



Research Paper

Impact of Entrepreneurship Education and Perceived social norms on Entrepreneurship Intention among youths

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ABSTRACT: Available data shows that unemployment is one of the challenges confronting the youth in many developing countries including Nigeria. Government has formulated a number of policies to combat the menace. And these include the introduction entrepreneurship training in all tertiary institutions in the country. The objective of this study is therefore to investigate the extent to which Entrepreneurship Education and the Perception of the society influence the Entrepreneurship intention of the youths. Data was collected from graduating students of Kwara state Polytechnic Ilorin, Nigeria. A total of 285 questionnaires were distributed, 270 were returned out of which 262 were used for analyses. SPSS. 23. Was used for data cleaning and initial analyses. Structural Equation Model SmartPLS 3 was employed for analysing the data. The findings revealed that both Entrepreneurship Education and Perceived Social Norms make significant contributors to Entrepreneurship intention. However, the contribution of perceived social norms is higher than that of Entrepreneurship education. It provides support for the hypothesized direct effects of the variables on the entrepreneurial intention among the graduating students the Polytechnic. This study therefore concludes that Entrepreneurship education is important. But social norms have higher influence. Therefore, policy makers need to pay more attention to social norms while it continues to give entrepreneurship education.

KEY WORDS: Entrepreneurship education, perceived social norms, entrepreneurial intention.

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I. INTRODUCTION

The structure of Nigeria population indicates that youth constitute the highest percentage. Available records also show that the total dependency ratio of the country as at 2020 was 86 % out of which 80.9 % were the youth. This implies that majority of these youths were not gainfully employed. Therefore, the major problem confronting these set of age groups is unemployment. For an instance, the rate of unemployment in Nigeria was estimated at 13.9% in 2016 and 16.5% in 2017 [1]. One of the measures taken by Nigerian government to reduce unemployment among the youths is the introduction and incorporation of technical education into the curriculum at the secondary school level in the 1980s. Subsequently, Entrepreneurship programmes were also introduced in all the tertiary educational institutions across the country by Federal ministry of Education through the National University Commission NUC, National Board for Technical Education NBTE and The National Commission for Colleges of Education NCCE [2]. The major objectives of these courses are to give all graduating students the opportunity to acquire one or more skills which are capable of making them self-employed and economically independent [3].

Entrepreneurship education in tertiary institutions in Nigeria have been in operation for more than a decade, the success of the programmes is expected to reflect in a drastic reduction in the rate of unemployment in Nigeria. Unfortunately, the reverse is the case. For example, 23.1% was reported as the rate of unemployment as at the end of 2019. This report actually questions the success of the entrepreneurship education being implemented in all Nigerian tertiary educational institutions over the years.

The main objective of this research is therefore to investigate the extent to which entrepreneurial education and perceived social norms has raised the intention of graduating students to start businesses of their

own using higher national diploma II (HND II) graduating students of Kwara state polytechnic Ilorin in Nigeria as respondents.

II. LITERATURE REVIEW

A lot of research works have been conducted to determine various factors responsible for boosting entrepreneurship intention. Some emphasize entrepreneurial orientation [4], [5], Others pay attention to entrepreneurial motivation [6]. There are some researchers who as well investigated from the perspective of individuals and organizational factors [7]. Better still a number of authors also show case on the entrepreneurial education on the intention to start up [8]. This research is restricted to investigating the impact of entrepreneurial education and perceived social norms on entrepreneurship intention among the graduating students of Nigerian Polytechnics.

2.1 Entrepreneurial education

Entrepreneurship education is described as that part of knowledge and skill acquisition which instill in individuals or group certain qualities with respect to; attitudes, innovation and skills that can be used to start and manage their enterprise as response to needs of their environment [9]. Entrepreneurship education is also described from a complex point of view depending on the objectives [10]. For an instance, [11] identified 4 types of Entrepreneurship education. They explained the first as education "for" entrepreneurship which is designed for individuals in starting and running a business. The emphasis of the course is cognate competencies. The second type education "in" entrepreneurship. This type pays high attention to practical aspect of the venture and it emphasises the ability to convert business idea into value creation. The thirdly, is education "about" entrepreneurship here the attention is given on trying to understand what constitute entrepreneurship. Lastly, education "through" entrepreneurship, these are attempts to empower the beneficiaries with human competencies that will encourage them to pursue entrepreneurship activities as sources of solution to societal problems. Entrepreneurship education is known to be essential on the premise that it is capable of kick starting entrepreneurship intention [12]. Moreover, studies have also shown that in addition to entrepreneurial education, perceived social norms contribute to entrepreneurial intention among the youth [13].

2.2 Perceived Social Norms

[14] described perceive social norms as a set of unwritten acceptable code of conduct within peer groups, families, communities or colleagues which may directly or indirectly have impact on the desired behaviors and the accompanying sanctions for not following these behaviors in a given community. Social norms are the beliefs around what other individuals do, and what other persons contemplate should be done, within particular reference group, maintained by social approval and disapproval, often guide a person's activities in her social setting [15]. It was equally reported that social norms are individual perceptions of other people's acceptance, such as; family, colleagues, friends, and significant others, who would influence the individual decision towards entrepreneurial intention [16]. Religious believes also determine the direction of social norms and entrepreneurship intention particularly if a given religion is dominant in a community [17].

2.3 Entrepreneurship intention

Intentions are described as the motivational factors that influence someone's behavior and they are indicators reflecting the extent of individuals willingness to take some decisions or perform certain actions [18]. But the literature in the past has failed to offer a distinct definition of an individual's entrepreneurial intentions. On the one hand, referring to individual's entrepreneurial intentions, few researchers have adopted similar conceptions, like career orientation.

2.4 Entrepreneurship Education and Entrepreneurship Intention

Entrepreneurship education was found to be a source of improvement in entrepreneurial intention from the knowledge acquired and entrepreneurship awareness created in different contexts [19]–[21]. For an instance, a study conducted in a Spanish University in which 338 graduating students were the respondents, the findings indicate that entrepreneurship education strengthen the relationship between entrepreneurial role-model and intention to go start business [22]. Similarly, entrepreneurial education was found to have significantly contributed to entrepreneurship intention among 308 graduating vocational education students in a Zimbabwean University [10]. Moreover, [23] reported a significant influence of entrepreneurship education on entrepreneurship intention among 308 graduating engineering students from Spain. A contrary finding was recorded in an investigation carried in the United Arab Emirate UAE for which 400 students were the participants [20]. Most of these research works took place either in Europe or Asia. More so, the few available investigations done in Africa paid more attention to universities [10], [24], while little attention is given to other tertiary educational institutions such as the Polytechnics. This work aimed at bridging this gap. This paper

therefore hypothesized that:

H₁ Entrepreneurship education is significantly related to Entrepreneurship intention among the graduating students the polytechnic.

2.5 Perceived Social norms and Entrepreneurship Intention

Perceived social norm has attracted research attention of many academics, practitioners and policy makers in various parts of the globe as an important predictor of entrepreneurship intention among the youths [13], [23], [25]. The factor is found to be one of the variables that contributes to entrepreneurship intention among youths. Previous literature indicates positive and significant relationship between perceived social norms and the intention of youth to start business. For example, social norm was found to be significantly related to entrepreneurship intention through personal attitude in the research conducted in India among 248 final year women undergraduate who registered for arts, Science and management [25]. Similar outcome was reported in Italy among 441 youths who participated in the investigation [26] On the contrary, insignificant relationship was reported between social norms and entrepreneurship intention among the selected students in a comparative study carried out in Scotland and Egypt and a separate investigation conducted in Vietnam [27], [28]. Despite the findings in different contexts, it appears that little attention is paid to the impact of perceived social norms on entrepreneurship intention in African settings [13], [29]. This study is therefore conducted to fill the vacuum. It is hereby hypothesized that:

H₂, perceived social norms significantly contributes to entrepreneurship intention among the Nigerian youth.

III. RESEARCH METHODOLOGY

3.1 Data collection

Nigeria was chosen for this study due to high rate of unemployment in the country among the youths [1] and the position of the country in Africa in term of population which is estimated to be over 203 million people as at July 2018, the largest in the continent of Africa and number eight in the world [1]. Self-administered questionnaire was distributed among Higher National Diploma HND graduating students who have undergone various entrepreneurship at different levels of their study. These students were chosen using stratified random sampling based on the aggregation of courses they study in the following classification as structured by Kwara state polytechnic Ilorin. Institute of finance and management studies IFMS, Institute of information and communication technology ICT and Institute of technology IOT. The questionnaire was adapted from two different sources [13], [30]. The survey instrument was categorized into two sections: Sections one covered the respondents' demographic data. While the second section contained questions related to Entrepreneurial education and Perceived social norms and Entrepreneurship intention. The questionnaires were distributed through drop-off and collection method. While using this method, the researchers physically dropped 385 questionnaires with the selected respondents and retrieved them when they have been duly completed. Out of 370 returned questionnaires, 8 were screened out for poor responses. The remaining 262 were used for further analysis. Statistical package for social science SPSS version 23.0 was employed for preliminary analysis. While PLS-SEM version 3.0 was used for carrying out major analysis.

3.2 Measurement and Results

Most of the respondents are females 57.6 per cent. The institutes or faculties of the participants are; Finance and Management studies, Engineering technology and Information and Communication technology in the following percentages 48.1%, 14.5% and 37.4% respectively.

Using SmartPLS software to analyse data of this nature of data involves 2 stages. The first one called measurement model covers construct and item reliability, multicollinearity and determination of R-square.

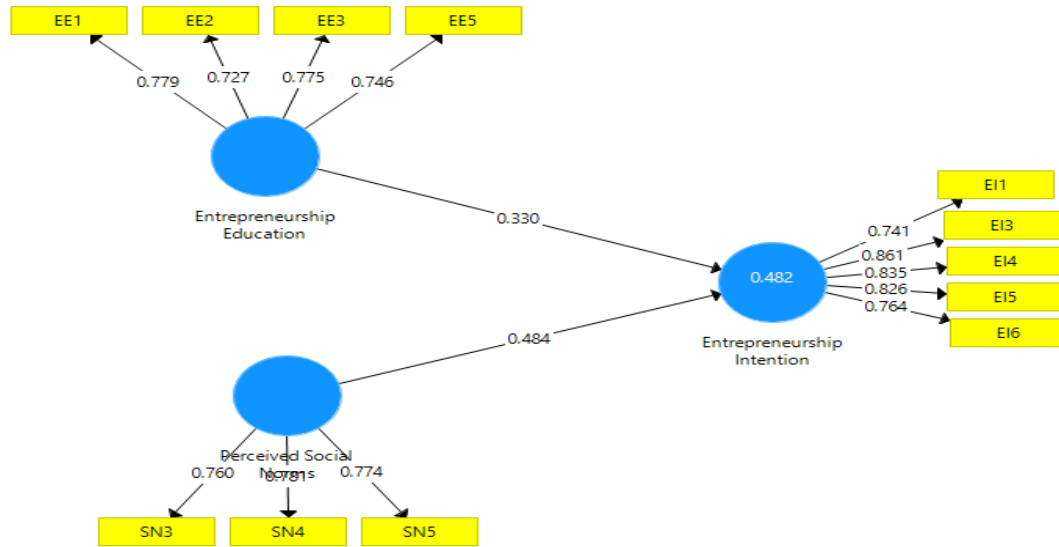


Figure. 1 Measurement model

PLS algorithm was used to carry out initial calculations, all items that loaded below the threshold value of 0.7 were deleted. The diagram above shows that one item each was removed from Entrepreneurial intention and entrepreneurship education (EE4 and EI2). While SN1 and SN2 items were removed from perceived social norms construct. It was also indicated in the diagram (0.482) that the two independent variables were responsible for up to 48.2 per cent of the variation in Entrepreneurship intention.

Table 1 Factor loading and construct reliability measures

Constructs	Items	Factor loading	Cronbah's Alpha	Composite Reliability	AVE
Entrepreneurship Education	EE1	0.779	0.753	0.843	0.573
	EE2	0.727			
	EE3	0.775			
Entrepreneurship Intention	EI1	0.741	0.865	0.903	0.651
	EI3	0.861			
	EI4	0.835			
	EI5	0.826			
	EI6	0.764			
	EI1	0.741			
Perceived Social Norms	SN3	0.760	0.660	0.815	0.595
	SN4	0.781			
	SN5	0.774			

Construct reliability was tested using cronbach's alpha and the outcome shows that the three constructs approximately meet the minimum threshold of 0.7 [31] as indicated in table 1.1 above. Composite reliability was also tested to further confirmation of the robustness of the constructs' internal consistency and the findings are presented in the table as 0.843, 0.903 and 0.814. These results are in line with the recommended minimum requirements [32].

Table. 2 Fonnell-Lacker and Variance Inflation Factor (VIF) tests

	Entrepreneurship Education	Entrepreneurship Intention	Perceived social norms	VIF Values	f-square
Entrepreneurship Education	0.757			1.238	0.170
Entrepreneurship Intention	0.542	0.807			
Perceived social norms	0.438	0.628	0.771	1.238	0.165

The remaining parts of the measurement model are the and variance inflation factor (VIF) and Fornnel-Lacker criterion. VIF measures the presence of multicollinearity in a set of multiple regression variables. This

ratio is calculated for every latent construct. A high VIF shows that the affected construct is highly collinear with the other constructs in the model [33]. Findings in this study indicates that the latent constructs have both 1.238 each which is less than 5 which is the minimum acceptable number [34]. This result shows that the variables are free from multicollinearity issue and therefore reduction in the statistical significance of the independent variables have been put to rest.

Fornne-Lacker criterion on the other hand is described as a decision rule that relies on a comparison between the squared construct correlations and the average variance extracted (AVE) [34]. It measures the degree of differences between the overlapping constructs. This can be achieved by examining the cross-loading and factor loading indicators on the assigned construct which has to be higher than all loadings of other constructs with condition that the cut-off value of factor loading is higher than 0.70[35], [36]. Table 1.2 above shows that the results 0.757, 0.807 and 0.771 have fulfilled the two conditions.

Table.3 Hypothesis testing and results

Hypotheses	Relationships	Std error	T-Value	P-Value	Decisions
H1	Entre education => Entre Intention	0.056	5.902	0.000	Accepted
H2	Social Norms => Entre Intention	0.053	9.185	0.000	Accepted

Having satisfied all the necessary conditions in the measurement model, the next stage is structural model under which testing of hypotheses is the major assignment. There are two direct hypotheses in this study, and the p-value was employed to determine whether the paths are significant [33]. The PLS bootstrapping resampling was run with 5,000 bootstrapping samples to obtain the statistical t- values and the standard error. Table 1.3 therefore, shows that the two independent variables Entrepreneurial Education and Perceived Social Norms have significant positive relationships with Entrepreneurship Intention. While H1 has standard error, t-value and p-values of 0.056, 5.902 and 0.000 respectively. H2 on the other hand also has standard error, t-value and p-values of 0.53, 9.185 and 0.000 respectively. Moreover, further examination of the exogenous constructs in the model shows effect size (f^2) of 0.170 for Entrepreneurship Education and 0.365 for Perceived Social Norms. In line with the submission of [37], in which it argued that effect size can be categorized as small (0.02), medium (0.15) or large (0.35). The greater the (f^2) the higher the influence of the independent constructs. The implication of the effect size in this study is that the influence Entrepreneurship Education construct is moderate since the value is more than 0.15. Moreover, perceived Social norms have strong influence with the value of 0.365 > 0.35.

IV. CONCLUSION

This research is a contribution to the existing knowledge regarding the extent to which Entrepreneurship Education and Perceived social norms account for variances in the Intention of youths to start businesses particularly among the graduating Polytechnic students. The results show that there is no doubt that Entrepreneurship education encourages the youth in their Entrepreneurship intention. However, perception of the society of the research context appears to be have higher influence than Education. This seems to be responsible for a smaller number of graduates going into their personal ventures despite the Entrepreneurship education they received. The findings from this research is alliance with the previous reports in different contexts [13], [19], [21], [26].

This study is limited in methodology in the sense that data was collected from the polytechnic settings only and in just one Institution. In addition to that, the data collection was based on self-assessment and at a single time. I therefore recommend that future research may collect data from different categories tertiary educational institutions so that comparison can be made and diversity of opinions can be taken into considerations.

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