

# **Entrepreneurial Aspiration Among Office Technology And Management Students Of Federal Polytechnic Kaura Namoda Zamfara State, Nigeria: The Contribution Of Entrepreneurship Education And Social Networks**

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## **Abstract**

This study analyzed the contribution of entrepreneurship education and social networks on entrepreneurial desire among office technology and management students of Federal Polytechnic Kaura Namoda Zamfara State, Nigeria. Entrepreneurship education has modify students' entrepreneurial intent, despite inconclusive findings among researchers. Theory of Planned Behaviour was adopted as the theoretical framework for study since past studies suggests that willingness can predict emerging issues. The survey design method using purposive sampling technique, where 240 students were selected from OTM department was adopted in the study. SPSS version 23 was used to analyze the data. Result indicated that participants with high EE showed higher level of entrepreneurial intent than those with low EE. Similarly, those with higher social network showed significantly high level of entrepreneurial intent than those with low-level social network. The researcher here agree that EE and social network play crucial function in students' intent for entrepreneurship. Entrepreneurship courses should be included in the students curriculum. Findings as well shown that some of the students show willingness of becoming entrepreneurs at the end of their programs.

**Keywords:** Entrepreneurial Intention; Theory of Planned Behavior; Office Technology and Management Students; Entrepreneurship Education; Social Networking.

## **1. INTRODUCTION**

The importance of entrepreneurship on the growth and development of any nation has attracted attention by researchers (Muhammad, 2012). Entrepreneurship is essential in boosting economic activities in any nation. To aid the atmosphere of entrepreneurship, Nigerian Polytechnics play important role in establishing a strong and energetic system of entrepreneurship being the institutions that create and spread higher knowledge. Despite this advantages students shows lackadaisical interest in becoming entrepreneurs. Through adopting entrepreneurship, job formation is possible and this bring rapid industrialization in any country (Asaju, Arome & Anyio, 2014). For many years, the rate of unemployment in Nigeria has been on an alarming rate despite different programs set up by the government of Nigeria (NBS, 2016). Students from polytechnic are expected to have practical skills that will enable them to possibly establish their own business and thereby employ other people, the reverse is the case as such graduates from the polytechnics have been known to as well look for white collar jobs that are not readily available. It thus becomes relevant to inculcate the advantage of optimistic entrepreneurial intention among polytechnic students in order to reduce the menace of unemployment and improve well being among graduates especially in a developing country like Nigeria.

Numerous researchers have investigated different factors that could incline an individual to develop the intention of starting up a personal business. Although these studies effort are important to entrepreneurial literature, however, to the researcher knowledge, no study has jointly investigated the influence of entrepreneurial education and social networks on entrepreneurial intention among OTM students of Federal Polytechnic Kaura Namoda, Nigeria. A person who desire to pursue entrepreneurship rarely start with desires and ideas which is often referred to as entrepreneurial intention. According to Abubakar, Salwa and Amina (2014), entrepreneurial intention refers to individual willingness to start a new business. Furthermore, entrepreneurial intention can also be said to be a reliable measure of entrepreneurial behavior and entrepreneurial activity (Krueger, 2000). Hence, the ability to embrace and to predict intentions becomes a strong point of interest for stakeholders, leaders and businessperson themselves. On the other hand, the entrepreneurial intention has also been described as the readiness of an individual to perform entrepreneurial behavior, to engage in entrepreneurial action, to be self-employed, or to establish a new business (Dohse & Walter, 2010).

Unfortunately, research on entrepreneurial education and social network among OTM students in FPKN is lacking. Thus, it is the hope of this article to fill the research gap and expects that more research on the part of entrepreneurial education and social network on entrepreneurial intention could be conducted among our tertiary institutions in Nigeria. In this study, the researcher selected OTM department, Federal Polytechnic Kaura Namoda as his case study area. Thus, this study attempt to assess entrepreneurial intention among students of OTM department, Federal Polytechnic Kaura Namoda, and the effect of EE in the institution adopting the Theory of Planned Behavior.

## **2.0 LITERATURE REVIEW**

### **2.1 Theoretical Framework**

#### **2.1.1 Theory of Planned Behaviour**

This section fundamentally explores the theory of planned behavior that was used as the guide and framework while conducting this study as the theory of planned behavior received serious attention from researchers (Fayolle et al. 2009). These verify that behavioral intentions are defined not only by one's attitude toward that behavior but at the same time one's subjective norms. The theory of planned behavior (Ajzen, 1991) was traced to the Theory of Reasoned Action (Fishbein and Ajzen, 1975). This theory is linked on three cause: the individuals position regarding behavior, subjective norm and perceived behavioral control. Ajzen (2005) declared under the theory of planned behavior that intention was affected by an individuals behavior. Behavioral intention represents an individuals need to plan or resolve to execute certain behavior consciously. In this case, Attitude toward a behavior is the level to which someone has supportive or unsupported feelings of the behavior of interest. Also subjective norm here is associated to a individual's cognition of the social environment surrounding the behavior (Conner & Armitage, 1998).

People are expected to transform their intention into action, provided there is an adequate degree of actual control over the behavior. Thus, the intention is assumed to be the direct antecedent of behavior, guiding the behavior in a controlled manner. Autoio, Keeley, Klofsten, Parker, and Hay (2001) showed that the TPB components explain 21% variance in the intention to be an entrepreneur where Linen and Chen (2009) found 55% of the variance was explained. Past research confirmed the legitimacy of using TPB in explaining EI across various cultures. Based on previous studies above, this study hypothetically examines the relationship among variables as conceptualized in the literature review.

## **2.1 ENTREPRENEURSHIP**

Entrepreneurship is the key factor in sustainable economic growth (Aloulou, 2016). It is an idea that is being widely studied (Kalyoncuoğlu, Aydıntan, Gökse, 2017). One way to reduce unemployment is by encouraging an enterprising atmosphere. Study on the area of entrepreneurship is essential in helping to accomplish the cognition of Nigerians people to defeat the problem of unemployment with jobs opportunities and shaping students' reasoning from looking for jobs into job creators. Nigeria has fantastic potential, because of its abundant natural resources and human resources. According to (Olayinka, 2010). The greatest challenge confronting government today remains massive unemployment which has served as a breeding ground for anti-social vices in Nigeria.

Mokaya et al.; (2012) specify entrepreneurship as "the persons act and disposition to take risk, make and sustain growth and profitable project." Entrepreneurship plays essential function in increasing efficient growth and development (Ho, Uy, Kang, Chan, 2018). Entrepreneurship is becoming more and more essential since it is the

principal tool of brawling unemployment among nations (Khalifa & Dhiyf, 2016). According to Teshome (2014), entrepreneurship establish and run business productively and sustain-ably. In this case, Entrepreneurship is thus, an important avenue for employment opportunities (Teshome, 2014). Research on the area of entrepreneurship is therefore necessary in achieving the thought of Nigerian people to overcome the problem of unemployment.

## **2.2. ENTREPRENEURIAL INTENTION**

In the entrepreneurship field, numerous researchers have concentrated on intentions (Bird, 1988; Krueger et al., 2000). EI are derived from perceptions of attractiveness, feasibility and the tendency to act upon opportunities (Lee et al., 2011). Entrepreneurial intention provides a structure that brings us closer to understanding, explaining and predicting entrepreneurial activities (Krueger et al., 2000). Entrepreneurial intention can be seen as the disposition of a person to act entrepreneurially, pursue entrepreneurial activity, to become self-employed, or to establish a new business (Dhose & Walter, 2012). This commonly involves desire and the feeling to stand on one's feet (Zain, Akram & Ghani, 2010). An individual may have the potential to be an entrepreneur but not make any transition into entrepreneurship unless they have such intentions (Mungai & Ogot, 2012). Past studies have shown that intentions can be used as unbiased predictors of action. Therefore, with EI, we can easily predict the growth or decline of entrepreneurship and factors that affect it. This perspective can be seen from the Theory of Planned Behavior as mentioned by Ajzen (2005) stating that the intention was affected by a person's behavior. The EI is not heritable, but it can be trained and developed through education. It is in line with Athayde (2009) point of view that entrepreneurial concept can be molded by the educational programs that build students awareness about entrepreneurship as a career option. EIs have been used in previous studies as a reference to owning a business or becoming self-employed (either by setting up an own firm or taking over an existing one), (Küttim, M., Kallaste, M., Venesaar, U., & Kiis, A. 2014).

According to a research carried out by Babatunde, E. B., & Durowaiye, B. E. (2014) on the Impact of EE on EI among Nigerian students, the research provides an understanding of the EIs of small sampled Nigerian students. Findings indicated that exposure to EE influences students' intentions of becoming self-employed. It was however discovered that most students were not very confident about their intentions due to fear of capital, failure, and lack of experience in business management. The study concludes that despite knowledge of EE as a contributing factor in the reduction of unemployment, Nigerian youth requires additional supports to overcome the foreseen challenges.

Similarly, Uddin and Bose, (2012) analyzed determinants of EI of business students, it was found that risk-taking tendency, need for achievement, job security, environment for starting business and education are significant factors in determining the intention of business students to be entrepreneurs. EI helps in explaining the reasons why certain individuals tend to start own business before opportunity scan or deciding type of business to involve in. They stated that entrepreneurs themselves should benefit from a better understanding of their own motives, intention affords them a chance to understand what factors drive them to make their decisions to pursue an entrepreneurial career and how the venture becomes reality. Also, Muhammad, Aliyu and Ahmed (2015) on EI among Nigerian University Students, the research uses a modified version of the Theory of Planned Behaviour (TPB) as the main framework of examining EI. A sample size of 205 was drawn from Abubakar Tafawa Balewa University (ATBU). The findings show that entrepreneurial attitude, subjective norm, and power of behavioral control are all significant predictors of EI. In addition, other indirect relationships were also found to be significant.

## **2.3 ENTREPRENEURSHIP EDUCATION**

Entrepreneurship education refers to the scope of curricular lectures or courses that provide students with entrepreneurial competencies, skills, and knowledge in pursuing an entrepreneurial career (Ekpoh & Edet, 2011). Entrepreneurship education is meant to perform self-employment by establishing new businesses or new jobs. Entrepreneurship education in tertiary institutions enable graduates regardless of their course of study skills that will provide them the opportunity to engage in business in order to become self-employed as Entrepreneurship Education turns a graduate from being a job seeker to job creator.

Entrepreneurship education is founded on the assumption that entrepreneurship can be learned which eventually develop student entrepreneurial intention (Pittaway and Cope, 2007) and finally lead to business start-up (Nabi, Holden, and Walmsley, 2018). According to Küttim (2014), entrepreneurship education alter entrepreneurial intentions. Likewise, pleasing attitude towards entrepreneurship is likely to increase intentions of starting business. This study considered entrepreneurship education to refer to students intentions of starting their own business. Ismail & Ahmad (2013)see entrepreneurship education as a process that can be useful for all students to see business potential, and to be confident in their knowledge and ability to act and make use of business opportunities.

Considering the growing population in Nigeria coupled with huge unemployment figures, there is need for entrepreneurial education as it will increase students entrepreneurship intentions (Fatoki & Oni, 2014). Job creation will be enhanced by encouraging entrepreneurship education which will seriously cut unemployment, poverty and social vices in Nigeria (Maina, 2013).

## **2.4 THE CONCEPT OF ENTREPRENEURIAL EDUCATION AND SOCIAL NETWORKS IN RELATION TO ENTREPRENEURIAL INTENTION OF OTM STUDENTS.**

The idea of entrepreneurship has become essential as a result of constant and growing societal and economic problems particularly unemployment (García-Rodríguez, 2017). Entrepreneurship education is a study that is mark to effect students' intentions as well as stimulating them to establish new businesses as a future career choice. Findings from (Kim-Soon et al., 2016) showed that involvement in entrepreneurship education has cause students' entrepreneurial intentions as entrepreneurship education modify students' entrepreneurial power as it allows students to better their personal control, and self-esteem, (Farhangmehr et al., 2016).

Entrepreneurship education has becomes way to train the manpower by giving students the necessary skills to take any area of study and be creative, innovative, and entrepreneurial (Welsh 2016). Several assistance from governments and NGOs have been successful through a variety of training and grants as a results many Polytechnics in the northern Nigeria kickoff to offer entrepreneurship courses to promote entrepreneurship atmosphere. Nowadays, students from polytechnics are potential candidates for future entrepreneurial activities (Küttim, & Kiis, A. 2014). Entrepreneurship education render the youth with useful knowledge and skill to build up their character, attitude, and vision. According to (Karlsson and Moberg, 2013) students that take part in entrepreneurship education are positively influenced to start a business. Notably, a number of studies relating to EE and EI have reported that there is a significant relationship between EE and EI (Ekpoh and Edet, 2011). Moreover, it has been argued that students who got entrepreneurship training reached higher scores in EE than students who graduate in other disciplines (Noel, 2001). Despite the above-cited empirical researches, no study has investigated the effect of entrepreneurship education on entrepreneurial intent using data from polytechnic students; therefore, this study aims to overcome the limitation of earlier studies. Hence, it is hypothesized that polytechnic students with higher entrepreneurship education will show high entrepreneurial intention than those with low entrepreneurship education.

In the same way, studies has shown that social networks have become essential for entrepreneurship and have also become a leading model for the gathering of resources and the building of trust that is needed in business (Klyver & Schott 2011). According to Ogunnaike and Kehinde (2013), social networks are groups of individuals, organizations, that adhere on one or more types of reciprocity like, shared values, visions ideas, social contacts, trade, among numerous other aspects of human relationship. Social networking allows acquiring fresh data concerning innovations and new ways in entrepreneurship. Businesses are now making use of social media sites in advertising, giving information, etc. All these activities in one way or another could promote entrepreneurial intention among Polytechnic students. Hence, the need to examines the influence of entrepreneurial education and social networks on entrepreneurial intent among OTM students.

Okafor and Ameh (2017) examined social networks and entrepreneurship orientation among students. The findings revealed that a significant relationship exists between social networks. Felzensztein and Gimmon (2013) revealed that social networking is important in facilitating the entrepreneurial intent. Ameh and Udu (2016) justify the relationship between social networks size and risk disposition among student entrepreneurs. The findings revealed that a significant relationship existed between social networks size and risk disposition among student entrepreneurs in Nigeria. Based on the above structure of relationships between the social network and entrepreneurial education in the literature it can be hypothesized that students who are higher in the social network will be significantly high in entrepreneurial intention than those who are low in the social network.

## **3.0 METHODOLOGY**

This study employed survey research design. The population of this study was OTM students who have already taken an EE course in academic year 2018/2019, which involved students from the study programs, probability sampling method was adopted with the use of random sampling technique. A number of 230 students were obtained as respondents (Tejada & Punzalan, 2012). The questionnaire was validated with the Cronbach's Alpha coefficients ranging from 0.789 to 0.896. Research instruments for measuring variables were adapted and modified from

measurements that have been exercised in previous studies. The instruments used Likert scale ranging from 1 (strongly disagree) up to 5 (strongly agree) as responses from respondents.

#### **4.0 RESULTS AND DISCUSSIONS**

This section presents data from the sampled respondents, comprising the demographic information and opinion on the central issue of the study. The first was the respondents' sex which reveals that 80 (34.78%) of the 230 respondents used in this study are males while the remaining 150 (65.22%) are females. The difference in the number of males and females indicates that there are much female students in OTM department, Federal Polytechnic, Kaura Namoda. The descriptive analysis results revealed that out of the total respondents 200 have strongly agreed that they have took part in some form of entrepreneurship education and agreed that they have acquired needful knowledge to start a business, and partly agreed that entrepreneurship course has given them more ideas and opportunities to start a business in the future. It was also observed that a majority of respondents, (86.967%) indicated that entrepreneurship classes had fully prepared them for an entrepreneurship career, only 30 (13.04%) appeared not to have been fully prepared to begin a career in entrepreneurship. Therefore, it can be declared from the responses that the majority of FPKN students who offered entrepreneurship development studies have acquired skills and capability that could enable them to become self-employed. However, it can further be infer from their responses that it is not all students in FPKN believe that they have acquired all related skills or develop the capacity to be an entrepreneur.

The relationship between EE and EI show significant effects. Here, it can be seen that the goodness of fit statistics of the relationship among variables absolutely meet the criteria where the value of Chi-Square=0.00, df=0, P-Value=1.00, and RMSEA=0.00. This means that the model is suitable to be used to examine the research hypothesis. Results of hypothesis testing based on an empirical finding of relationships among variables indicated that hypotheses were found to be true with both independent and dependent variable having a relationship and resulting into their acceptance while those tested to be untrue are thereby rejected.

#### **5.0 DISCUSSION**

This study on EE and EI has been carefully examined through the collection and analysis of quantitative data. The results revealed that EE has a positive influence on the EI of students. The first hypothesis which postulates that polytechnic students that possess higher level of Entrepreneurial Education will exhibit high entrepreneurial intent was accepted following the result of the findings. The R<sup>2</sup> value tells us how well the regression line fits the data (Cooper & Schindler, 2012).  $R = 0.854$  and  $R^2 = 0.731$  or 73.1%, which showed that 73.1% of the variation in EI is explained by variation in EE of students. EE is, therefore, a good predictor of EI. The model ( $Y = 3.789 + 0.609 EE + 0.657$ ) is significant and therefore good for prediction. The result indicated that the p-value was less than the value of significance, that is,  $p < 0.05$  implying that the model is significant. This emphasized the position of Babatunde, E. B., & Durowaiye, (2014), that revealed EE cause students' intent of becoming self-employed. It also supported the findings of Tam (2009), participation in EE has increased students attitude towards entrepreneurship positively as EE has enriched them with real-world skills and knowledge.

The second hypothesis which states that students who are higher in social networks will be significantly high in EI than those who are low in the social network was also accepted. The finding was also in accordance with the study done by Zafar, Yasin and Ijaz (2012) that examined the influence of social networking on entrepreneurial intent among entrepreneurs in Pakistan using survey design. This result may be because of the fact that higher social network respondents are likely to be open to data, mentoring, financial assistance and the social support that may decrease the risk and challenges of venturing into entrepreneurship.

The general findings of the study are that there is a strong relationship between students' vulnerability to EE and their intent of becoming self-employed. This was ascertained as the majority of respondents in the study shown their willingness and accept they have formed capability to establish their own business based on the fact that they have benefited from entrepreneurship courses offered in Federal Polytechnic, Kaura Namoda Zamfara State. Thus, this study affirms that the provision of EE to OTM students of Federal Polytechnic, Kaura Namoda Zamfara State, has wedged in the skills and knowledge as well as affects students choice or aim to set up a business enterprise. This research finding supports the works of Khalili et al. (2014), Farhangmehr et al. (2016), and Jakubiak and Buchta (2016).

## **6.0 CONCLUSION AND RECOMMENDATIONS**

As can be observed from this study entrepreneurship education can be increased through entrepreneurial aim which earnestly could reduce the problem of unemployment and better the standard and well being of students with polytechnic education. It was also concluded that entrepreneurship education and social network have an influence on entrepreneurial intent among polytechnic students. Based on the conclusions, the study recommends that the implementation of EE course has to be delivered interactively, accepting students' involvement in the entire learning process. It is the researchers suggestion that EE should be made compulsory at all tertiary institutions of learning to expose more youth to entrepreneurship. Respective stakeholders and policymakers should introduce meaningful entrepreneur education into the polytechnic curriculum such that it will enhance entrepreneurial goal among these categories of students which will finally lead to business conception. Despite the significant contribution of this study to literature, it still has some limitations. Firstly, the study was conducted using just one polytechnic in Northwest Nigeria, this thereby limits the generalization of the result to other polytechnics in Nigeria and outside Nigeria. Secondly, the issue of data collection gave room for the participant's bias response to the questions. Therefore, future studies should consider these limitations into account when investigating factors that could incline entrepreneurial intention among students.

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