



Entrepreneurship Education as an Impetus to Entrepreneurial Competence and Entrepreneurial Intentions among Polytechnic Students: A Quantitative Approach

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Authors' contributions

This work was carried out in collaboration among all authors. All the authors read and approved the manuscript.

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ABSTRACT

The study examined the extent to which entrepreneurship education influence entrepreneurial competence and entrepreneurial intentions among the students with specific reference to the Osun State Polytechnic, Iree, Nigeria. Purposive random sampling technique was used to select 85 final year students from all the three Departments (Business Administration and Management, Marketing and Purchasing and supply) in the Faculty of Management Studies. The questionnaire was employed to collect data and scales measuring entrepreneurship education, entrepreneurial competence, and entrepreneurial intentions. Mean, chi-square, Pearson Moment correlation and ordinary least square (OLS) method of estimation were used to analyse the data. The result revealed that entrepreneurship education has a significant effect on entrepreneurial competence and entrepreneurial intentions among students. This implies that entrepreneurship education is an antidote to poverty, insecurity, unemployment and hunger that have been the order of the day in Nigeria. Consequently, all stakeholders in the education industry should endeavour to ensure that entrepreneurship education is properly funded and also Federal government should establish an

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entrepreneurial financial institution that will provide financial assistance and advisory services to graduates and non-graduates that pass through entrepreneurship education and have viable feasibility study and zeal of establishing entrepreneurial ventures.

Keywords: Entrepreneurship; education; entrepreneurial competence; entrepreneurial intentions.

1. INTRODUCTION

The current unemployment situation throughout Nigeria poses serious threats and challenges to both governments and well-meaning citizens. Recently, the National Bureau of Statistics shows that Nigeria's unemployment rate is estimated at 32.5 percent. This number is projected to increase in 2022. Further analysis showed that the unemployment rate for people aged 15-24 was 53.4% in the fourth quarter of 2021 and the unemployment rate for people aged 25-34 was 37.2%. The unemployment rate for women was 35.2%. As a result, the country has become a lion's nest for foreigners and citizens. This has compelled the Nigerian government in recent time to request for foreign assistance from countries such as USA, Israel, and EU countries to combat the rising waves of terrorism and insecurity. This may be the reason why Nigerians in diaspora have been bedeviled by the wave of xenophobic attack across the globe. The socio-economic problem of unemployment required the use of various strategies and actions to solve it. However, entrepreneurship education is covered in almost every developed country, and its ability and effectiveness in ensuring rapid economic development is undoubtedly [1]. Entrepreneurship is widely recognized around the world as an antidote to poverty and unemployment. The role of entrepreneurship and entrepreneurial culture in economic and social development cannot be underestimated [2] Hisrish, Peter and Shepard [3] state that entrepreneurship is increasingly recognized as an important driver of economic growth, productivity, innovation and employment, and is widely recognized as an important aspect of economic dynamism.

However, growing awareness of the enormous role of entrepreneurship has made entrepreneurship education a popular area at all levels of education today [4,2]. There is growing interest in academic research on the effectiveness of entrepreneurship education as a powerful tool for raising student awareness of self-employment as a global career. With the collapse of the private and public sector, the waves of floods, and the wind of retirement all

over the world, it is imperative for young graduates to change their mindset and develop a lifelong culture of life, a happy and safe future. In recent years, including irregular education as compulsory education in Nigeria's Polytechnic education curriculum has been seen as a way to address the unemployment problem of polytechnic graduates and encourage them to start new businesses. Entrepreneurship has been recognized by many scholars as an important or important element of economic growth and development. This is because entrepreneurship leads to the creation of small and medium-sized enterprises, providing employment opportunities, generating income, raising the standard of living and utilizing the country's human resources and financial resources in the right direction.

It on this background that this study intends to examine the extent to which entrepreneurship education influences entrepreneurship competencies and intentions among students of Osun State Polytechnic, Iree, Nigeria.

2. LITERATURE REVIEW

Entrepreneurship education has become the backbone of economic growth and development. Entrepreneurship means parties that involve long-term business wealth - the producer, target consumer, supplier of ideas, products or services, and sustainable society in general. Entrepreneurship is viewed from the perspective of innovation, creativity, and strategic thinking. Entrepreneurship education becomes a real tool to achieve the desired economic growth and development. There is no universally accepted definition of entrepreneurship, different authors have tried to define it in different ways. However, this does not mean that there are no common elements among the authors. For example, Timmons [5] defines entrepreneurship as the process of creating and building value for virtually nothing. That is, it is the process of creating or seizing the opportunity and pursuing it regardless of the resources currently being controlled. It involves the creation and delivery of values and benefits to individuals, groups, organizations, and society.

According to Agbai [6], the entrepreneurial intention is a self-acknowledged conviction by a person that he/she intends to set up a new business venture in the future. Seth [7] acknowledges that entrepreneurial intention is a strong sign of entrepreneurial potential. While Olokundun [8] views entrepreneurial competencies as the basic characteristics of an individual such as entrepreneurial skills, motivations, self-esteem, social roles that lead to the survival of an enterprise. Human capital entrepreneurship theory which was developed and validated by Becker [9] argues that entrepreneurship education acquired by the individuals, metamorphoses to entrepreneurial competence and intentions towards venture creation. A growing number of researches has confirmed that human capital entrepreneurship theory has a positive and significant relationship with a spectrum of entrepreneurial skills, entrepreneurial competence, and intention [6,8,10,4,2]. In another study, Shane and Vankataraman [11] are of the opinion that human capital entrepreneurship theory has a direct link to entrepreneurial competence and venture creation intentions. In a similar study, Anderson and Miller [12] reiterate that human capital entrepreneurship theory plays a vital role in enhancing the development of abilities associated with successful entrepreneurial outcomes of an entrepreneurship programme.

This theory advocates that if students are equipped with an array of entrepreneurial skills, it will transform the country into industrial societies with the help of scientific and technological advancements and also reduces environmental degradation, and increases economic growth in Nigeria.

3. EMPIRICAL REVIEW

Previous studies have had convergent views on the relationship between entrepreneurship education, entrepreneurial competence, and entrepreneurial intention. For example, the work of Ndofirepi [13] reveals that entrepreneurship education has a positive and significant relationship with entrepreneurial competence and entrepreneurial goal intentions. Jepchirchir, Korir, and Lagat [14] examine the extent to which entrepreneurship education influence entrepreneurial intention. They found out that entrepreneurship education has a very strong essential influence on entrepreneurial intention. The study of Agbai [6] avers that entrepreneurship training is an antidote to

unemployment among young graduates in both developed and emerging economies. In a similar study, Oguntimehin and Olaniran [15] confirm that entrepreneurship education has a positive relationship with entrepreneurial competence and intentions among students. A study conducted by Olokundun [8] reaffirmed that entrepreneurship education is positively associated with entrepreneurial competence and intentions towards entrepreneurial ventures.

Mahendra¹, Djatmika and Hermawan [16] also reaffirm that entrepreneurship education is positively associated with entrepreneurial competence and intentions among graduates. Israr and Mazhar [17] also emphasized that entrepreneurship education is a major predictor of positively associated with entrepreneurial competence and intentions. In the same vein, Qiao [10] concurs with previous studies that exposure to entrepreneurship education influences the career goals of tertiary students. Another study conducted by Valerij and Laura [18] reveals that entrepreneurial skills are an impetus to the entrepreneurial competence and intentions of the students. Angelica [19] also confirm that entrepreneurship education has a substantial effect on the entrepreneurial intent, skills, and abilities of students. Izedonmi and Okafor [20] also found a positive link between student entrepreneurship education and their entrepreneurial intent and skills. Knowledge and skills were reported to be the main factors influencing student entrepreneurial intent.

A study by Wu and Wu [21] found that students with an entrepreneurial background were more motivated to start a new business than those who did not. Sanchez [22] also came up with the results of his study that entrepreneurship education enhances students' self-employed skills and intent. From these three studies, it can be inferred that entrepreneurship education is a sufficient condition for the emergence of entrepreneurial intent. Thus, the following propositions are made:

H₀₁: Entrepreneurship education significantly impacts students' entrepreneurial competence.

H₀₂: Entrepreneurship education significantly impacts students' entrepreneurial intension.

4. METHODOLOGY

A survey research approach was adopted to sample the opinion of students. Purposive

random sampling technique was used to select 85 final year students from all the three Departments (Business Administration and Management, Marketing and Purchasing and supply) in the Faculty of Management Studies. The questionnaire was employed to collect data and scales measuring entrepreneurship education, entrepreneurial competence, and entrepreneurial intentions. The scales were designed with a 5-item Likert scale from 1 = strongly disagree, to 5 = strongly agree. The entrepreneurship education scale was driven from the works of Olokundun [8], and Amina and Zohri [23]. Entrepreneurial competence was adopted from the works of Sajuyigbe, Kareem and Oyedele [24] and Ejere and Tende [25] respectively. While entrepreneurial intentions were driven from the works of Uzoma and Onele, and Ejere and Tende [25]. A reliability test was employed to verify the internal consistency of the data (see Table 1). Mean, chi-square, Pearson Moment correlation and ordinary least square (OLS) method of estimation were used to analyse the data.

5. RESULTS AND DISCUSSION

Table 2 summarizes the perception of the respondents towards entrepreneurship education response. According to the results in Table 2, the majority of the respondents agreed that as a result of the study of entrepreneurship education they have a better understanding of business ventures with the highest mean value of 4.282 followed by entrepreneurship education developed entrepreneurial knowledge and skills in students, and entrepreneurship education raised interest towards entrepreneurship with mean values of 4.103, 4.013, and 3.997 respectively. Thus, a grand mean of 3.927 and a p-value of Chi-square which is 0.000 shows a high level of acceptance that the sampled students have changed their orientation of being looking for a white-collar job after graduation, but the level of preparedness to venture into business is still very low.

Table 3 summarizes the perception of the respondents towards entrepreneurial competence. The majority of the respondents agree that as a result of entrepreneurship education I was able to find solutions to existing problems in business with the highest mean of 4.250 followed by As a result of entrepreneurship education they can develop ideas to improve existing products, like to work in a group and I

am able to lead it, prefer to make my own decisions, they are skilled at establishing contacts and networks with mean values of 4.109, 3.936, 3.876 and, 3.730 respectively. Thus, a grand mean of 3.980 and a p-value of Chi-square which is 0.000 shows a high level of acceptance that entrepreneurial competence emerged as a result of entrepreneurship education.

According to the result in Table 4, the majority of the respondents agreed that they have a very high intention of ever starting a business with the highest mean value of 4.207 followed by the professional goal is to be an entrepreneur, If I tried to start a business, I would have a high chance of being successful and starting a firm and keeping it viable would be easy for me with mean values of 4.109, 4.002, and 3.499 respectively. Thus, a grand mean of 3.954 and a p-value of Chi-square which is 0.000 shows a high level of acceptance that students have intention to become an entrepreneur.

Table 5 depicts that entrepreneurial competence ($r = 0.686$; $p < .05$), and entrepreneurial intentions ($r = 0.366$; $p < .05$) 'have a positive and significant association with entrepreneurship education. This implies that entrepreneurship education is a strong tool that can bring the students into the limelight of prosperity through entrepreneurial competence, and entrepreneurial intentions towards venture creation. The study is consistent with previous studies that a positive and significant relationship exists between entrepreneurial competence, entrepreneurial intentions and entrepreneurship education [8,23, 24,25].

Table 6 shows regression analysis between entrepreneurship education and entrepreneurial competence. The R-square value of 0.323 indicates that entrepreneurship education single-handedly contributes 32.3% to entrepreneurial competence. While the t-value of 8.374, and beta-value of 0.568 connotes that entrepreneurship education has a positive and significant effect on entrepreneurial competence. This connotes that paying attention to entrepreneurship education may boost entrepreneurial competence among students. This study validates the findings of Ndofirepi [13], Jepchirchir, Korir, and Lagat [14] and Agbai [6] that entrepreneurship education has a positive relationship with entrepreneurial competence among students across the globe.

Table 1. Summary of results of the measurement instruments reliability

Scale	No of Items	Meaning Bartlett	KMO	Eigenvalue of the principal Component	% of the variance	α of Cronbach
Entrepreneurship Education	6	p = .000 (significant)	0.637	2.187	72.89%	0.81
Entrepreneurial competence	5	p = .000 (significant)	0.879	3.608	72.13%	0.83
Entrepreneurial intentions	4	p = .000 (significant)	0.755	2.555	85.16%	0.91

Table 2. Descriptive statistics results of entrepreneurship education response

	Statement	N	Mean	Chi-Square	Remark
1.	The entrepreneurship education in my school has provided a new and different experience.	85	4.013	108.123 (P<.05)	Accepted
2.	The entrepreneurship education deals with ambiguity in the real world	85	3.399	99.821 (P<.05)	Accepted
3.	The entrepreneurship education provided an opportunity to learn by doing	85	3.762	89.001 (P<.05)	Accepted
4.	As a result of the study of entrepreneurship education I have better understanding of business ventures.	85	4.282	101.34 (P<.05)	Accepted
5	The entrepreneurship education developed entrepreneurial knowledge and skills in students	85	4.109	99.95 (P<.05)	Accepted
6	The entrepreneurship education raised interest towards Entrepreneurship.	85	3.997	91.02 (P<.05)	Accepted
	Grand Mean		3.927		

Source; Field Survey, 2021

Table 3. Descriptive statistics results of entrepreneurial competence response

	Statement	N	Mean	Chi-Square	Remark
1.	I prefer to make my own decisions	85	3.876	94.679 (P<.05)	Accepted
2.	As a result of entrepreneurship education I can develop ideas to improve existing products	85	4.109	109.721 (P<.05)	Accepted
3.	I am skilled at establishing contacts and networks	85	3.730	86.993 (P<.05)	Accepted
4.	I like to work in a group and I am able to lead it	85	3.936	99.921 (P<.05)	Accepted
5.	As a result of entrepreneurship education I was able to find solutions to existing problems in business	85	4.250	121.201 (P<.05)	Accepted
	Grand Mean		3.980		

Source; Field Survey, 2021

Table 4. Descriptive statistics results of entrepreneurial intentions response

	Statement	N	Mean	Chi-Square	Remark
1.	My professional goal is to be an entrepreneur	85	4.109	104.980 (P<.05)	Accepted
2.	If I tried to start a business, I would have a high chance of being successful	85	4.002	118.602 (P<.05)	Accepted
3.	I have a very high intention of ever starting a business	85	4.207	124.008 (P<.05)	Accepted
4.	Starting a firm and keeping it viable would be easy for me	85	3.499	98.980 (P<.05)	Accepted
	Grand Mean		3.954		

Source; Field Survey, 2021

Table 5. Relationship between variables

Variables	1	2	3
1. Entrepreneurship Education	1		
2. Entrepreneurial Competence	.686**	1	
3. Entrepreneurial Intentions	.366**	.444**	1

Source; Data Analysis, 2021

Table 6. Effect of entrepreneurship on entrepreneurial competence

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	T	Sig.
.568 ^a	.323	.318	.52031	1.886		
Model		Unstandardized Coefficients	Standardized Coefficients			
		B	Std. Error	Beta		
1 (Constant)		1.949	.276		7.052	.000
Entrepreneurship Education		.532	.064	.568	8.374	.000

Source: Authors' Computation, 2021

Table 7. Effect of entrepreneurship on entrepreneurial intentions

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	T	Sig.
.545 ^a	.297	.292	.53010	2.151		
Model		Unstandardized Coefficients	Standardized Coefficients			
		B	Std. Error	Beta		
1 (Constant)		1.813	.310		5.843	.000
Entrepreneurship Education		.553	.070	.545	7.885	.000

Source: Authors' Computation, 2021

The result from Table 7 shows that entrepreneurship education independently contributes 29.7% to entrepreneurial intentions with the R² -value of 0.297. Also, the t-value of 7.885 and beta-value of 0.545 indicates that entrepreneurship education is significantly influenced entrepreneurial intentions among students. The study concurs with the assertions of Sajuyigbe, Kareem, and Oyedele [24] Olokundun [8], Amina and Zohri [23], and Ejere and Tende [25] that entrepreneurship education has a positive relationship with the career readiness of the youth towards entrepreneurial ventures. The implication of this finding is that if the government can provide enabling environment, Nigerian youths have intension to become an entrepreneur.

6. CONCLUSION

The study examined the extent to which entrepreneurship education influence entrepreneurial competence and entrepreneurial intentions among the students with specific

reference to the Osun State Polytechnic, Iree, Nigeria. The study established that entrepreneurship education has a significant effect on entrepreneurial competence and entrepreneurial intentions among students. This implies that entrepreneurship education is an antidote to poverty, insecurity, unemployment and hunger that have been the order of the day in Nigeria. Consequently, all stakeholders in the education industry should endeavour to ensure that entrepreneurship education is properly funded and also Federal government should establish an entrepreneurial financial institution that will provide financial assistance and advisory services to graduates and non-graduates that pass through entrepreneurship education and have viable feasibility study and zeal of establishing entrepreneurial ventures.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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