



INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL MOTIVATION, SELF EFFICACY AND INTENTION OF NIGERIAN POLYTECHNIC UNDERGRADUATES

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Abstract

In the wake of the introduction of entrepreneurship education as a compulsory course for all Nigerian polytechnic students irrespective of discipline, the paper sought to determine the influence of entrepreneurship education on polytechnic students' entrepreneurial motivation, self-efficacy and intention. The study employed descriptive survey design; 224 graduating class students constituted the study sample. Three research questions and three null hypotheses guided the study. A 45-item structured questionnaire was the research instrument. The result was analyzed with mean rating and standard deviation while the null hypothesis was tested with regression analysis. The study revealed that entrepreneurship education has exercised great influence on entrepreneurial motivation, self efficacy and entrepreneurial intention, with a large number of respondents expressing preference for entrepreneurial vocation if support facilities are put in place. The paper concluded that entrepreneurship education has had a significant positive impact on entrepreneurial aspirations. It finally recommended that functional support system should be put in place to harness the new enthusiasm for entrepreneurship in Nigerian youths.

Keywords: Entrepreneurship education, self-efficacy, entrepreneurial motivation, entrepreneurship intention.

Introduction

The twin crises of unemployment and endemic poverty among graduates have brought the issues of entrepreneurship and its pedagogy to the front burner of socio-economic discourse in contemporary Nigeria. Entrepreneurship education seeks to provide students with the skills, knowledge, motivation needed to effect attitudinal changes, necessary to encourage self-reliance through involvement in entrepreneurial activities. Through entrepreneurship education, young people learn skills necessary to prepare them for involvement in entrepreneurial activities (Etonyeoku, 2010). Entrepreneurship education seeks to immerse people in real life experiences which encourage and empower them to take risks, manage the results and learn from the outcome (Kuratko, 2003). According to the State of Colorado Board of Educators, cited in Ayediso (2017), the objectives of entrepreneurship education should be: To provide meaningful education for the youth which could make them self-reliant and subsequently encourage them to drive profit and be self-sustaining; to equip graduates with the training and support necessary to help them establish careers in small and medium sized-business; and to provide graduates with training and skills to meet societal manpower needs. Entrepreneurship education also seeks to stimulate industrial and economic growth of rural and less developed areas, to provide graduates with training to make them creative in identifying new business opportunities and to provide graduates with training in risk management to alleviate and minimize uncertainty. For a long time, the Nigeria Government, in spite of the innate entrepreneurial inclination of the Nigerian people, did not give entrepreneurship education the attention it deserved (Otobo, 2017). However, today, it has become one of the topmost priorities of the federal policy. Many kinds of organization now exist to support potential entrepreneurs, including specialized government



agencies and Non Governmental Organisations (NGOs). In 2006, the Nigerian Federal Government directed that entrepreneurship education be incorporated into all programme offered by Nigerian tertiary institutions for all students. It directed higher education supervisory agencies to produce appropriate training document for the effective delivery of the programme. The aim was to produce graduate entrepreneurs with the right attitudes and skills, to spur them on the path of creativity, innovation and enterprise. Higher institutions in Nigeria comprise the universities, supervised by the National Universities Commission; polytechnics, supervised by the National Board for Technical Education; and colleges of education, overseen by the National Commission for Colleges of Education. Nigerian polytechnics offer a 2-year National Diploma (ND) programme and 2-year Higher National Diploma (HND) programme. In 2007, the NBTE developed curricula and training materials for the following three courses in entrepreneurship. These are: Introduction to Entrepreneurship (EED 126), Practice of Entrepreneurship (EED 216) and Entrepreneurship Development (EED 413) The ultimate purpose of entrepreneurship education is to promote entrepreneurial intention by engendering entrepreneurial motivation and self efficacy (Ademiluyi 2007; Ademiluyi, 2020). Entrepreneurship springs from the desire for self-employment and the desire to be a master of one's destiny (Morris & Lewis, 2015). Waston (2016) describes self-efficacy as an individual's confidence in his own ability. A man may have a skill without knowing, much less developing it. A talent can only be developed once its existence is determined. The scourge of the Third World is that many potential world-beaters are wasting away in lowly vocations oblivious of the championship traits in them.

Self-efficacy is a psychological trait and a function of knowledge. The more a person knows about a vocation, the more he is tempted to try his hand on it; Exposure to practical and theoretical functions of the entrepreneur will enhance knowledge and promote self-efficacy. Dabini and Aldrich (2013) opine that the best way to promote entrepreneurial desire is to enhance entrepreneurial knowledge, skills and motivation. Entrepreneurial motivation can be positive and negative. A sacked employee may be driven into entrepreneurial ventures. Many dismissed or terminated workers ultimately found their true vocations in entrepreneurship ventures. Positive motivations include desire to exploit one's talents or skills, desire for independence, autonomy, sense of achievement, self-expression and the drive to be innovative. Also, desire for self-improvement, economic aspirations, and self-actualization often serve as motivational trigger for entrepreneurial risk taking (Ademiluyi, 2019). The concern of this study was to determine the influence of entrepreneurship education on entrepreneurship motivation, self efficacy and intention.

Statement of the Problem

Entrepreneurship education is now universally recognized as being potentially one of the most important panaceas to the twin-crises of youth unemployment and endemic poverty. In response to this reality, the National Board for Technical Education, Nigerian polytechnics' regulatory agency, introduced entrepreneurship education as a compulsory course for all students irrespective of their major discipline. Programme and institutional accreditations are now partly contingent on the virility of the institution's entrepreneurship programme.

While this initiative has been universally acclaimed, the extent of its effectiveness is yet to be empirically determined. This has limited the capacity to offer remedial options for observed lapses. Hence, the study sought to empirically determine the influence entrepreneurship education on polytechnic students' entrepreneurial motivation, self efficacy and entrepreneurship intention.

Research questions

The following research questions were raised to guide the study:



1. How great is the influence of entrepreneurship education on polytechnic students' entrepreneurial motivation?
2. How great is entrepreneurship education's influence on polytechnic students' entrepreneurial self efficacy?
3. How great is entrepreneurship education's influence on polytechnic students' entrepreneurship intention?

Hypotheses

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

1. There is no significant influence of entrepreneurship education on polytechnic students' entrepreneurial motivation
2. There is no significant influence of entrepreneurship education on polytechnic students' entrepreneurial self efficacy
3. There is no significant influence of entrepreneurship education on polytechnic students' entrepreneurship intention

Research Methodology

The study adopted the survey design since it involves the collection of data in order to test hypotheses concerning the status of the study object. Survey design is particularly effective for seeking individual opinions, attitudes and perception (Nwogu, 2005). It is ideal when subjects are to be studied in their natural environments without treatment (Gay, 1996). The study population comprised students in graduating (HND 2) classes in polytechnics in Osun State; Nigeria. Osun State is one of the six states in the South-Western geo-political zone. There are four accredited polytechnics in Osun State. These are: Osun State Polytechnic, Iree; Federal Polytechnic Ede; Osun State College of technology Esa-Oke and The Polytechnic, Ile-Ife. Altogether the institutions run 37 programmes accredited at HND level. At the time of the study, (May 2019), students, in regular, full-time graduating (HND) classes are: Osun State Polytechnic, Iree, 987; Federal Polytechnic, Ede, 1,071; The Polytechnic, Ile-Ife, 322; and Osun State College of Technology Esa-Oke, 855. Out of this population, a sample of 486, representing 15 per cent of the population was drawn using the stratified random sampling technique.

The research instrument used was a 46-item structured questionnaire based on the formulated research questions and hypotheses. The instrument was designed to elicit the ratings of respondents on the 4-point modified Likert-type rating scale as follow: Great influence (GI), 4 points; Moderate influence (MI), 3 points; Small influence (SI), 2 points; and Very Small influence (VSI), 1 point.

The instrument was face- and contact-validated by two experts, one an expert on entrepreneurship education; the other on test and measurement. The first section of the questionnaire sought demographic information on the respondents. This was used in the test of hypothesis. The second section sought the students' ratings on the influence of entrepreneurship education on entrepreneurial motivation, self efficacy and entrepreneurship intentions.



Four hundred and eighty six copies of the questionnaire were produced and distributed by the researcher and his two assistants. Four hundred and twenty forms were returned properly completed, representing 86% return.

The research questions were analyzed using mean rating while the null hypotheses were tested at 0.05 level of significance using regression analysis.

Results:

Research Question 1: How great is the influence of entrepreneurship education on polytechnic students' entrepreneurial motivation?

Table 1: Influence of Entrepreneurship Education on Entrepreneurship Motivation

| S/No | Entrepreneurship Motivation | Mean | SD | Remarks |
|--|---|-------------|-------------|-----------|
| <i>Entrepreneurship education's influence on desire for:</i> | | | | |
| 1. | Skill exploitation/commercialization | 3.87 | 0.67 | GI |
| 2. | Independence | 3.82 | 0.73 | GI |
| 3. | Financial autonomy | 3.73 | 0.86 | GI |
| 4. | Sense of achievement | 3.63 | 0.88 | GI |
| 5. | Self-expression | 3.96 | 0.77 | GI |
| 6. | Self-Actualization | 3.41 | 0.96 | MI |
| 7. | Risk expression | 3.69 | 0.87 | GI |
| 8. | Wealth creation | 3.88 | 0.93 | GI |
| 9. | Exploiting opportunities | 3.91 | 0.79 | GI |
| 10. | Making money | 3.96 | 0.62 | GI |
| 11. | Innovative action | 3.37 | 0.73 | MI |
| 12. | Avoiding paid employment | 3.38 | 0.88 | MI |
| 13. | Self-employment | 3.43 | 0.91 | MI |
| 14. | Getting people to work for me (power) need | 3.43 | 0.86 | MI |
| 15. | Being master of my own time | 3.26 | 0.91 | MI |
| 16. | Running personal business alongside paid Employment | 3.36 | 0.91 | MI |
| 17. | Starting my own business | 3.82 | 0.86 | GI |
| 18. | Being answerable to myself | 3.03 | 0.73 | MI |
| 19. | Working in my own business | 2.89 | 0.88 | MI |
| 20. | Avoiding insecurity of paid job | 2.76 | 0.73 | MI |
| Grand mean | | 3.41 | 0.78 | MI |

Table 1 shows the influence of entrepreneurship education on entrepreneurial motivation of graduating students. Of the 20 items listed, 10 (50%) have enjoyed great influence of entrepreneurship education while all the others have enjoyed moderate influence. Entrepreneurship education influenced a desire for skill exploitation, independence; financial autonomy, wealth creation, exploiting opportunities; making money. However, all the other constructs enjoyed a rating of "moderate influence" only. The grand mean (3.41) confirmed the rating of moderate influence, while the standard deviation scores shows that the responses were relatively homogenous, as they clustered around their means.

Research Question 2: There is no significant influence of entrepreneurship education on polytechnic students' entrepreneurial self efficacy



Table 2: Influence of Entrepreneurship Education on Entrepreneurial Self Efficacy

| S/No | Entrepreneurship Self Efficacy | Mean | SD | Remarks |
|--|--------------------------------|-------------|-------------|-----------|
| <i>Entrepreneurship education has been very effective in boosting my self-efficacy in:</i> | | | | |
| 21. | Starting a business | 3.78 | 0.67 | GI |
| 22. | Running a business | 3.88 | 0.73 | GI |
| 23. | Managing staff | 3.83 | 0.86 | GI |
| 24. | Sourcing for funds | 3.71 | 0.88 | GI |
| 25. | Building a team | 3.51 | 0.67 | GI |
| 26. | Winning customers | 3.79 | 0.96 | GI |
| 27. | Retaining customers | 3.66 | 0.87 | GI |
| 28. | Identifying opportunities | 3.66 | 0.93 | GI |
| 29. | Optimizing opportunities | 3.84 | 0.79 | GI |
| 30. | Generating ideas | 3.39 | 0.62 | MI |
| 31. | Developing Creativity | 3.38 | 0.83 | MI |
| 32. | Promoting innovation | 3.38 | 0.98 | MI |
| 33. | Planning | 3.39 | 0.71 | MI |
| 34. | Managing finances | 3.43 | 0.86 | MI |
| 35. | Business Communication | 3.46 | 0.81 | MI |
| 36. | Negotiation | 3.81 | 0.91 | GI |
| 37. | Product development | 3.88 | 0.86 | GI |
| 38. | Marketing and salesmanship | 3.01 | 0.83 | MI |
| 39. | Human relations | 2.96 | 0.88 | MI |
| 40. | Leading | 2.61 | 0.93 | MI |
| Grand mean | | 4.33 | 0.83 | GI |

Table 2 shows the influence of entrepreneurship education on entrepreneurship self-efficacy. Items with great influence include: Starting a business, running a business, managing staff, sourcing for funds, building a team, winning customers, retaining customers, identifying opportunities, optimizing opportunities, generating ideas, negotiation and product development, all with mean scores ranging from 3.51 to 3.88. Among the items, leading was the item with the lowest rating, 2.61 which was ranked as moderate influence. The standard deviation scores which ranged from 0.62 to 0.93 indicated that the respondents' ratings are relatively homogenous, since they clustered around the means.

Research Question 3: How great is entrepreneurship education's influence on polytechnic students' entrepreneurship intention?

Table 3: Influence of Entrepreneurship Education on Entrepreneurship Intention

| S/No | Entrepreneurship Intention | Mean | SD | Remarks |
|---|--|------|------|---------|
| <i>As a result of Entrepreneurship education, I ...</i> | | | | |
| 41. | want to be self employed right away | 2.34 | 0.67 | SI |
| 42. | am ready to be self employed if I can't find a job | 3.77 | 0.81 | GI |
| | want to be self employed sometime in future | 3.91 | 0.78 | GI |
| 43. | want to take advantage of my entrepreneurship education to become an entrepreneur | 3.91 | 0.63 | GI |
| 44. | want to be a self employed entrepreneur right away if I can garner adequate resources for it | 3.44 | 0.77 | GI |
| 45. | will happily become an entrepreneur immediately if the right support structures are put in place | 3.85 | 0.53 | GI |
| 46. | would like to combine paid employment with | | | |



| | | | |
|-------------------|-------------|------|-----------|
| paid employment | 3.93 | 0.64 | GI |
| Grand mean | 3.59 | | GI |

Table 3 reveals the influence of entrepreneurship education on the entrepreneurial intention of respondents. Entrepreneurship education has had great influence on respondents' desire to seek self-employment if they cannot find a job (Mean: 3.77). Entrepreneurship education has also had great very influence on respondents' desire to become self employed sometime in future (Mean: 3.91). Most respondents (Mean: 3.44) reported that they would prefer to be self-employed if they could garner adequate resources for entrepreneurial ventures, they would opt for entrepreneurship if the relevant support structures are put in place (Mean: 3.91)while almost everyone indicated a preference for combining entrepreneurship engagement with paid employment (3.93).

Results of test of Hypotheses

H0₂ There is no significant influence of entrepreneurship education on polytechnic students' entrepreneurial motivation

Table 4a: Summary of Regression Analysis of the Influence of entrepreneurship education on graduating polytechnic students' entrepreneurship motivation

| Model | N | R | R Square | Adjusted R Square | F-cal. | P-value |
|-------|-----|------|----------|-------------------|--------|---------|
| 1 | 420 | 0.12 | 0.15 | 0.01 | 6.91 | 0.01 |

Dependent Variable: Entrepreneurship motivation

Table 4a summarizes the regression results of influence of entrepreneurship education on graduating polytechnic students' entrepreneurship motivation The result indicated that there is a positive correlation between entrepreneurship education and motivation (R = 0.12) while R-squared is 0.15 which means that the independent variable (entrepreneurship education) explained 15% variations of the dependent variable (entrepreneurship motivation). Therefore, entrepreneurship education has significant influence on entrepreneurship motivation of polytechnic students (F_{1,459} = 6.91, p = 0.01).

Table 4b: Table of coefficients

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|----------------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 3.30 | .30 | | 10.90 | .00 |
| Entrepreneurship education | .25 | .09 | .12 | 2.63 | .01 |

Dependent Variable: Entrepreneurship motivation

Table 4b shows that social media usage significantly influence polytechnic students' entrepreneurship motivation (B = 0.12; t₍₄₅₉₎ = 2.63, P = 0.01). It indicates that at 5% level of significance, there is evidence from the regression equation that entrepreneurship education has significant influence on entrepreneurship motivation. Based on this, the null hypothesis was rejected and it was concluded that entrepreneurship education has significant influence on polytechnic students' entrepreneurship motivation.



H0₂: There is no significant influence of entrepreneurship education on polytechnic students' entrepreneurial self efficacy

Table 5a: Summary of Regression Analysis of the Influence of entrepreneurship education on graduating polytechnic students' entrepreneurship self efficacy.

| Model | N | R | R Square | Adjusted R Square | F-cal. | P-value |
|-------|-----|------|----------|-------------------|--------|---------|
| 1 | 461 | 0.68 | 0.46 | 0.46 | 384.48 | 0.00 |

Dependent Variable: Entrepreneurship self efficacy

Table 5a summarizes the regression results of the influence of entrepreneurship education on graduating polytechnic students' entrepreneurship self efficacy.

The result indicates that there is a high positive correlation between entrepreneurship education and self efficacy (R = 0.68) while R-squared is 0.46 which means that the independent variable (entrepreneurship education) explained 46% variations of the dependent variable (entrepreneurship self efficacy). This indicates that entrepreneurship education significantly influences self efficacy of polytechnic students. ($F_{1,459} = 348.48, p = 0.00$).

Table 5b Table of coefficients

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|----------------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 6.17 | .19 | | 32.81 | .00 |
| Entrepreneurship Education | 1.17 | .06 | .68 | 19.61 | .00 |

Dependent Variable: Entrepreneurship self efficacy

Table 5b showed that entrepreneurship education significantly influences entrepreneurship self efficacy (B = 0.68; $t_{(459)} = 19.61, P = 0.00$). It indicates that at 5% level of significance the regression equation clearly established that entrepreneurship education significantly influences self efficacy of polytechnic graduating students. Based on this, the null hypothesis was rejected and it was concluded that entrepreneurship education has significant influence on entrepreneurship self efficacy polytechnic students.

H0₃: There is no significant influence of entrepreneurship education on graduating polytechnic students' entrepreneurship intention..

1. Table 6a: Summary of Regression Analysis of the Influence of entrepreneurship education on graduating polytechnic students' entrepreneurship intention

| Model | N | R | R Square | Adjusted R Square | F-cal. | P-value |
|-------|-----|------|----------|-------------------|--------|---------|
| 1 | 461 | 0.40 | 0.16 | 0.16 | 89.37 | 0.000 |

Dependent Variable: Entrepreneurship intention

Table 6a summarizes the regression results of the influence of entrepreneurship education on entrepreneurship intention of polytechnic students. The result indicates that there is a positive



correlation between entrepreneurship education and entrepreneurial intention of polytechnic students ($R = 0.40$) while R-squared is 0.16 which means that the independent variable (entrepreneurial education) explained 16% variations of the dependent variable (entrepreneurial intention). Thus, this is an indication that entrepreneurial education significantly influences entrepreneurial intention of polytechnic students ($F_{1,459} = 89.37, p = 0.000$).

Table 6b Table of coefficients

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|--------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 6.42 | .41 | | 15.49 | .000 |
| Social Media Usage | 1.35 | .14 | .40 | 9.45 | .000 |

Dependent Variable: Entrepreneurial intention

Table 6b showed that entrepreneurship education significantly influences the entrepreneurship intention of polytechnic students ($B = 1.35; t_{(459)} = 9.45, P = 0.000$). This indicates that at 5% level of significance there is enough evidence that entrepreneurship education significantly influences the entrepreneurship intention of polytechnic students. Based on this, the null hypothesis three was rejected and it was concluded that entrepreneurship education has significant influence on the entrepreneurship intention of polytechnic students.

Discussion of findings

Results on research question 1 shows the influence of entrepreneurship education on polytechnic graduating students' entrepreneurial motivation. The respondents reported that entrepreneurship education has very great influence on the acquisition of ten of the items; and great influence on the ten others. The grand mean indicates that the respondents are highly motivated to exploit and commercialize their skills and talents, to achieve financial autonomy and become masters of their own lives. Kroom and Moolman cited in Rutashobya (2019) have listed these among the major motivations of entrepreneurs and it is intriguing that entrepreneurship education is already moving students in the direction. The result of the test of the first hypothesis shows that entrepreneurship education has significant influence on entrepreneurship motivation of polytechnic students, which justifies the human and material resources invested in the programme.

The result of research question 2 shows that entrepreneurship education has been effective in promoting entrepreneurship self efficacy. Self efficacy is a major milestone on the road to entrepreneurial engagement and an important predictor of entrepreneurial behavior (Morris & Lewis, 2015; Nair, 2016). This therefore suggests that the graduating students' self efficacy has been bolstered by the education they are receiving. The accuracy of this finding is validated by the result of the test of hypothesis.

Result on the third research question reveals that entrepreneurship are undecided on entrepreneurship education's influence on whether to be 'self employed right away', but it has great influence on "readiness to be self employed if I can't find a job." . Entrepreneurship Education has also ignited the desire to 'become self employed sometime in future,' and 'to become an entrepreneur immediately if I can garner adequate resources.' Almost all respondents indicated a preference for combining entrepreneurship engagement with paid employment. The test of the third hypothesis also confirms that entrepreneurship education has statistically strong influence on entrepreneurship intention.

The major significance of these results is not that entrepreneurship education is achieving optimal results or that all the necessary human and material facilities abound in the studied institutions.



Observation and anecdotal inferences suggest that this is by no means the case. Indeed, in all the institutions studied, the entrepreneurship programmes are still work in progress. The significance lies in the enthusiastic response of the students to the Entrepreneurship Education initiative. It appears that the economic outlook has become so negative, the unemployment menace so dire that youths are willing to try new things, hence the overwhelming positive response to entrepreneurship education.

Students may not be the perfect judge of the adequacy of curriculum or the availability of relevant facilities and equipment, but the study shows that even at this early stage, entrepreneurship education, warts and all, is changing the mindset of Nigerian youths. A society which historically regarded paid employment as the ultimate possibility of a fresh graduate is importantly, learning to look in a creative new direction, "Change the mindset of youths, and a society will move mountain." Mandelson (2017) opines. Enthusiasm alone cannot move entrepreneurship mounds, but if knowledge and enthusiasm are complemented with adequate entrepreneurship support structures, mounds may shift.

Conclusion

The study shows that entrepreneurship education has been very well received by Nigerian students. Almost all the respondents reveal that they are looking forward to becoming self-employed sometime in their career. Many are anxious to run their own businesses alongside paid employment. Many would not mind going into entrepreneurial ventures immediately if they can garner adequate resources of that purpose. If free enterprise is now the wave of the future, then Nigerian youths, with entrepreneurship education, are thankfully now being prepared to participate in that future as confident and equal partakers in the business of wealth creation. This is a promising development and it should be encouraged.

Recommendations

With the study concluded, the following recommendations are proffered:

1. Entrepreneurship education should continue to be actively supported by. Governments, institutions and other stakeholders. They should ensure that entrepreneurship education units and directorates have adequate human resources to impart entrepreneurship knowledge, skills and to motivate the students. Entrepreneurship trainers should build active liaison with practicing entrepreneurs, who can promote entrepreneurship knowledge and motivation.
2. Entrepreneurship education curriculums must continue to promote self efficacy of students. This can be done by encouraging students to engage in micro businesses even while in school. It is often said that the best way to learn to swim is by swimming. Entrepreneurial self efficacy can also be promoted by encouraging interactions with successful entrepreneurs, reading their history and encouraging practical engagement in entrepreneurship.
3. Better structures should be provided to support and encourage youth entrepreneurship. Adequate provision should be made for financial and technical support so that initial enthusiasm will not grow cold. The best way to build and reinforce positive entrepreneurship intention and ultimate engagement is to put in place functional support structures. If society continues to give entrepreneurship development the attention it deserves, it will, in no distant future, become our way of life.



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