



## IMPACT OF ENTREPRENEURSHIP EDUCATION ON POLYTECHNIC STUDENTS' INCLINATION TO ENTREPRENEURIAL PRACTICE IN NIGERIA

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### Abstract

*In Nigeria, entrepreneurship education in higher institutions of learning was introduced with the aim of inculcating entrepreneurial skills and attitudes in students to motivate them to take up entrepreneurship as a career. However, despite the introduction of entrepreneurship education as a core course in these institutions, the aspirations for white collar jobs by graduates continues which has resulted in the persistent increase in the rate of unemployment. This study examined the impact of entrepreneurship education on polytechnic student's inclination to entrepreneurial practice, with special reference to Kaduna Polytechnic, Kaduna State. The study used survey research design and primary data were collected using questionnaire. Data collected were analysed using Minitab version 16.0. The study found that students with knowledge of entrepreneurship are more inclined to entrepreneurial practice, with male students more inclined to becoming entrepreneurs than female students. Therefore, the study recommended that students be given more exposure to entrepreneurship education in order to develop the entrepreneurial knowledge and skills to reduce graduate unemployment in Nigeria.*

**Keywords:** Entrepreneurship education; Graduate Unemployment, Entrepreneurial practice; Entrepreneurial skills

### INTRODUCTION

Entrepreneurship plays a key role in economic growth and job creation of a country. Entrepreneurial education is also an essential way to promote and develop the interest of entrepreneurship among students. Hence, considerable agreements exist about the importance of promoting entrepreneurship to encourage economic development and employment generation. The education offered by institutions has a great influence on the career selection of students and they can be seen as potential sources of future entrepreneurs. Today, several institutions in Nigeria have spent large amounts of money to develop viable entrepreneurship education for their students. Entrepreneurship education is defined as "the full set of education and training activities within the educational system, that try to develop in the participants the intention to perform entrepreneurial behaviors, or some of the elements that affect that intention, such as entrepreneurial



knowledge, desirability of the entrepreneurial activity, or its feasibility” (Linan as cited in Mahmud, 2017).

Entrepreneurship education in higher institutions is aimed at inculcating entrepreneurial skills and attitudes in students to motivate entrepreneurial inclinations. Despite the introduction of entrepreneurship education as a core course in higher institutions in Nigeria, the aspirations for white collar jobs and graduate unemployment has persistently been on the increase. This suggests that polytechnic students in Nigeria are unable to translate their inclinations into the achievement of entrepreneurial goals and aspirations upon graduation. It is important to state that the success of any knowledge or skill development initiative is largely determined by the participant’s learning orientation. Hence, considering that students in Nigerian polytechnics are hardly able to translate entrepreneurial inclinations into the achievement of entrepreneurial goals and pursuit, it implies that the exposure to entrepreneurship education may not have the desired motivation on the students.

From the foregoing, this study is carried out to examine the impact of entrepreneurship education on polytechnic students’ inclination to entrepreneurial practice in Nigeria. The specific objectives of the paper are to:

- i) Examine the effect of entrepreneurship education on student entrepreneurial inclination.
- ii) Identify the influence of gender on students’ entrepreneurial inclination.

Base on the above objectives, the following hypotheses are stated:

- H<sub>01</sub>; Entrepreneurship education has no significant effect on student entrepreneurial inclination.  
H<sub>02</sub>; There is no significant difference between male and female student inclination to becoming entrepreneurs.

## LITERATURE REVIEW

### Entrepreneurship Education

The term 'entrepreneurship' is usually not associated to education. Its history however is connected to the content of education and qualification. Entrepreneurship education has a broad definition which includes economic, social and cultural factors. Entrepreneurship education is based on a dynamic and social process where individuals, alone or in collaboration, identify opportunities for innovation and act upon these by transferring ideas into practical and targeted activities, whether in social, cultural or economic context (Abubakar, 2017). According to Akinlawo (2013) as cited in Abubakar (2017) entrepreneurship education is the purposeful intervention by educator in the life of the learner to survive in the world of business. Abubakar, (2017) affirms that entrepreneurship education is viewed as learning about opportunities, recognising and marshalling of resource in the presence of risks, and building or establishing business ventures. Entrepreneurship education has also been defined as a collection of formalised teaching aimed at informing persons interested in participating in socio-economic development through a project to promote entrepreneurship awareness, business creation or small business development.



In entrepreneurship education, students participate in real life learning experiences where they are availed opportunities to acquire planning and organising skills, take risks, manage the results and learn from the outcomes. They acquire communication skills to enable them communicate freely with members of the society, acquire creative/innovative skills to enable them become creative, and innovative by adding value to work (Aladejebi, 2018).

However, while it is not necessary for an individual to obtain entrepreneurship training to be successful, obtaining an entrepreneurial education serves as a tremendous advantage to increase the chances of success as an entrepreneur. This is because entrepreneurial training is focused and directed at achieving a special purpose, while education is too broad and wide in scope. Thus, great developments are needed towards the goal of educating people to become entrepreneurs to create jobs and enhance economic growth and development. The need for education in the developmental effort of any nation cannot be underestimated. The development of the education sector is a *sine qua non* for the development of all other sectors.

Aladejebi (2018) sees entrepreneurship education as the acquisition of knowledge, skills and attitude to enable the learner apprehend life challenges in whatever form and take decisive steps to realise new trends and opportunities for meeting those challenges in all aspects of human life. From the foregoing, it can be seen that entrepreneurship education has a very important role to play in the formulation and setting up of business ventures as well as helping to solve the problem of unemployment in a globalised environment through the inculcation of entrepreneurial culture and innovativeness in individuals and groups. Entrepreneurship education in this study is seen as an educational process which is geared towards imparting requisite entrepreneurial skills in students to enable them become entrepreneurs so as to be useful to themselves in the society.

### **Entrepreneurship Education and Entrepreneurial Inclination**

Entrepreneurial inclination is concerned with the intention of a person to start an entrepreneurial activity in the future. It is a key determinant of the action of new venture creation moderated by exogenous variables such as family background, position in one's family, parent(s) occupation, education and training (Abubakar, 2017). Hence, inclination is a state of mind directing a person's attention, which leads to experience and action in order to achieve something. Entrepreneurial inclination is a state of mind that people wish to create a new firm or a new value driver inside existing organizations. Inclination therefore acts as a force that propels entrepreneurial actions and behaviour. It gives direction to someone's attention and determines the experience one gets in life.

Studies reveal that entrepreneurship education contributes to the development of entrepreneurial inclination (Sondari, 2014). Employers desire graduates that have entrepreneurship mind (Fatoki & Oni, 2014). The entrepreneurial inclination is not inherited, but it can be acquired through training and education. Factors that affect entrepreneurship inclination include among others mentorship, status of parents and grandparents, independence, experience, and self-efficacy (Saeed, Yousafzai, Yani-De-Soriano, & Muffatto, 2013)

### **Empirical Studies**



Abubakar, Kabir and Nalado (2014) conducted a study aimed at an assessment of students' entrepreneurial inclinations in tertiary institution. The population of their study composed of final year HND students in various managerial and administrative programmes of Kano State Polytechnic. The study selected 312 samples using purposive sampling techniques. The study used the Theory of planned behaviour and Shapero's model to explain entrepreneurial inclinations. Regression method was used to examine factors influencing entrepreneurial inclination of the students. Also, to determine how students differ on their entrepreneurial inclination, analysis of variance (ANOVA) was employed. The results show that perceived desirability has statistically significant relationship with entrepreneurial inclination, while the perceived feasibility has no significant relationship with entrepreneurial inclination. The result also indicates that both perceived desirability and perceived feasibility are not determinants of students' entrepreneurial inclinations.

Yousaf, Shamim, Siddiqui and Raina (2015) conducted a study on the influence of entrepreneurial attributes, subjective norms and perceived desirability on entrepreneurial inclinations using a sample of two hundred (200) students in Pakistan. The independent variables of entrepreneurial abilities and skills, entrepreneurial attitude, perceived desirability and subjective norms were measured using questionnaire adapted from Solesvik (2007). The research found that students' entrepreneurial attitude, perceived desirability and subjective norms significantly led to the development of students' inclinations to become entrepreneurs.

Salihu (2016) conducted a study to examine the effects of entrepreneurship education on graduates' business start-up. Descriptive survey research design was employed; and graduates were sampled using Yaro Yamane sampling formula. Similarly, the researcher adopted a structured questionnaire which included the general entrepreneurship education and business start-up test in gathering information. Data was analysed using descriptive statistics and logistic regression. The major finding of this study revealed that entrepreneurial career aspirations have a significant impact on graduates' business start-up. More so, the study result shows that entrepreneurial culture has impacted on graduate's business start-up significantly. The study recommended that tertiary institutions and government need to play more proactive role by devising a strategy to assist the students that indicate their intention to start businesses while in school and after graduation through incubator programmes. This will encourage graduates career aspiration towards business start-ups and further motivate entrepreneurial attitude towards self-employment.

Oguntimehin and Olaniran (2017) equally studied the relationship between entrepreneurship education and students' entrepreneurial intentions in state-owned universities in Ogun, Nigeria. The population comprised final year undergraduates, with a sample of six hundred and nine. Three research instruments were used. The data collected was analysed using descriptive statistics, Pearson Product-Moment Correlation Coefficient, T-test and ANOVA. Findings revealed that entrepreneurship education significantly influences students' entrepreneurial intentions. It was



recommended among others that entrepreneurship education should be practical-oriented so as to have greater participations in classroom interactions which would further enhance motivation.

Abubakar (2017) conducted a study to examine the relationship between entrepreneurship education and students' intention to establish their businesses. The study as a concept paper embraced the content analysis approach to research which heavily depends on information gathered from on-line journal articles, text books and publications. The study revealed that the most difficult socio-economic problem facing leaders particularly in Africa was the growing number of unemployed youth. There are teaming numbers of youths without jobs, thereby affecting their socio-economic status. Thus, the inclusion of entrepreneurship education in the school curriculum was a welcome development as it would be helpful in training, reorienting as well as motivating students toward entrepreneurial activities.

Aladejebi (2018) conducted a study to examine the effects of entrepreneurship education on entrepreneurial intention. Data was gathered from 381 students from four institutions. Findings from the study reveal that the behavioural component of the students' attitude toward entrepreneurship education was positive. Many of the students enjoyed entrepreneurship education, urging practical examples of entrepreneurship to be included in classroom teaching. Many of the students showed the intention of starting their own businesses when they graduate. Thus, the organised private sector and government at various levels were urged to assist in funding research on entrepreneurship education.

## METHODOLOGY

This study adopts the survey research design in order to examine the effect of entrepreneurship education on polytechnic students' inclination to entrepreneurial practice. The population of this study comprises of final year students (HND) in Human Resource Management and Production and Operation Management Department of Management Studies, Kaduna Polytechnic. These set of students were among those who studied entrepreneurship and small scale business management in their first and second years of their studies in the polytechnic. The population of this study is 280 students.

Using the Taro Yamane (1967) sample size formula, a sample size of 164 students was used in this study. Data was collected through self-administered questionnaire. The questionnaire was structured on a 5-point Likert rating scale (1= dislike entrepreneur inclination, 2= no inclination, 3= inclination, 4=high inclination, 5= strongly inclination). Regression model was used to analyse the data collected for this study and the regression model is derived from Greene (2012) as specified below.

## Model Specification

$$EDUENTINC_{t-1} = \beta_1 + \beta_2 GENDER + \varepsilon_t \quad (1)$$

Where:  $EDUENTINC_{t-1}$  is the students entrepreneurship inclination before undergoing entrepreneurship education;  $GENDER$  is the sex of the respondent using 1 for male and 0 for female.  $\beta_1$  and  $\beta_2$  are the estimated constant and slop of coefficient, respectively. The

entrepreneurship inclination after taking a course in entrepreneurship education may be expressed as:  $EDUENTINC_t = \alpha_1 + \alpha_2 GENE + \varepsilon_t$  (2)

Equation (2) is the equation that represents students' entrepreneurship education inclination after been exposed to entrepreneurial education. The equation shows the effect of exposure to entrepreneurship education: that is treatment. The difference-in-difference (D-i-D) of student entrepreneurship education on entrepreneurial inclination before the exposure and after is shown in equation (3).

$$EDUENTINC_t - EDUENTINC_{t-1} = \{(\beta_1 + \beta_2 GENE + \varepsilon_t) - (\alpha_1 + \alpha_2 GENE + \varepsilon_t)\} DiD = \lambda_1 - \lambda_2 GENE + \varepsilon_t \quad (1)$$

If the estimated equation (3) is significant, it means that the treatment (exposure to entrepreneurship education) has significantly influence students entrepreneurship inclination. The relevant test is F statistic.

## RESULTS AND DISCUSSIONS

The result of analysed data using questionnaire are shown in the table 1 below.

Table 1: Description of respondents by gender

Gender	Number	Percentage
Male	93	57
Female	71	43
Total	164	100

Source: Field survey, 2019

The result showed that 164 questionnaire were validly received. Out of this number, 93 representing 75% were male and the remaining 43% were female students. The responses of these students were used to assess entrepreneurship inclination of students of Department of Management Studies, Kaduna polytechnic. Table 2 shows the result of the regression equation, the pre-training entrepreneurship inclination in Column 2 and 3, post-training equation in column 4 and 5 and the difference in difference equation in Column 6 and 7.

**Table 2:** Regression result showing the impact of entrepreneurship education on students inclination to entrepreneurial practice (EDUENTINC<sub>t-1</sub>, EDUENTINC<sub>t</sub> and DiD dependent variable)

Variable	Model 1		Model 2		Model 3	
	Coefficient	Probability	Coefficient	probability	Coefficient	probability
Constant	1.9298	0.00	2.7544	0.00	0.8246	0.00
Gender	1.1076	0.00	1.9092	0.00	0.8016	0.00





Adjusted R <sup>2</sup>	25.34%	48.1%	20%
F statistic	56	152	19
F probability	0.00	0.00	0.00

**Source:** Data analysis using field survey data, 2019

The above regression result shows that all the three regression models are significant in explaining entrepreneurship students' inclination to entrepreneurial practice. The reason is that the F probability values for all the three models are significant at 5% level.

The models are, however, different in terms of adjusted R<sup>2</sup>. The first model explains 25%, the second model explains 48%. The third model explains 20% of variation in the students' inclination to entrepreneurial practice. The figures are consistent because the third model is the different in different between the pre-treatment (before receiving formal entrepreneurship education) and post treatment. The figure of pre-treatment plus difference-in-difference is 25.34% plus 20% is equal to 45.34% which is not too far from the post treatment of 48% adjusted R. The gender result shows that the benchmark result which is the male mean inclination of becoming entrepreneurs is 1.9298 for entrepreneurship inclination pre-treatment and 2.7544 for post-treatment. Their female counterpart mean figure is 1.9298 plus 1.1076 which is equal to 3.0374 for pre-treatment and 2.7544 plus 1.9092 which is equal to 4.6636. These clearly show that males, on average, have higher inclination of becoming entrepreneurs than females. It is also essential to know that model 3 which estimates the difference between the post-treatment and pre-treatment of student's inclination to entrepreneurship is significantly positive. This also shows that entrepreneurship education significantly influences student's entrepreneurship inclination.

This study also tested the hypothesis formulated early in this study. The first hypothesis is: The entrepreneurship education has no significant impact on student entrepreneurship inclination. This hypothesis is tested using the F statistic for model 3. Model 3 is the different between post and pre-treatment. The equation showed positive result. Since the computed F statistical probability is less than 0.05 or 5% significant level. This study rejects the null hypotheses and concludes that entrepreneurship education impacts significantly on student inclination to entrepreneurial practice.

The second hypothesis states that gender has no significant impact on students' inclination of becoming entrepreneurs. This hypothesis is tested using t statistical probability for all the three models. Since the computed probability of t statistic for all the 3 models are less than 0.05 or 5%, this study concludes that gender of respondents has significant impact on student's inclination to become entrepreneurs.

## CONCLUSION AND RECOMMENDATIONS

From the results presented above, this study concludes that students who had undergone formal entrepreneurship training were more inclined to becoming entrepreneurs than those without such training. The study has also established that the male gender was more predispose to becoming



entrepreneurs. Similarly, entrepreneurship training encourages students to practice entrepreneurship.

On the bases of these conclusions, this study puts up the following recommendations:

- i. There is need to train more youths. This will make majority of them not only to seek for paid employments, but enable them set up businesses that will make them become employers of labour.
- ii. Entrepreneurship education should focus more on the female gender to positively influence their mind sets to become entrepreneurs and take the advantage of the various opportunities available to them upon graduation.

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