
ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL INTENTION OF STUDENTS OF THE POLYTECHNIC IBADAN

LADOKUN Isaac Olujide

Department of Marketing
The Polytechnic, Ibadan.
ladokunolujide@yahoo.com

AJAYI Paul Olusegun

Department of Marketing
The Polytechnic, Ibadan.
paulajayitd@gmail.com.com

ABSTRACT

The impact of entrepreneurship education on entrepreneurial intention among students of The Polytechnic Ibadan was investigated in this study. Eight departments from the Faculty of Business and Communication Studies were chosen using a purposeful random selection technique, while three hundred and twenty-seven (327) final-year students from 1,800 students in the specified departments were chosen using a basic random sample technique. Data was collected from students and certain professors taking entrepreneurial courses using structured surveys and focus group interviews, respectively. Descriptive and inferential statistics were employed to evaluate the data, and regression analysis (Ordinary Linear Square Estimation) was performed to test the hypothesis. The results suggest that entrepreneurship education has positive significant impact on students' entrepreneurial intentions ($t=3.786$, $p = 0.0032$). Thus, entrepreneurship education is a powerful predictor of students' entrepreneurial intentions. Entrepreneurship education is a cure for students' entrepreneurial intentions at postsecondary schools. However, the report advised that the government create the essential infrastructure to allow entrepreneurs to prosper in the country.

Keywords: Entrepreneurship, entrepreneurship education, entrepreneurial intention, attitude

INTRODUCTION

Entrepreneurship and entrepreneurial culture play critical roles in economic and social growth. Entrepreneurship is increasingly regarded as an essential driver of economic growth, productivity, innovation, and employment and is commonly accepted as a vital feature of economic dynamism (Osakede et al., 2017). As the importance of entrepreneurship became widely recognized, entrepreneurship education also became a popular subject at all levels of school.

In recent years, the introduction of entrepreneurship education as a mandatory subject in the curriculum of polytechnic in Nigeria has been considered a strategy to solve the problem of unemployment and to encourage new business startups. Many academics have identified entrepreneurship as a determinant or crucial aspect of economic growth and development. This is because entrepreneurship leads to the establishment of small and medium-sized firms, creation of employment opportunities, generation of money, improvement of living standards, and proper exploitation of a country's human, material, and financial resources.

However, with the increasing number of students entering the labour market from various institutions, some precautions must be adopted; otherwise, poverty, corruption, and other social crimes will continue to rise. First and foremost, the government should promote economic diversification by providing enough assistance for practical skill acquisition in all higher educational institutions. The purpose of this study is to determine the impact of entrepreneurship education on entrepreneurial intentions of students of The Polytechnic Ibadan and to examine the link between entrepreneurship education and the student's decision

to acquire skills needed to pursue entrepreneurship. The study also investigated students' perception of entrepreneurship courses and problems confronting self-employment decisions among students.

Concept of Entrepreneurship

There is no common definition of entrepreneurship; various authors have attempted to define it in various ways, though there are similarities in the various definitions. Timmons (1989) describe entrepreneurship as the process of generating and building something of value from essentially nothing, or the approach of discovering or selecting an opportunity and following it regardless of the quantity of resources already controlled. Individuals, groups, organizations, and society are all involved in the creation and distribution of values and benefits.

According to studies, the entrepreneurial process creates human capital and play significant roles in providing people with learning chances to improve their skills, attitudes, and talents (Maresch et al., 2016). According to Osakede et al. (2017), entrepreneurship is the process of creating something new with value by devoting the necessary time and effort while accepting the associated financial, psychic, and social risks and reaping the financial and personal satisfaction and independence as a result.

The foregoing definitions of entrepreneurship agree identify certain behaviours, including taking initiative, recognizing investment opportunities, accepting risk or failure, combining factors of production to produce goods and services, and achieving broad socio-economic development goals. The rewards of entrepreneurship according to Timmons (1989) is that it stimulates innovation and creativity.

World Bank (2013) identify other benefits of entrepreneurship. These include (1) giving individuals charge over their destiny, as they make decisions on who to do business with and what work they will do, as well as how long they will work, how much they will be paid, and whether or not they will take vacations; (2) providing better chances of achieving reasonable financial rewards; (3) providing the opportunity to be involved in the entire operation of a business from conception to design and creation, from sales to business operations and customer response; and (4) serving as a catalyst for economic development and growth. From the foregoing, it can be determined that entrepreneurship is a driving force of job creation, employment, and wealth creation and long-term economic sustainability.

Concept of Entrepreneurship Education

Entrepreneurship is like every other knowledge competence or skill that can be taught and learned, even though the methods of teaching and learning it may differ (Ateke & Onwujariri, 2014). Peter Drucker (1909-2005) supports this view in his deposition that "entrepreneurship is a discipline; and like any discipline, it can be learned." In its most basic form, entrepreneurship education is specialized knowledge that instils in learners, the attributes of risk-taking, innovation arbitrage, and factor coordination to create new merchandise or services for both new and existing consumers within human societies. According to Khalifa and Dhiyf (2016), entrepreneurship education is the process of equipping people with the ability to recognize commercial opportunities as well as the knowledge, skills, and attitudes to act on them to increase employment and reduce poverty.

In addition to skill acquisition, entrepreneurship education has been defined as formal or informal structured learning that instils in students/trainees the ability to locate, screen, and exploit accessible possibilities within the environment (Amidu, & Umaru, 2016). According to Maresch et al., (2016), the focus of entrepreneurship training is on identifying the sources of opportunities, as well as the processes of discovery, evaluation, and exploitation of opportunities, as well as the people who discover, evaluate, and exploit them.

Entrepreneurship education prepares individuals, to be responsible and enterprising individuals, to become entrepreneurs or entrepreneurial thinkers and to contribute to economic development and

sustainable communities (Familon, 2012, as cited in Ateke & Onwujiariri, 2014). It seeks to provide learners with knowledge, skills, competence and motivation to engage in entrepreneurial activities in different settings (Ateke & Onwujiariri, 2014). Hence, entrepreneurship education favour real life learning experiences where learners are exposed to risk taking, managing results and learning from outcomes.

Entrepreneurial Intentions

Intentions have proven to be a powerful predictor of individual behaviour, especially when the conduct is infrequent, difficult to monitor, or involves unpredictable time lags, according to social psychology literature (Okoye, 2016). Intention can be defined as a signal of one's willingness to attempt something new or the effort one is willing to put in to act in a certain way (Ajzen, 1991). The intention is a mental representation of a person's readiness to act in a specific way (Ojiaku et al., 2018). Intention is determined by attitudes, which are shaped by exogenous elements such as situational conditions, according to Ajzen (1991).

In the theory of reasoned action, Fishbein and Ajzen (1997) assume that humans normally behave logically and in conjunction with the environment. According to this theory, the following elements influence behaviour motivation: the link between desire and availability of the target, the reference group's expectations and pressures, the group's subjection, the impact of previous behaviour, behaviour control, and so on. The perspectives and subjective norms, both of which have an impact on behavioural intentions and our behaviour, are two major components of this theory.

Theoretical Review

This study is anchored on the entrepreneurship intention model and theory of planned behaviour.

Entrepreneurship Intention Model: Intention models are part of Bandura's (1986) social psychological feature theory. People may influence their actions, according to the core assumption of social psychological feature theory (Okoye, 2016). The theory of social psychological features presents a paradigm for comprehending, predicting, and dynamically changing human behaviour (Ojiaku et al., 2018). Intention models fall under this umbrella and contribute to the field of behaviour prediction. Intentions are a person's motivation to attempt to carry out a conscious plan or make a conscious decision (Ojiaku et al., 2018). Thus, entrepreneurial intention refers to a person's desire to make a purposeful strategy to carry out the act of starting a firm. Entrepreneurial intention, according to Okoye (2016), is a person's admitted conviction that they aim to start a new business endeavour and intentionally plan to do so at some point in the future. As a result, entrepreneurial intent isn't simply a yes or no question but might range from zero to a very high level of desire to start a firm (Okoye, 2016).

Theory of Planned Behaviour: Theory of planned behaviour (TPB) is an offshoot of theory of reasoned action (TRA) (Fishbein & Ajzen, 1997). **TPB** is made up of three key constructs: (1) behavioural intention, which is influenced by (2) subjective norms, and (3) attitudes. The stronger the positive views toward behaviour and the social norms around that behaviour, the stronger the behavioural intention. If an individual's intention is strong, they will most likely engage in the desired behaviour. Behavioural intention is a metric that assesses the level of a person's desire to carry out a specific action. Peer or friend pressure to conform to specified norms is referred to as Subjective Norms. If entrepreneurship is perceived as overly risky by parents and friends, for example, the individual is unlikely to engage in entrepreneurial behaviour. Expectations about the consequences of completing a specific behaviour are contained in attitudes.

Entrepreneurship Education and Entrepreneurship Intention

Previous research has found that the association between entrepreneurship education and entrepreneurship intention is convergent. Oguntimehin and Olaniran (2017) surveyed 609 final-year undergraduates in Ogun State-owned universities to investigate the relationship between students' exposure to

entrepreneurship education and their entrepreneurial goals. The study discovered that entrepreneurship education has a substantial impact on students' entrepreneurial goals.

Likewise, Ramoni (2016) evaluated the joint effects of entrepreneurship education and two selected entrepreneurship traits (creativity and risk-taking propensity) on entrepreneurial intention among 229 first-degree graduates of Bayero University Kano, Nigeria. The study analyzed data using both descriptive and inferential statistics and found that entrepreneurial education has considerable impact on entrepreneurial intent, innovativeness, and risk-taking tendency.

According to Izedonmi and Okafor (2010), there is a link between entrepreneurship education and students' entrepreneurial ambitions and competence. The key elements influencing students' entrepreneurial inclinations were reported to be knowledge and skills. According to Wu and Wu (2008), students who have received an entrepreneurship education are more likely to want to start a new firm than those who have not. After conducting his research, Sanchez (2011) discovered that entrepreneurial education boosts students' abilities and intentions to pursue self-employment. These three studies suggest that entrepreneurship education is a necessary condition for the development of entrepreneurial purposes.

It has also been claimed that students who finished with a degree in entrepreneurship scored higher on entrepreneurship intention and entrepreneurial self-efficacy than students who graduated with a degree in another area (Ojewumi et al., 2018). In a study by Mahendra et al. (2017), it was discovered that entrepreneurship education acts as a medium for enhancing students' interest in pursuing a career in entrepreneurship.

Therefore, we hypothesize as follows:

Ho₁: Entrepreneurship education has no significant impact on students' entrepreneurial intentions.

METHODOLOGY

A descriptive survey research design was used. The study's participants are final-year students, lecturers as well as instructors from The Polytechnic of Ibadan's Faculty of Business and Communication Studies. A systematic questionnaire was used, as well as a focus group interview. The target student population was 1800 students; representing the eight departments that constitute the faculty. All eight departments of the faculty were chosen using a purposeful random selection technique, while 327 final-year students from all eight departments were chosen using a basic random sample technique. Godden (2004) formula was used to get the sample size. Descriptive analysis of the data was carried out while hypotheses generated were tested using regression analysis (Ordinary Linear Square of Estimation) with the help of the Statistical Package for Social Sciences (SPSS) software for Windows.

RESULTS AND DISCUSSIONS

Table 1: Distribution of Respondents by Entrepreneurship Education

S/N	Statement	Obs.	WMS	Rank
1	Entrepreneurship education is a driving force for vocational development.	327	4.05	1 st
2	As a result of entrepreneurship education, I have discovered my entrepreneurial skills.	327	4.01	2 nd
3	As a result of the study of entrepreneurship education, I have decided to set up a business.	327	3.97	3 rd
4	The introduction of entrepreneurship education in my school has inspired me to acquire more skills and knowledge.	327	3.85	4 th
5	As a result of entrepreneurship education my thinking ability toward investment for reward is enhanced.	327	3.79	5 th
6	Entrepreneurship education has a positive impact on my intellectual development.	327	3.67	6 th
7	Entrepreneurship education presently being taught in The Polytechnic is impacting the right entrepreneurial skills and positive attitudes to students as expected.	327	3.51	7 th
8	Entrepreneurship subjects have been properly integrated into our course structure in the polytechnic.	327	3.21	8 th
9	The Polytechnic has personnel with the right skills for entrepreneurship education.	327	3.02	9 th
10	The Polytechnic has facilities and other requirements for entrepreneurship education.	327	2.98	10 th

Source: Field Survey 2023

Given the weighted mean score of 4.05., Table 1 shows that entrepreneurship education has become a driving force for occupational growth. Others in the list include: I discovered my entrepreneurial skills as a result of entrepreneurship education, which has a weighted mean score of 4.01. This indicates that entrepreneurship education has given pupils some abilities that will allow them to think imaginatively. I have decided to start a business as a result of the entrepreneurship education study, which has a weighted mean score of 3.97, indicating the intention of the respondents who have decided to start their firm after obtaining entrepreneurship education.

With a weighted mean score of 3.85, entrepreneurship education enables students to learn relevant skills and information essential for entrepreneurial development. Another item in the rank orders is, "As a result of entrepreneurship education, my thinking capacity about investment for return is strengthened," which has a weighted mean score of 3.79, indicating that entrepreneurship education has favourably influenced the student mindset toward investment. Another question about entrepreneurship education is "Has entrepreneurship education had a positive impact on my intellectual growth," which gets a weighted mean score of 3.67, indicating that entrepreneurship education has had a positive impact on intellectual development.

The Polytechnic Ibadan's current entrepreneurship education is instilling the right entrepreneurial skills and positive attitudes in students, as expected, with a weighted mean score of 3.51, indicating that entrepreneurship education has the potential to change students' attitudes toward entrepreneurial culture. The response to the statements that "Entrepreneurship subjects have been properly integrated into our course structure in the polytechnic" and that "The Polytechnic has personnel with the right skills for entrepreneurship education" was on the negative side. With weighted mean scores of 3.21 and 3.02, respectively, indicating that the entrepreneurship subject has not been successfully integrated into the course structure and that the institution has no personnel with the right skills for entrepreneurship education.

This is supported by Lecturers and Instructors' comments during the in-depth interview session, who stated that due to the enormous number of students, most of the students did not have access to vocational and practical training intended to empower the necessary skills. The implication of this is that the act may jeopardize the students' entrepreneurial intention.

Table 2: Distribution of Respondents by entrepreneurial intentions

S/N	Statement	Obs	WMS	Rank
1	If I tried to start a business, I would have a high chance of being successful	327	3.99	1 st
2	I know all about the practical details needed to start a business	327	3.85	2 nd
3	Being an entrepreneur implies more advantages than disadvantages for me	327	3.79	3 rd
4	Starting a firm and keeping it viable would be easy for me	327	3.78	4 th
5	A career as an entrepreneur is unattractive to me	327	2.00	5 th
6	My colleagues would approve of my decision to start a business	327	1.98	6 th
7	It would be very difficult for me to develop a business idea	327	1.80	7 th
8	I have a very low intention of ever starting a business	327	1.71	8 th
9	I have serious doubts about ever starting my own business	327	1.22	9 th
10	My professional goal is not to be an entrepreneur.	327	1.19	10 th

Source: Field Survey 2023.

Table 2 shows the distribution of respondents based on their intention to start a business. It was discovered that if I tried to start a business, I would have a good chance of succeeding, which was ranked first among the responders with a weighted mean score of 3.99. Others in the ranking order include: I understand all of the practical details required to start a business (weighted mean score of 3.80), I understand all of the practical details required to start a business (Being an entrepreneur provides more benefits than drawbacks for me, with a weighted mean score of 3.79.

With a weighted mean score of 3.78, starting a business and maintaining it would be simple for me. A career as an entrepreneur is completely unappealing to me, with a weighted mean score of 2.0; my colleagues would support my decision to start a business, with a weighted mean score of 1.98; it would be extremely difficult for me to develop a business idea, with a weighted mean score of 1.80; and I have no intention of ever starting a business, with a weighted mean score of 1.71; and I have no intention of ever starting a business, With a weighted mean score of 1.19, my career ambition is not to be an entrepreneur.

According to the above analysis of the answers, students want to establish their own business if the government can give the entire necessary enabling environment. During the focus group discussion, the majority of the professors agreed that entrepreneurship education has had little impact on entrepreneurial intention and job creation among The Polytechnic, and Ibadan graduates, as many of them are still hunting for white-collar jobs. They also recommended that entrepreneurial education be systematically planned, executed, and assessed regularly in a supportive setting. As a result, if entrepreneurship education policies are properly implemented, entrepreneurship education will significantly influence entrepreneurial intention and job creation among graduates,

Table 3: Influence of Entrepreneurship Education on Students' Entrepreneurial Intention

Model	R	R2	Adjusted R2	Std. error of the estimate			
1	0.761	0.579	0.490	1.602			
Explanatory variable		B		Std error	t -value	p-value	Remarks
Constant		21.450		0.875	28.510	0.000	
Entrepreneurship Education		0.309		0.256	3.786*	0.032	S

Source: Field Survey 2023.

Table 3 shows that entrepreneurship education has positive significant impact on students' entrepreneurial intentions ($t = 3.786$, $p = 0.032$). The results also show that entrepreneurship education influence students' entrepreneurial intentions by 57.9%. This means that entrepreneurship education is a valuable tool for students who want to start their businesses, being a key major predictor of entrepreneurial intention (Krueger et al., 2000; Ajzen, 1991; Ojiaku et al., 2018). As a result of this finding, entrepreneurship education is expected to increase students' entrepreneurial intent. Hence, the alternative hypothesis that entrepreneurship education has a significant impact on students' entrepreneurial intentions has been supported, while the null hypothesis has been rejected.

CONCLUSION AND RECOMMENDATIONS

The results obtained from the data analyses show that entrepreneurship education has strong impact on entrepreneurial intention among students of The Polytechnic Ibadan. This means that entrepreneurial education can be leveraged to fight poverty, insecurity, unemployment, and hunger in Nigeria. The study therefore recommend that:

- a) There should considerable promotional content in entrepreneurship education to promote and maintain student interest in the curriculum.
- b) Government should guarantee that schools have the required physical and instructional facilities to make entrepreneurship education more impactful.
- c) All stakeholders in education should work to ensure that entrepreneurial education is adequately funded.
- d) An entrepreneurial internship program should be developed to pair students with locally entrepreneurs who have well-defined education program.
- e) School-based enterprises should be created to give students opportunities to find new businesses, and develop, create, and operate small businesses utilizing schools as mini-incubators.

REFERENCES

- Ajzen, I. (1991). The theory of planned behaviour. *Organizational behaviour and human decision processes*, 50(2), 179-211.
- Amidu, G., & Umaru, I. M. (2016). Repositioning of entrepreneurship education for entrepreneurial success of library and information science students. A Study of Nasarawa State Polytechnic Lafia, Nigeria. *Journal of Humanities and Social Science*, 21(11).
- Ateke, B. W., Onwujariri, J. C., & Ekechukwu, R. O. (2014). Entrepreneurship education: An answer to global unemployment. *The University Advanced Research Journal*, 12, 35-44.
- Bandura, A. (1986). *Social foundation of thought and action: A social cognitive theory* Prentice Hall.
- Fishbein, M., & Ajzen, I. (1997). Attitudes and opinions. *Annual Review of Psychology*, 488-543.
- Godden, B. (2004). Sample size and confidence interval tutorial. Retrieved from <http://williamgodden.com/samplesizeformula.pdf>
- Izedonmi, P. F., & Okafor, C. (2010). The effect of entrepreneurship education on students' entrepreneurial intentions. *Global Journal of Management and Business Research*, 10, 49-60.
- Khalifa A. H., & Dhiaf M.M. (2016). The impact of entrepreneurship education on entrepreneurial intention: The UAE context. *Polish Journal of Management Studies*, 14, 119-128.
- Krueger Jr, N. F., & Reilly, M. D. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15(5/6), 411.

- Mahendra, A. M., Djatmika, E. T., & Hermawan, A. (2017). The effect of entrepreneurship education on entrepreneurial intention mediated by motivation and attitude among management students, State University of Malang, Indonesia. *International education studies*, 10(9), 61-69.
- Maresch, D., Harms, R., Kailer, N., & Wimmer-Wurm, B. (2016). The impact of entrepreneurship education on the entrepreneurial intention of students in science and engineering versus business studies university programs. *Technological Forecasting & Social Change*, 104, 172–179.
- Oguntimehin, Y. A., & Olaniran, O. O. (2017). The relationship between entrepreneurship education and students' entrepreneurial intentions in Ogun State-owned universities. *Nigeria. British Journal of Education*, 5(3), 9-20
- Ojewumi, A., Oyeleke, J., Agberotimi, F., & Adedayo, O. (2018). The influence of gender and self-efficacy on entrepreneurial intentions among Obafemi Awolowo University undergraduate students. *Africology: The Journal of Pan African Studies*, 11(2), 169-185.
- Ojiaku, C., Nkamnebe, D., & Nwaizugbo, C. (2018). Determinants of entrepreneurial intentions among young graduates: perspectives of the push-pull-mooring model. *Journal of Global Entrepreneurship Research*, 12, 8-24.
- Okoye, L. (2016). Psychosocial predictors of entrepreneurial intention among Nigerian graduates. *International Journal of Psychology and Counselling*, 8(6), 73-80.
- Osakede, U. A., Lawanson, A. O., & Sobowale, D. A. (2017). Entrepreneurial interest and Academic Performance in Nigeria: Evidence from undergraduate students at the University of Ibadan. *Journal of Innovation and Entrepreneurship*, 6-19.
- Ramoni, S. A. (2016). Determinants of entrepreneurial intention among Nigerian university graduates. *World Journal of Multidisciplinary Research*, 2(4), 1-16.
- Sanchez, J. C. (2011). University Training for Entrepreneurial Competencies: Its' Impact on Intention of Venture Creation. *International Entrepreneurship and Management Journal*, 7, 239-254.
- Timmons, J. (1989). Entrepreneurship and creation of high-potential ventures. D.L.
- World Bank (2013). The World Development Indicators.
- Wu, S., & Wu, L. (2008). The impact of higher education on entrepreneurial intentions of university students in China. *Journal of Small Business and Enterprise Development*, 15(4), 752-774.