICAL FRAMEWORK

This study is underpinned by the Theory of Planned Behavior (TPB). This theory is an intention-based model of individual behavior and it was made prominent by Ajzen (1988). The theory emerged to explain, understand and predict human social behavior (Ajzen, 2012). TPB assume that the attitude of individuals towards behavior, subjective norm and Perceived Behavior Control (PBC), are the antecedents of intentions. The more the attitude towards behavior, subjective norms and perceived behavior control, the greater the individuals intention to carry out the behavior.

Ajzen (2006) opine that if these behaviors are well nurtured, individuals are expected to carry out their intentions when the opportunity presents its self. Theorist like Krueger (1993), Krueger and Brazeal (1994), Davidsson (1995), Hindle, Klyver and Jennings (2009) and Krueger, Reilly and Casrud, (2000), identified Ajzen's theory of planned behavior as a useful model for explaining entrepreneurial intentions of individuals.

The argument postulated by the aforementioned theorist on entrepreneurial intention model is that entrepreneurship is a planned, controlled, and voluntary behavior that is intentional. Based on these models, individuals consciously build entrepreneurial intents overtime before subsequently taking actions to establish business. Hence, establishing a business is considered an intentional act. Therefore, entrepreneurial intention is apparently a powerful predictor of planned behavior towards establishing a business. However in line with Boahemaah et al (2020), this study modifies the Ajzen (1985) model by using two antecedents; attitude towards behavior and perceived behavioral control then adding motivation and entrepreneurial resource as used in previous studies. This is because the study believes that motivation and entrepreneurial resource are two

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very important antecedents of entrepreneurial intention.

Attitude towards Behavior

Attitude towards behavior as an antecedent of intention is adopted from Ajzen (1991). It measures the extent to which a person feels either positively or negatively towards the behavior of interest. A person with a higher positive attitude towards behavior is more likely to engage in the desired behavior with good anticipated outcomes. Connecting this to entrepreneurial intention, it means that the more an individual acts positively towards establishing business venture, the more he will successfully achieve his goal.

Entrepreneurial Motivation

Entrepreneurial motivation is anything (motivator) that encourages a person to build entrepreneurial intention. The motivators makes a person to continuously plan and desire to establish business. Individuals get motivated by having financial security, aspiration to earn large income, build business children could inherit the need to explore business idea that could be regarded as an achievement and also making profit. It is opined that making profit is a

very important factor that motivates learners towards establishing new business (Olugbola, 2017).

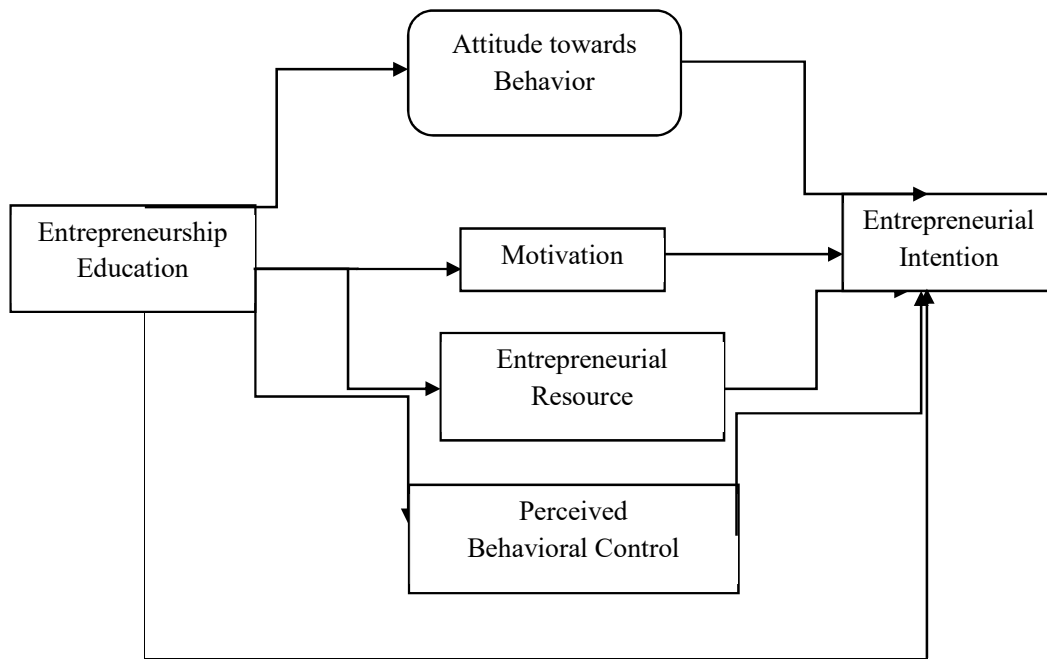
Entrepreneurial Resource

Resources are assets of a firm which are used to produce goods and services. Resources are the most core substance of the entrepreneurial process, and they are financial, social and human capital. This shows that the basic need of every entrepreneur is the resource available to them for establishing business, make profit and generally create wealth. Therefore, non-availability and lack of access to financial resources is viewed by Singh Sandhu et al., (2011) as hindrance to having the desire or intention to establish business.

Perceived Behavioral Control (PBC)

Ajzen (1991) posited that perceived behavioral control predicts behavioral intention. Perceived behavioral control are the abilities the students have. It is the ability to carry out a planned behavior from experience gathered and hindrances that may obstruct achieving the behavior. Students intending to go into Entrepreneurship are required to have administrative and managerial skills.

Theoretical Model

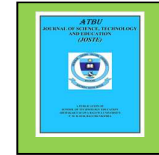


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METHODOLOGY

The research design for the study is descriptive survey. The population of the study is all final year students of business education in three selected colleges of education in North east Nigeria. The three selected Colleges of Education in the North East Zone of Nigeria are; Federal College of Education (Technology), Potiskum, Yobe State, Federal College of Education (Technology), Gombe State, Federal College of Education Yola, Adamawa state. The population of the study is 204 final students of business education from the selected schools. The sample size of the study is the entire 204 students; 68 students randomly selected from each of the selected colleges of education. Data was collected using a 45 item questionnaire titled Effect of Entrepreneurship Education on the Entrepreneurial Intention of Students (ENTEDEIS). The questionnaire was divided into six sections; A, B, C, D, E with section A - E having questions concerning entrepreneurship education and antecedents

that predict entrepreneurial intention. The validity of the content of the questionnaire was determined using the advice of two experts in entrepreneurship education and two statisticians from Ahmadu Bello University, Zaria. The reliability of the questionnaire was tested using Cronbach's Alpha. The questionnaire was personally administered to the respondents by the researchers so as to ensure efficient rate of return. After data was collected, Correlation analysis was then used in testing the hypothesis of the study through the statistical tool of social sciences, SPSS version 22.

RESULT PRESENTATION

Cronbach's Reliability Test

The need for a reliability test is to see if the method through which data was collected and the procedure of analysis will provide results that will be consistent with that of other researchers when duplicated.

Table1: Result of Reliability Analysis

Variables	Cronbach's alpha value
Entrepreneurship education	0.74
Attitude towards behavior	0.82
Entrepreneurial motivation	0.87
Entrepreneurial resources	0.78
Perceived behavioral control	0.71

Table 1 revealed that the Cronbach's alpha value of all the variables exceeded the

acceptable standard of reliability analysis of 0.70. This shows that data collected is credible.

Table 2: Relationship between entrepreneurship education and entrepreneurial intention

Variable	Statistics	Entrepreneurship education	Entrepreneurial intention
Entrepreneurship education	Pearson correlation	1	0.617**
	Sig. (2-tailed)		0.000
	N		204
Entrepreneurial intention	Pearson correlation	0.617**	1
	Sig. (2-tailed)		0.000
	N		204

S=significant in 0.05 level.

The table showed that the total of 204 respondents for entrepreneurship education has a mean (1.4608) and standard deviation of (.8265) while the total of 204 respondents on

entrepreneurial intention has a mean (1.816) and standard deviation of (1.232), ($r = 0.617$, $df = 203$, $p < 0.05$). This implies that there is positive relationship between the entrepreneurship

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education and entrepreneurial intention. The null hypothesis was rejected.

Table 3: Relationship between attitude towards behavior and entrepreneurial intention

Variable	Statistics	Attitude towards behavior	Entrepreneurial intention
Attitude towards behavior	Pearson correlation	1	0.837**
	Sig. (2-tailed)		0.000
	N		204
Entrepreneurial intention	Pearson correlation	0.837**	1
	Sig. (2-tailed)		0.000
	N		204

S=significant in 0.05 level.

The table showed that the total of 204 respondents for attitude towards behavior has a mean (1.2841) and standard deviation of (.8075) while the total of 204 respondents on entrepreneurial intention has a mean (1.816)

and standard deviation of (1.232), ($r = 0.837, df = 203, p < 0.05$). This implies that there is positive relationship between the attitude towards behavior and entrepreneurial intention. Therefore the null hypothesis was rejected.

Table 4: There is no relationship between motivation and entrepreneurial intention

Variable	Statistics	Motivation	Entrepreneurial intention
Motivation	Pearson correlation	1	0.875**
	Sig. (2-tailed)		0.000
	N		204
Entrepreneurial intention	Pearson correlation	0.878**	1
	Sig. (2-tailed)		0.000
	N		204

S=significant in 0.05 level.

The table showed that the total of 204 respondents for motivation has a mean (1.3824) and standard deviation of (.7499) while the total of 204 respondents on entrepreneurial intention has a mean (1.816) and standard deviation of

(1.232), ($r = 0.875, df = 203, p < 0.05$). This implies that there is positive relationship between the motivation and entrepreneurial intention. Therefore the alternative hypothesis was accepted and reject null hypothesis.

Table 5: Relationship between entrepreneurial resources and entrepreneurial intention

Variable	Statistics	Entrepreneurial resources	Entrepreneurial intention
Entrepreneurial resources	Pearson correlation	1	0.719**

	Sig. (2-tailed)		0.000
	N		204
Entrepreneurial intention	Pearson correlation	0.719**	1
	Sig. (2-tailed)		0.000
	N		204

S=significant in 0.05 level.

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The table showed that the total of 204 respondents for entrepreneurial resources has a mean (1.5441) and standard deviation of (.5813) while the total of 204 respondents on entrepreneurial intention has a mean (1.816) and standard deviation of (1.232), ($r = 0.719$, $df =$

203, $p < 0.05$). This indicates that there is positive relationship between the entrepreneurial resources and entrepreneurial intention. Therefore the null hypothesis is rejected

Table 6: Relationship between perceived behavioral control and entrepreneurial intention

Variable	Statistics	Perceived behavioral control	Entrepreneurial intention
Perceived behavioral control	Pearson correlation	1	0.437**
	Sig. (2-tailed)		0.000
	N		204
Entrepreneurial intention	Pearson correlation	0.437**	1
	Sig. (2-tailed)		0.000
	N		204

S=significant in 0.05 level.

The table showed that the total of 204 respondents for perceived behavioral control has a mean (2.8137) and standard deviation of (1.0429) while the total of 204 respondents on entrepreneurial intention has a mean (1.816) and standard deviation of (1.232), ($r = 0.437$, $df = 187$, $p < 0.05$). This implies that there is no strong relationship between the perceived behavioral control and entrepreneurial intention. Therefore the assumed alternate hypothesis is accepted.

DISCUSSION OF RESULTS

Firstly, the results of the study show that the curriculum content of entrepreneurship education is adequate. This shows that the students are satisfied with the curriculum content for learning entrepreneurship. This finding is consistent with the findings of Singh Sandhu et al.(2011), Mahajar and Yunus (2012), Zhang et al. (2014), Oyebola et al. (2015), Olugbolo (2017) and Fadli et al. (2020).

Secondly, the results show that attitude towards behavior have positive impact on entrepreneurial intention. This is an indication that students of colleges of education have positive attitude towards entrepreneurship which is a pointer that they are interested in establishing business after graduation. This finding is consistent with the findings of Boahemaah et al. (2020) and karali (2013).

Thirdly, the result reveal that entrepreneurial motivation have positive effect on

entrepreneurial intention. This show that students of colleges of education feel motivated to establish business after graduation due to scarce jobs. This finding is similar to the findings of Lynch et al. (2017), consistent with the findings of Olugbolo (2017) and Boahemaah et al. (2020).

Fourthly, the result show a positive relationship between entrepreneurial resource and entrepreneurial intention. This is an indication that the students of colleges of education know that resources are core for establishing business. This finding is line with the findings of Jemal (2017) and Olugbolo (2017).

Lastly, the results of the study also revealed that perceived behavioral control does not have effect in predicting entrepreneurial behavior. This implies that the students had been thought more of theory rather than practical, hence they did not acquire adequate skills and knowledge required to establish business after graduation. This is in line with the findings of Souitaris et al. (2007), Iffan (2018) and Mbwanbo and Magoma (2022).

CONCLUSION /RECOMMENDATION

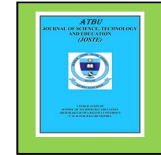
The study was carried out to examine the impact of entrepreneurship education on the entrepreneurial intention of students of colleges of education in North East Nigeria. The findings of the study supports the ongoing discussion on

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antecedents of entrepreneurial intention among students. Though, perceived behavioral control show no effect on entrepreneurial intention, other variables show strong relationship with entrepreneurial intention. The study therefore recommends that;

1. Regulators of colleges of education and lecturers of entrepreneurship education should ensure that the mechanism of teaching entrepreneurship is upgraded from time to times in order to reflect the realities of the changing business world.
2. Lecturers of entrepreneurship education should ensure that all the antecedents of entrepreneurship intention is intensified in students so as to make their entrepreneurial intention stronger by collaborating with successful business owners who would be seen as mentors.
3. Government should provide funds continuously for entrepreneurship education to ensure that students are exposed to inclusive practical of real business world. This will give the students a better understanding of the theoretical aspect.
4. Lecturers and parents should encourage students to build confidence in their perceived behavioral control by making them proactive in participating in entrepreneurial activities carried out in the cause of learning.

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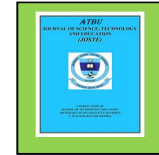
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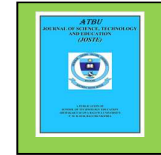
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