



Determinants of Entrepreneurial Intention among National Diploma Students in Business Studies in North-Eastern Nigeria

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ABSTRACT

The main purpose of the study was to determine the entrepreneurial intention among National Diploma students in business studies in North-Eastern Nigeria. The study was guided by five objectives, with corresponding research questions and null hypotheses. Relevant literature related to the study was reviewed. The design for the study was descriptive survey. The population of the study comprised 24,625 National Diploma II students of Schools of Business studies of all the Polytechnics in North-Eastern Nigeria. The researcher sampled 379 subjects using proportionate random sampling technique. The instrument for data collection was developed by the researcher from adaptation from the existing instruments; family background, societal norms, desire for independence, financial status, and entrepreneurship training. The instrument was validated by 4 experts. The instrument was tested and reliability coefficient of 0.80 was obtained. The research questions were answered using descriptive statistics (mean and standard deviation) while the hypotheses were tested using regression analysis. The study revealed that family background; has moderate influence on students' entrepreneurial intention. Societal norms; has moderate extent significance influence on students' for been self-reliant. Desire for independence; has large extent influence on students' entrepreneurial intention. Financial status also has large extent influence on students' entrepreneurial intention for self-reliance, and entrepreneurship training has moderate extent determined entrepreneurial intention of National Diploma students in business studies in North-Eastern, Nigeria. Based on the results, it was recommended, that parents should educate and encourage their children to be business-oriented upon graduation; Stakeholders like community leaders, Parents, government, NGO's, and scholars should create public awareness programmes that will help to promote societal norms, values, and beliefs that encourage business creations.

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INTRODUCTION

Entrepreneurship intention has been extensively researched in the past decades and continues to be of interest to researchers due to its importance to the development of many countries (Zain, 2019). The literature on entrepreneurship intention includes determinants influencing entrepreneurship intention was reviewed by many researchers. Entrepreneurship

has been recognized as one of the necessary conditions for economic development. Many developing countries have evolved policies to support people at different levels to embark on entrepreneurship. Entrepreneurial activities create further business opportunities for exploitation in the economy. In other word entrepreneurship breed more entrepreneurial activities. The reason of such a wide range

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speculation is that entrepreneurs are playing a vital role to accelerate economic growth of a country. Entrepreneurs do several business activities which contribute in circulation of funds and create more job opportunities. Lack of student entrepreneurial intent can be vulnerable to the current generation to compete millennial worldwide. In this situation, Governments and research scholars are concerned to discover determinant which impact on the decision of choosing entrepreneurial intention by the students. (Reynolds, 2018).

The most difficult challenge confronting leaders in Africa and other developing countries is the problem of poverty and high unemployment among youth. The unemployment trend in Nigeria is ever increasing since 1980. In 2019, unemployment rate was 42.4 %, which creates a source of concern by the government and policy makers on how to reverse the trend and its negative implications in the country, (National Bureau of Statistics, 2019). It is also observed that over the years the number of students graduating from tertiary institutions is rapidly skyrocketing. It is alarming that the number available vacancies or openings do not in any way correspond with the number of graduates. This is perhaps due to the harsh economic conditions and unfriendly business environment that forced many businesses to close. The competition for job in labor market becomes very intense to the extent that employment in most cases is no longer secured on equal opportunity basis.

It is further observed that the oil boom has affected people's attitude to work and the psychology of an average Nigerian prefers to avoid investments that require special expertise and creativity. In addition, the school curriculum was not initially geared towards equipping students with skills required for self-employment. Consequently, thousands of graduates from tertiary institutions are roaming in the streets in search of jobs that are not readily available.

The research framework is built on the Entrepreneurial Event Model (EEM) introduced by Shapero and Sokol in 2012. When the model was introduced by the authors, they did not propose it as an intention model, but it was quickly seen and used as such in the literature

(Monacelli 2013). The aim of the model was to explain the series of processes, stages and activities that lead to launching a business enterprise (Kalliman & Laakkonen, 2014). This model identified three (3) main stages that lead to business formation. The model assumes that inertia guides human behavior, until some event 'displaces' that inertia and unlock previously undesired behavior, individuals may not want to start up business enterprise. For example, a displacement such as the death of spouse (that is, a 'bread winner'), might alter the perception of the desirability to become self-employed by the widow. Shapero and Sokol (as cited in Ediagbonya, 2013) classify these life path changes into three and they include: negative displacement, between things and positive pull.

The family as a social unit comprises members who constitute the significant others in our environment today. So far, the role of the family in venture creation decisions has been explained from three different perspectives; the classical perspective, the cognitive perspective, and the social embeddedness stance (Aldrich & Cliff, 2013). The last among these perspectives argues that people are implicated in networks of social relations. researchers, therefore, concur with the words of Aldrich and Martinez (2016) that individuals' decisions to start a business is not derived from a vacuum, but they often engage in consultations and are subtly influenced by significant others in their respective environment. More importantly, the family play three key roles in venture creation decision making; a source of financial and human resources (Zhang, & Wong, 2013), a source of information and credible values (Aldrich, 2016), and a source of role models (Krueger, 2013). Hence, the family is considered to be influential, especially, in the early stages of the life cycle of a business venture (Klyver, 2017).

Societal norm is the view of an individual who influenced one another is important. Williams, (2016), in the views that are considered important by individuals who advise the individual to perform or not perform certain behaviours and motivation accompanied by a willingness to do or not do something that was considered important. Societal norms or refer to a person's beliefs on

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how and what to think about people who are considered important and are motivated to follow that thought (Moore, 2015). Societal norm is a norm which departs from the inner element or the human conscience (Salami, 2015).

The Desire for Independence theory of McClelland (2011) is one of the most applied theories on entrepreneurship. According to its traditional definition, the desire for independence is the impetus that forces the person to struggle for success and perfection (Sagie, 2014). Individuals who have a strong need to achieve are among those who want to solve problems themselves, set targets and strive for these targets through their own efforts, demonstrate a higher performance in challenging tasks and are innovative in the sense of looking for new and better ways to improve their performance (Unpaz, 2015). While Madumere-Obike, (2011) identified the Desire for Independence as a basic need that influences behavior, McClelland first established the construct in the entrepreneurship literature by positing that a high Desire for Independence predisposes a young person to seek out an entrepreneurial position to attain more achievement satisfaction that could be derived from other types of positions (Entrialgo, 2015). With numerous comparative studies conducted among entrepreneurs and non-entrepreneurs, it appears that the desire for independence has a more significant relation with entrepreneurship than other characteristics mentioned in the literature (Hansemark, 2011).

Piore, and Sabel, (2015) suggests that financial status are important drivers of entrepreneurship. During an economic crisis this role is even strengthened, because of the paucity of business opportunities. The period of economic situation or crisis boost entrepreneurial opportunities. When unemployment is high and rising, the choice to become an entrepreneur depends also on the extent to which self-employment is perceived as a viable second best alternative to unemployment. Financial status and the prospect of unemployment may lead some people to seek for an alternative.

Entrepreneurship Education is an important factor to bring entrepreneurships activities. The intention of entrepreneurship can be defined as a desire or determination

of individuals to start up a new business to exploit the opportunities and risks of the business, through learning entrepreneurship. Raposo and Do Paco (2011) have identified some aims of entrepreneurship education with reference to previous authors, as: "To increase capacities in the use of techniques, in the examination of business situations, and in the creation of action plans, to identify and stimulate entrepreneurial skills, to develop empathy and support for all issues of entrepreneurship, to develop attitudes towards change, to promote new start-ups and other ventures.". Jones, Matlay, and Maritz, (2012) explained what students expect to learn by engaging in entrepreneurship education using "the process of scenario development".

Statement of the Problem

Although efforts have been made to create entrepreneurs among graduates, their number is still relatively low. The question arises is that if the students are ready to enter the business world upon graduation, the issue of unemployment among these graduates should not arise since they have the alternative to start their own businesses rather than working for others. On other hand, lack of National Diploma student's involvement in entrepreneurial field is mainly due to family, society, individual and government commitments such as needing time for making policy, parenting and family seriousness on the matters (Ab-Rahman, et. al., 2016). The problem of redundancy of tertiary institutions graduates has been on the increase and affecting the Nigerian society in many ramifications. Problems of poverty, stealing, robbery, kidnapping, insurgency, violence in Nigeria have been associated with unemployment (Sani, 2016). Aghazamani and Akossou (2010) explains the reasons family background, society and government involving in business as economic environments changing, lack of household income, internal family and society events, and a change in family/society structure changing. Thus, motivation and encouragement aspects based on students need to be considered for entrepreneurship and training in higher learning institutions (Ismail, 2010).

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Consequently, the determinants of entrepreneurial intention among National Diploma students includes family background; societal norms; desire for independence; financial status; of the graduates and entrepreneurship training has been observed as the determining factors for entrepreneurial intention by many researchers (Ajzen's, 2012b; Engle, 2013; Turker & Sonmez, 2015)

Aim and Objectives of the Study

The purpose of the study was to determine the Entrepreneurial Intention among National Diploma students in business studies in North-Eastern Nigeria. Specifically, the study seeks to:

- i. Determine the influence of family background on entrepreneurial intention of National Diploma students' in business studies in North-Eastern Nigeria.
- ii. Ascertain the influence of societal norms on entrepreneurial intention of National Diploma students in business studies in North-Eastern Nigeria.
- iii. Assess the influence of desire for independence on entrepreneurial intention of National Diploma students' in business studies in North-Eastern Nigeria.
- iv. Determine the influence of financial status on entrepreneurial intention of National Diploma students' in business studies in North-Eastern Nigeria.
- v. Examine the influence of entrepreneurship training on entrepreneurial intention of National Diploma students in business studies in North-Eastern Nigeria?

Research Questions

The following research questions will guide the study:

- i. What is the influence of family background on entrepreneurial intention of National Diploma students' in business studies in North-Eastern Nigeria?
- ii. What is the influence of societal norms on entrepreneurial intention of National Diploma students in business studies in North-Eastern Nigeria?
- iii. What is the influence of desire for independence on entrepreneurial intention

- of National Diploma students' in business studies in North-Eastern Nigeria?
- iv. What is the influence of financial status on entrepreneurial intention of National Diploma students in business studies in North-Eastern Nigeria?
- v. What is the influence of entrepreneurship training on entrepreneurial intention of National Diploma students in business studies in North-Eastern Nigeria?

Hypotheses

The following null hypotheses were formulated and tested in the course of the study.

- HO₁:** Family background has no significant influence on entrepreneurial intention among National Diploma students in business studies in North-Eastern Nigeria;
- HO₂:** Societal norms have no significant influence on entrepreneurial intention among National Diploma students in business studies in North-Eastern Nigeria;
- HO₃:** Desire for independence has no significant influence on entrepreneurial intention among National Diploma students in business studies in North-Eastern Nigeria;
- HO₄:** Financial status has no significant influence on entrepreneurial intention among National Diploma students in business studies in North-Eastern Nigeria;
- HO₅:** Entrepreneurship training has no significant influence on entrepreneurial intention among National Diploma students in business studies in North-Eastern Nigeria.

METHODOLOGY

This study adopted a descriptive survey research design. The study aimed to determine the existing conditions concerning the influence of five determinants on entrepreneurial intention among ND students. A descriptive survey design was deliberately chosen because of its suitability for studies that involve determining, assessing and reporting a given

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situation as it exist. The area where the study was conducted was the North-East Geo-Political Zone of Nigeria. The geo-political zone comprises of six states namely, Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe states. The study covered all the 10 polytechnics in the zone.

The population of the study was 24,625 (ND II) students 2018/2019 academic session, in School of Business Studies of all the Polytechnics in North-Eastern Nigeria. The population was in shown in Table 1.

Table 1: Population Distribution of National Diploma Students in Business Studies (ND II) 2019/2020 Academic Session in North-Eastern Nigeria

S/N	Institutions	States	Students
1.	Federal Polytechnic Mubi	Adamawa State	3,221
2.	Adamawa State Polytechnic, Yola	Adamawa State	2593
3.	Abubakar Tafari Ali Polytechnic, Bauchi	Bauchi State	3,202
4.	Federal Polytechnic, Bauchi	Bauchi State	3,631
5.	Ramat Polytechnic, Maiduguri	Borno State	2076
6.	Gombe State Polytechnic, Bajoga	Gombe State	443
7.	Federal Polytechnic Bali	Taraba State	2,998
8.	Taraba State Polytechnic, Jalingo	Taraba State	2,152
9.	Mai-Aloma State Polytechnic Geidam	Yobe State	1,487
10.	Federal Polytechnic Damaturu	Yobe state	1,922
Total			24,625

Source: Office of the Heads of Departments of the Various Institutions.

The sample of the study was 379 students as suggested by The Research

Advisors (2006) Table of sample Size. The sample of the study was in presented in Table 2.

Table 2: Distribution of the sample size for the Study

S/N	Institutions	States	Number of Students
1.	Federal Polytechnic Mubi,	Adamawa State	49
2.	Adamawa State Polytechnic, Yola	Adamawa State	42
3.	Abubakar Tafari Ali Polytechnic, Bauchi	Bauchi State	49
4.	Federal Polytechnic, Bauchi	Bauchi State	57
5.	Ramat Polytechnic, Maiduguri	Borno State	45
6.	Gombe State Polytechnic, Bajoga	Gombe State	08
7.	Federal Polytechnic Balli	Taraba State	34
8.	Taraba State Polytechnic, Jalingo	Taraba State	45
9.	Mai-Aloma State Polytechnic Geidam	Yobe State	23
10	Federal Polytechnic Damaturu	Yobe state	27
Total			379

In trying to equate the sharing of the questionnaires among the final year (ND II) students of polytechnics, a proportionate random sampling technique was used in selecting respondents from 379 respondents as sample size. Sekaran and Bougie (2010) suggest that simple random sampling can be considered as a form of proportionate random sampling, in which

a predetermined proportion of people are sampled from each group.

The instrument for data collection was structured questionnaire titled "Determinants of Entrepreneurial Intention among National Diploma Students in Business Studies" (DEINDSBS). The rating scale was an adopted 5-point scale of Strongly Agree (SA) =5, Agree

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(A) =4, Undecided (UD) =3, Disagree (D) =2, Strongly Disagree (SD) =1. The instrument consists of 72 items.

The content and face validity of the instrument were determined by four experts, two from Faculty of Technology Education, one from Faculty of Management science of the Abubakar Tafawa Balewa University, Bauchi, respectively and one from Faculty of Management Science and Entrepreneurship Development, Bayero University, Kano. The reliability of the instrument was 0.80. The data collected for the study was analyzed in two stages as follows: In the first stage, the research questions for the study were analyzed using mean and standard deviation. This is because mean and standard deviation has the greatest reliability than other measures of central tendency (Uzuogulu, 2012). Descriptive statistics enables a researcher to summarize data meaningfully using graphs, figures or tables in order to provide simpler interpretation of the data (Laerd Statistics, 2013; Sutanapong & Louangrath, 2015; Pallant, 2019). Therefore, in order to answer the research questions, the mean ratings were used; an index score of at least 3.0 was used as the benchmark for agreeing and a mean score of less than 3.0 was considered as index score for disagreeing.

In the second stage, the null hypotheses that were tested at 5% level of significant using simple regression analysis which is more appropriate, and the reason for

choosing simple regression is that, it is a statistical technique for explaining the relationship between a number of independent variables and continuum dependent variable (Tabachnick & Fidell, 2013). Regression analysis is a statistical technique that can be used to determine the linear relationship between two or more variables. In addition to the description of relationships, regression can be use a step further from description to prediction (Gogtha, et. al., 2017). Therefore, any null hypothesis that its p-value is more than ($p > 0.05$), was accepted and alternative hypothesis was rejected and any null hypothesis that its p-value is less than ($p < 0.05$), was rejected and alternative hypothesis was accepted (Orodho, et al., 2016). Statistical Package for Social Science (SPSS version 23) was used for analyzing the data.

RESULTS

Research question one

The output of descriptive statistics presented in Table 3 indicated that all the items of the variables Family Background were had a mean score of above 3.0. The mean scores of family background items range between 3.79 and 4.14. The grand mean of items under family background is 3.95 which are also above the benchmark of 3.0. The results showed that family background determine the entrepreneurial intention of National Diploma students in business studies.

Table 3: Descriptive Statistics of family background on entrepreneurial intention

S/N	Items	Mean	SD	Remark
1	Parent's level of education has influence on my zeal for business idea generation	3.79	1.227	Agreed
2	Parent's occupation has influenced my ability to be self employed after graduation	3.88	1.178	Agreed
3	Family members preference has influence my ability to be self-employed	3.93	1.116	Agreed
4	Family preference has influence on my propose career	3.93	1.097	Agreed
5	My family member may not support me to become entrepreneur	3.81	1.082	Agreed
6	My family will be very excited to see If I can practically perform business	3.97	1.027	Agreed
7	My closest family prepare me to be an entrepreneur	4.14	0.970	Agreed
8	My peer group encourage me to become an entrepreneur	3.94	1.008	Agreed
9	My family would influence greatly my intentions to be an	3.96	1.009	Agreed

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entrepreneur				
10	My family encourages me to set up my own business	3.87	1.058	Agreed
11	Among various options, my family would prefer me to be an entrepreneur	4.04	1.009	Agreed
12	My family would be more comfortable for me to being an entrepreneurial earner	4.14	0.878	Agreed
	Grand Mean	3.95	1.054	Agreed

Source: Field work (2022)

Research question two

The descriptive statistics of the Societal Norms documented in Table 4 revealed that the mean score of respondents in all the measurement items of Societal Norms are greater than 3.50. That is, all the items are

having the mean score of above 3.0 with a grand mean of 3.85. This suggests that the respondents agreed that Societal Norms determine the entrepreneurial intention of National Diploma students in business studies.

Table 4: Descriptive Statistics of Societal Norms on Entrepreneurial Intention

S/N	Items	Mean	SD	Remark
1	Tradition might influence my capability to generate new ideas	3.74	1.190	Agreed
2	I care influenced by the opinion of my circle of close people	3.87	1.127	Agreed
3	My family would agree with my decision to start a business on my own	3.83	0.962	Agreed
4	My colleagues would agree with my decision to start a business on my own	3.84	1.001	Agreed
5	My friends would agree with my decision to start a business on my own	3.84	0.950	Agreed
6	Societal orientation experience may influence my zeal for new venture creation	3.86	0.880	Agreed
7	Belief has encourage me to become an entrepreneur towards self-employment	3.80	1.004	Agreed
8	Culture/belief influence my capability to exploit business opportunity	3.90	.944	Agreed
9	Your religion will allow a trade you think you can do.	3.83	0.957	Agreed
10	Worship leaders encourage you to become an entrepreneur for being jobless	3.89	0.912	Agreed
11	Societal values support local product	3.90	0.924	Agreed
12	Culture encourages youths to become entrepreneurs	3.91	0.890	Agreed
	Grand Mean	3.85	0.718	Agreed

Source: Field work (2022)

Research Question Three

The descriptive statistic was carried out to ascertain the mean response of the respondents concerning the influence of the desire for independence on entrepreneurial

intention of ND students. This implies that the desire for independence determine entrepreneurial intention of ND students in business studies.

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Table 5: Descriptive Statistics of Desire for Independence on Entrepreneurial Intention

S/N	Items	Mean	SD	Remark
1	For me, stability and safety in work is very important	3.84	.950	Agreed
2	I want to be my own boss/ to be independent	3.86	.880	Agreed
3	I would love to have a challenging, interesting and exciting job	3.80	1.004	Agreed
4	For me, it is very important to be autonomous in any work	3.90	.944	Agreed
5	I really like to have authority and decision power	3.83	.957	Agreed
6	I would rather make my own mistake than to take orders from someone else	3.89	.912	Agreed
7	I enjoy making my own decision	3.90	.924	Agreed
8	I would rather have a great deal of responsibility than be under somebody	3.91	.890	Agreed
9	I will try hard to improve on past performance	3.59	1.113	Agreed
10	To start my own business would be the best way for me to take advantage of my education	3.73	1.089	Agreed
11	I am confident that I can succeed if I start my own business	3.73	1.121	Agreed
12	I am ready to withstand any challenges in creating new business	3.68	1.164	Agreed
Grand Mean		3.80	.844	Agreed

Source: Field work (2022)

Research Question Four

The result of descriptive statistics presented in Table 4 indicated that all the twelve items of the variable financial status are having mean scores of above 3.0. The mean scores of

financial status items are ranges between 3.53 and 3.91. The variable also had a grand mean of 3.77 which also above the 3.0. The result implies that financial status determines entrepreneurial intention of ND students in business studies.

Table 6: Descriptive Statistics of Financial status on Entrepreneurial Intention

S/N	Items	Mean	SD	Remark
1	I have access to capital that I can start business	3.83	.957	Agreed
2	Banks and other financial institutions do not easily give credit to start-ups	3.89	.912	Agreed
3	I have money through my personal savings to become an entrepreneur after graduation	3.90	.924	Agreed
4	Laws and government regulations are an obstacle to create a company	3.91	.890	Agreed
5	I will have money from my parents to start a small business	3.59	1.113	Agreed
6	I will have money from my friends to start a small business	3.73	1.089	Agreed
7	I have access to borrow money from my relatives to become an entrepreneur	3.73	1.121	Agreed
8	I have courage to borrow money from a bank to start a small business	3.68	1.164	Agreed
9	I have to move violently to raise the capital necessary to start a small business	3.86	1.056	Agreed
10	If I had the opportunity and resources, I'd like to start a firm	3.95	.986	Agreed
11	Having money, I can control the creation process of a new firm	3.69	1.109	Agreed

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12	If the government assists, I know how to develop an entrepreneurial project	3.53	1.169	Agreed
	Grand Mean	3.77	.961	Agreed

Source: Field work (2022)

Research question five

The descriptive statistics was carried out to ascertain mean response of the respondents concerning the determinant of Entrepreneurship Training on entrepreneurial intention of National Diploma students. The statistical evidence documented in Table 7

showed that the mean scores of all the twelve items are above 3.0 while the grand mean of Entrepreneurship Training was found to be 3.72. This implies that entrepreneurship training determine entrepreneurial intention of National Diploma students in business studies.

Table 7: Descriptive Statistics of Entrepreneurship Training on Entrepreneurial Intention

S/N	Items	Mean	SD	Remark
1	I have the skills required to succeed as an entrepreneur	3.57	1.201	Agreed
2	I am well equipped to start my own firm	3.83	3.091	Agreed
3	I know how to develop an entrepreneurial project	3.67	1.212	Agreed
4	If I were to start my own firm, I would probably succeed	3.73	1.146	Agreed
5	I can control the process of creating a new firm	3.68	1.137	Agreed
6	I am aware of the necessary practical details needed to start a firm	3.92	0.926	Agreed
7	It would be not be a difficult tasks for me to launch a new firm and keep it working	3.95	0.909	Agreed
8	To start a firm and keep it working would be easy for me	3.79	1.035	Agreed
9	I am prepare to start a viable firm	3.82	1.029	Agreed
10	I know the necessary practical details to start a firm	3.08	1.396	Agreed
11	Entrepreneurship course in my polytechnic prepare students well for any business venture	4.13	0.929	Agreed
12	In my polytechnic, there is a well-functioning support infrastructures/facilities to support the startup of new business	3.53	1.169	Agreed
	Grand Mean	3.72	0.844	Agreed

Source: Field work (2022)

Null hypothesis one

Family background has no significant influence on entrepreneurial intention among National Diploma students in business studies in North-Eastern Nigeria.

The statistical evidence documented in Table 8 revealed that the variable family backgrounds had a standardized coefficient beta value of 0.425, p -value =0.000. This indicated a significant relationship of the variable in the

study, that is, the family background has a significant positive on entrepreneurial intention of National Diploma students. This result does not support the prediction of null hypothesis one H_{01} that family backgrounds have no significant determinant on entrepreneurial intention of National Diploma students in business studies. This implied that a Family Background is one of the determinants of entrepreneurial intention of National Diploma students in business studies.

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Table 8: Regression Analysis of Family Backgrounds on Entrepreneurial Intention

Variable	Standardized coefficients beta	t-value	P-value	Decision
Family Background	0.425	6.599	0.000	Rejected

Source: Field work (2020)

Null hypothesis two

Societal norms have no significant influence on entrepreneurial intention among National Diploma students in business studies in North-Eastern Nigeria.

Evidence from the statistical outcome documented in Table 9 indicated the determinant of societal norms on entrepreneurial intention of National Diploma students was positive and significant with a standardized coefficient beta

value of 0.498, p -value = 0.000. However, this result does not support the prediction of null hypothesis two H_{02} that societal norms is not a determinant on entrepreneurial intention of National Diploma students in business studies. Furthermore, the result implies that entrepreneurial intention of National Diploma students in business studies is also determined by their societal norms.

Table 9: Regression Analysis of Societal Norms on Entrepreneurial Intention

Variable	Standardized coefficients beta	t-value	P-value	Decision
Societal Norms	0.498	8.071	0.000	Rejected

Source: Field work (2020)

Null Hypothesis three

Desire for Independence has no significant influence on entrepreneurial intention among National Diploma students in business studies in North-Eastern Nigeria.

The result of simple linear regression documented in Table 5 revealed that the desires for independence had a standardized coefficient beta value of .515, p -value = .000. The result therefore, showed the significant positive

determinant of desires for independence on entrepreneurial intention of ND students. Nevertheless, this result does not support the prediction of null hypothesis one H_{01} that desires for independence is not a determinant of entrepreneurial intention of ND students. The result further implies that desires for independence is a strong determinant of entrepreneurial intention of ND students in business studies.

Table 10: Regression Analysis of Desire for Independence on Entrepreneurial Intention

Variable	Standardized Coefficients Beta	t-value	p-value	Decision
Desires for Independence	.515	8.444	.000	Rejected

Source: Field work (2022)

Null Hypothesis Two

Financial status has no significant influence on entrepreneurial intention among National Diploma students in business studies in North-Eastern Nigeria;

With respect to null hypothesis two H_{02} , the result presented in Table 6 indicated the power of financial status in predicting the

entrepreneurial intention of ND students based on the standardized coefficient beta value of .504, p -value = .000. This suggests that the entrepreneurial intention of ND students is predicted by financial status. This result does not support the prediction of hypothesis as in above that financial status is not a determinant of

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entrepreneurial intention of ND students in business studies. H_0 is therefore, rejected.

Table 10: Regression Analysis of Financial Status on Entrepreneurial Intention

Variable	Standardized Coefficients Beta	t-value	p-value	Decision
Financial Status	.504	8.203	.000	Rejected

Source: Field work (2022)

DISCUSSION OF THE FINDINGS

The result of research question one which was affirmed by the result of test of null hypothesis one indicated that family background had positive significant determinant on entrepreneurial intention among National Diploma students in business studies in North-Eastern Nigeria. The implication for this findings is that people with good status has more chance to participate in entrepreneurial activities. The result of the study concurred with the earlier report of Shapero and Sokol (2010) noted that the father and the mother play important roles as far the perception of venture feasibility and desirability is concerned. Scott, Twomey and Katz (2012) have argued that there is more to the role of family background than just family members or family business in the decision making process of a new venture creation. Besides, the family serves a breeding ground for would be entrepreneurs as long it provides the child with effective and efficient role modeling (Krueger, 2013). The outcome of the study was also in line with the earlier submission of Westhead (2013) that shows, there is a transfer of entrepreneurial skills from parents who expect their children to eventually take over the firm. Similarly, studies have shown that by identifying with parental role model, individuals can be inspired to pursue similar ventures or achievements (Saeid, 2014; Salem, 2015). Saeid (2014) posited that when a student identifies parental role model who owns or runs their own business, they may be inspired to also begin and run their business successfully.

Fayolle (2016) hold a similar view; however, this author is of the opinion that the entrepreneurial intentions are stronger if the influences come from close relatives. In another study, Carrier and Sequeira (2017) support the view that family background plays a major role in

shaping entrepreneurial intentions. Hence, there is a possibility that such a child would have a strong preference for entrepreneurship (Krueger et al, 2013) as he/she grows older. In addition, scholars have also extended family background to include genetic dispositions (Shane, 2014). These scholars are of the view that the relationship between parents and grandparents with entrepreneurial experience breeds structural and communication patterns that are capable of promoting strong preference for entrepreneurship in the grandchildren.

Buttressing the link between parents and children entrepreneurship intention, Drennan, Kennedy, and Renfrow (2014) argued that prior exposure to family business, a difficult childhood, and frequent relocation as a child, they are of the view that early exposure to entrepreneurship and experience in the family business has impact on the family members' attitude and intentions towards entrepreneurship. Interestingly, scholars in recent times are still interested in the role of family in new venture creation decision making but the horizon of these studies have been broadened to include other issues such as; perceived family support (Turkur & Selcuk, 2015). Delmar and Davidsson (2015) found that, increase knowledge and experience of an alumnus entrepreneur such as family have the tendency of luring a person to starting a new firm. The authors added that parents are one of the role models for business startup. Children of entrepreneurial parents, who perceive their role models as successful and positive, are, for instance, likely to imitate those role models (Fayolle, 2016).

Matthews and Moser (2016) also found that the most relevant factor for entry into an entrepreneurial career remains the parental role model. Individuals with role models have more probability to engage in entrepreneurial activities

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(Carsrud, 2014). From the role models they have family members are predominant (Cooper & Dunkelberg, 2016). It is found that mother and father are the key role models (Brockhaus & Horwitz, 2013). It is empirically proved that people with family business background are more likely to start their own ventures (Krueger, 2013; Matthews & Moser, 2016). It is evident that family context is one of a social factor which has considerable relationship with entrepreneurship. Obviously the available literature evidence indicates individuals from nurturing family contexts, rich in entrepreneurial role models and supportive of new venture creation, are more likely to identify and initiate new ventures (White, Thornhill, & Hampson, 2017).

The result of research question two and test of null hypothesis two suggested that the influence of societal norms on entrepreneurial intention for self-reliance of national diploma students in North-Eastern Nigeria was significant. This implied that societal norms influence the entrepreneurial intention of national diploma students in North-Eastern Nigeria. The result of the study was found to be similar with that of Steven (2015) which shows that a socially supportive culture is associated with entrepreneurial activity, higher entrepreneurial self-efficacy beliefs and social desirability of entrepreneurship. Researchers have indicated that entrepreneurship is a social activity that is influenced by the social environment of individuals (Roynold 2013). Therefore, entrepreneurial activity can be facilitated or hindered by certain socio-cultural practices, values and norms (Krueger, 2013). Similarly the study conducted by Krueger, (2013) revealed that perceived social norms has positive determinant on entrepreneur intention of youths. The beliefs of relevant groups and actors, such as family, friends, colleagues and customers, will affect the intentions of the entrepreneur (Davidsson, 2014).

Societal norms are the views considered important by individuals who advise the individual to perform or not perform certain behaviors and motivation accompanied by a willingness to do or not do something that is considered important (Wedayanti, & Giantari, 2016). Matlay (2008) revealed that Societal

norms or socially refers to a person's beliefs on how and what to think about people considered important and motivated to follow the thought. Societal norm is a norm which departs from the inner element or the human conscience (Segal, 2015). Societal norm is the belief of the individual to comply with the direction or suggestion of people around to participate in entrepreneurial activity (Cruz, 2015). Study by Ottih (2016) shows that ethnicity influences perceptions towards entrepreneurship. Autio *et al.* (2017) illustrating in his entrepreneurship model shows that intentional elements, such as expectations, attention, and belief, appear to have a strong impact on our behaviour. Contrary to the result, White, Terry and Hodgetts (2014) in their study found weak correlations between descriptive norms and social norms; the underlying intuition is that their meanings are different.

The results of research question three and test of correponding null hypohtesis three suggested that the desire for independence significantly influenced the entrepreneurial intention for self-reliance of Polytechnic students in North-Eastern Nigeria. The result further affirmed that earlier submission of Shapero (2010) who maintained the intention to start a business depends both on the 'credibility' of alternative behaviours and the propensity to act upon opportunities. This 'credibility' requires that the behaviour towards self-reliance. Furthermore Shapero (2010) stresses how potential entrepreneurs are often discovered when a displacement in their attitude of independency. Varieties of intention models have also shows that entrepreneurial intention focus on the pre-entrepreneurial event and make uses of attitude and behaviour for self-reliance (Ajzen, 2012). Krueger et al. (2013) who earlier reported that entrepreneurial intention can be triggered by a person's attitude towards entrepreneurship. The need to be self-reliant is considered to be the link between intention and action (Carsrud & Brännback, 2013). Similarly, significant relationship was found between the need to be self-reliance and entrepreneurial intention of young entrepreneurs (Sagie, 2014). Kuratko and Hodgetts (2017) suggest that the effort exerted in creating a new venture and the willingness to

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sustain that venture is associated with the need for independency. McStay (2014) proposes that level of student's previous entrepreneurial experience will influence students' perceived desirability of self-employment. Students' perceived desirability of self-employment will influence self-employment intentions.

Contrary to the finding, Lüthje and Franke (2014) state that: a student might be willing to find a company, regardless of his or her comparatively bad attitude towards entrepreneurship, because he perceives the conditions as very favourable. This consequence is called the trigger-effect and can be achieved through for instance a business incubator programs, entrepreneurship education and research, or other academic entrepreneurship activities.

The result of research question four and test of corresponding null hypothesis four shows that financial status has significant influence on entrepreneurial intention among National Diploma students in North-Eastern Nigeria. The finding of the study agreed with the earlier submissions of Liñán *et al.*, (2013), Sagie (2014), Liñán and Chen (2014) who reported that personal and need for self-reliance factors can affect entrepreneurial intention directly or indirectly by influencing beliefs and attitudes regarding entrepreneurship. Albeit, Lüthje and Franke (2014) heightened that the contextual founding conditions stimulate entrepreneurial intentions most among the students with a high propensity to risk taking and high internal locus of control. Identifying these students and exposing them to entrepreneurship programs seems the best way to stimulate the entrepreneurial intentions at universities. Herrington *et al.*, (2015) report that source of capital is one of the dominants of entrepreneur intention of school leavers. Davidsson (2015) maintained that economic-psychological model of factors influencing individuals' intentions to start a new business. Similarly, the study conducted by Demircuc-kunt *et al.* (2016) pointed out that the two primary sources of external finance for new SMEs are equity and debt are some of the factors that influence entrepreneur intention of students.

The finding of research question five which agreed with the test of the corresponding null hypothesis five suggested that determinant entrepreneurship training on entrepreneurial intention of National Diploma students in business studies was significant. The result of the study further buttress the earlier report of Storey (2014) which revealed that through entrepreneurship education students would be expected to be more likely than other students to consider starting their own business, because of self-selection into an entrepreneurship programme. Similarly, the study conducted by Dixxon *et al.* (2015) disclosed that entrepreneurship programme provides graduates with competencies that enhance entrepreneurial key skills, intention to create new venture and business ownership. According to Friedrich and Vesper (2015) entrepreneurship training has positive effect on increasing students' interest in becoming entrepreneurs at some stage after graduation.

The study of Souitaris *et al.* (2017) also found from a study of students enrolled in entrepreneurship programme that many students had experienced key moments of inspiration that drastically changed their "heart and mind" and made them consider becoming entrepreneurs. Linan *et al.* (2018) stated that the information regarding entrepreneurs and new venture creation is obtained through entrepreneurship education has positive influence on entrepreneur intention of students. Walstand and Kourilsky (2018) stated that students are introduced into entrepreneurship will develop entrepreneur intention upon graduation. Positive predictor of entrepreneurial intention is whether a person has some earlier exposure to entrepreneurship (Hamidi *et al.*, 2018). Contrary to the result, the study of Basu and Virick (2013) reported that education and prior experience do have positive and significant impact on entrepreneurial behavior.

CONCLUSION

Entrepreneurial intention is one of the major contributing determinants to the formation, growth, and development of entrepreneurship. Entrepreneurship promotes self-reliance and brings about initiatives. Entrepreneurship has

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also been considered as an engine of growth for economic growth and development of developed and emerging economies. Academic discussions and policy initiatives are increasing nowadays on the vital role of entrepreneurial development in a society. This has been buttressed by the recent increasing unemployment across the globe. Using the data from ten (10) polytechnics in the North-Eastern, Nigeria, and employing simple regression for the analysis, it was found that, family background, societal norms, desire for independence, financial status and entrepreneurship training are all significant predictors of Entrepreneurial intention (EI). Overall, the result shows the model fits the data well, which has significant implications for policy makers and other stakeholders that wanted to enhance entrepreneurial ability among National Diploma students in business studies in North-Eastern Nigeria.

RECOMMENDATIONS

Based on the findings of the study, it was recommended that:

- i. Parents should encourage their children to be business oriented upon graduation; Therefore, family background could be strengthened and upheld by the polytechnic management.
- ii. Stakeholders, such as community leaders, government, NGOs, scholars, should create public awareness programme that will help to promote societal norms, values, and beliefs that encourage business creations and sustainability among students in North-Eastern, Nigeria.
- iii. The students should be encouraged to embrace entrepreneurship education or training in order for them to become self-reliant and wealth creators.
- iv. The Government should make accessible loans available for graduates of the National Diploma in business studies so as to start up their businesses.
- v. Entrepreneurial education and training should upheld, increase awareness and change the mind-set of the students toward imbibing entrepreneurial culture and reduce over reliance on government.

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