



IMPACT OF ENTREPRENEURSHIP EDUCATION ON SUBJECTIVE NORMS OF STUDENTS IN KADUNA POLYTECHNIC

Hauwa'u Sani (ACA)
(sanihauwau18@gmail.com)
+2348035563050

Department of Business Administration, Kaduna Polytechnic, Kaduna, Nigeria

Abstract

The study examines the impact of entrepreneurship education on subjective norm of students in Kaduna Polytechnic. Descriptive research design was used in a population of 287 students and the sample size was 165 students of final year students (2020/2021 Academic Session) of Kaduna Polytechnic, Kaduna, Nigeria. The data were collected through primary source using questionnaire and regression analysis was used to analyze the data. The result shows that entrepreneurship education has a positive and significant impact on subjective norms of students in Kaduna Polytechnic. The study, therefore, recommends that the school management should encourage every student to take a course in entrepreneurship in order to open up their minds to new ways of doing things and getting themselves means of livelihood.

Keywords: *Entrepreneurship Education, Kaduna State, Polytechnic, Students, Subjective Norm*

1. Introduction

Unemployment and lack of technological advancement has necessitated the emergence of entrepreneurship education with a new circumstance that is now understood as a method of identifying and creating opportunities. This is why the contemporary world requires higher institutions to consider entrepreneurship education as part of formal education by providing research programme in this area. This will benefit the students as the higher institutions would provide the necessary education, research funds and finances to fulfill their needs and at the same time generate revenue for the university (Fadzila & Hussain, 2021). Entrepreneurship education means the overall educational activity with the ultimate aim of developing students' intention towards entrepreneurship (Li & Wu, 2019). In addition, Vias and Rivera-Cruz (2020) provides various interpretations of entrepreneurship education which is viewed as a teaching and learning activity that can ascertain business attitudes towards business which includes factors such as risk taking, innovation, creativity and business creation. The determinants of entrepreneurship education include creativity, capability, skills, applicable information and initiatives (Mukhtar, Wardana., Wibowo, & Shandy, 2021).

Subjective norm relates to the support of family and friends in terms of carrying out activities where the individual shows constructive responses. Subjective norm is one of the components of entrepreneurial intention as stated by Ajzen in 1991. The other components of entrepreneurial intention include attitudes towards entrepreneurship which refers to one's general evaluation, either positive or negative of the behaviour being questioned before forming an intention and Perceived behavioural control which relates to the extent to which a person believes that he or she can control any given behaviour (Ajzen, 1991). This study focuses on subjective norm because it relates to a person's perception of the social environment surrounding his or her behavior and also affects it entrepreneurial interest.



With the recent global economic problems such as inflation, unemployment, government policy, social and political unrest as well as technology advancements (Feldmann; 2013; Matsuveviciute, Butkus, & Karaliute, 2017), training in higher educational institutions is no longer a guarantee for formal employment in the developing countries like Nigeria. The problem of unemployment in Nigeria could be partly solved by encouraging entrepreneurship education in institutions of higher learning (Institute of Economic Affairs, 2011). Few studies like Mukhtar, Wardana, Wibowo and Shandy (2021); Adıgüzel and Musluhittinoğlu (2021); Ramchander (2021); Cera, Mlouk, Cera and Shumeli (2020); Fadzila and Hussain (2021); and Abdunsalami, Siswanto and Sholikah (2021) investigated the role of entrepreneurship education in students' entrepreneurial intentions. These studies produced controversial results which invited the attention of researchers for further investigations. Whereas, some studies such as Masum (2020); Adeyemo, Ogunleye, Adeyemi and Kareem (2021) and Ramchander (2021) reported a significant and positive effect of entrepreneurship education on intention Others like Amuda, Zubairu, Ibrahim and Maitala (2019); Kusumojanto, Wibowo, Kustiandi and Shandy (2021); and Mukhtar, Wardana, Wibowo and Shandy (2021) have reported a negative effect.

At this juncture, there are mixed reactions in findings of the previous researches due to place and period of studies which are the research gaps this study intends to filled. Thereby examining the impact of entrepreneurship education on subjective norm of students in Kaduna Polytechnic in 2020/2021 Academic Session. This study will be beneficial to the polytechnics, policy makers and reference point to potential academic researchers as well as the area of contribution to knowledge.

The main objective of this study is to examine the impact of entrepreneurship education on subjective norm of students in Kaduna Polytechnic. In line with the stated objectives, the following null hypothesis is developed for testing in data analysis section.

H₀: Entrepreneurship education does not have a significant impact on subjective norm of students in Kaduna Polytechnic.

2. Literature Review and Theory

2.1 Conceptual Framework

2.1.1 Entrepreneurship Education

According to Gautam and Singh (2015) entrepreneurship education is the process of applying knowledge, skills, attitude and competencies professionally. It involves more than teaching students how to become business owners independently but also creating a learning avenue that enhance entrepreneurial behaviors and traits. According to Wahyuni, Darmawan and Adityasih (2019) entrepreneurship education refers to teaching and learning activity regarding entrepreneurship which includes the improvement in the development of personal knowledge, skills, attitudes and character in accordance with students' age.

According to Li and Wu (2019), entrepreneurship education can be seen as the whole educational activity which has the ultimate objective of developing students' entrepreneurial intentions. Moreover, Fadzila and Hussain (2021) defines entrepreneurship education as a formalized program that will provide students with skills and knowledge so as to enable them understand market requirements, customers' insights, and recognize business opportunities. It can also be referred to as what actuate the development and implementation of business plan, having networking skills, evaluating internal and external business environment and eventually creating



ideas. To Ramadhan *et al.* (2021), entrepreneurship education is concerned with the teaching methods so that theories related to entrepreneurship can help students understand the effects of experiences and behaviors in running a business in their discourse as an entrepreneur. Thus, in this study, the definition of Li and Wu (2019) was adopted.

2.1.2 Subjective Norms

Ham, Jeger and Ivković (2015) refer to subjective norms as the belief that an important person or group of people will accept and influence a particular behaviour. Subjective norms are determined by the perceived social pressure from others which makes an individual to behave in a certain manner and their motivation to abide by those people's views. According to Wedayanti and Giantari (2016), subjective norms are the views that are seen important by individuals who advise the individual to accomplish or not regarding certain behaviors and motivation accompanied by a willingness to do or not do something that was considered important.

Moreover, Dinc and Budic (2016) mention that subjective norm refers to the extent to which relevant persons or individuals support or do not support the performance of a particular behaviour. Subjective norm is seen as a perceived social pressure from society as well as family and friends. A person's subjective norms are determined by his or her normative beliefs and motivation to comply (Sahinidis & Tsaknis, 2020). After that, Ramadhan *et al.* (2021) refer to Subjective norm as a process of receiving guidance or information from people around about entrepreneurship, so that motivation can provide mental pressure for students to be interested in entrepreneurship. In line with all the above definitions, subjective norm can be defined as the extent to which a person's life have a significant impact on his or her decision and behaviour.

2.3 Review of Empirical Literature

Aladejebi (2018) in his study examined the effect of entrepreneurship education on entrepreneurial intention among tertiary institutions in Nigeria Data was gathered from 381 students from the four institutions. The study concluded that entrepreneurship education has a positive effect on entrepreneurial intention. The study recommends that the government through National University's Commission should harmonize curriculum for entrepreneurship education in Nigeria and all students should have a minimum of three months' mandatory attachment with firms that can support them in entrepreneurship.

Masum (2020) studied the influence of entrepreneurship education on entrepreneurial intentions based on personal initiative, creativity, and opportunity recognition. Web-based cross-sectional survey was conducted at around 824 university students and the model was tested based on theory of planned behavior. Multiple linear regression analysis was used to analyze the data. The study concluded that entrepreneurship education influences entrepreneurial intention. The study further revealed that business education is a significant part of building an ecosystem associated with future business venture movement.

Shah, Amjed, and Jaboob (2020) investigated the moderating role of entrepreneurship education on the predictive value of attitude, subjective norms and self-efficacy for entrepreneurial intentions. True Experimental Design (post-test-only control group design) is used to investigate the change in the nature and magnitude of the impact of independent variables (personal attitude, self-efficacy and subjective norms) on the dependent variable (intentions) using entrepreneurship



education as a moderating variable. The population of the study comprises of the students from treatment and control group. Structural equation modeling was used to test hypotheses. The result indicates that attitude toward entrepreneurship, subjective norms and self-efficacy are the significant predictors of entrepreneurial intentions. However, entrepreneurship education moderates this relationship by strengthening the path coefficients of attitude toward entrepreneurship and self-efficacy while weakening the path coefficient of subjective norms.

Mshenga, *et al.* (2020) assessed entrepreneurship education on Egerton University graduates' intention to start a business. The study used the Ajzen's Theory of Planned Behaviour (TPB) in a cross-sectional survey. A population of 341 business and non-business Egerton University graduates between 2008 and 2015 was used. Data was analyzed using Structural Equation Modeling (SEM) and PLS Multi-Group Analysis (PLS-MGA). The study found that Egerton University's entrepreneurship education programmes greatly promotes graduates' entrepreneurial intentions. The study recommended that non-business graduates need to be motivated through mentoring and training to have high self-efficacy.

Salam, Siswanto, and Sholikah (2021) examined the influence of entrepreneurship education on student's entrepreneurship intention in vocational schools with gender as moderation. The sample of the study were 198 respondents from seven vocational schools in Yogyakarta province participated in this quantitative study. The analysis technique used is PLS-SEM with the help of Smart PLS software. The study concluded that entrepreneurship education programs are positively related to student's entrepreneurship inspiration and intention. The study recommended that schools and teachers need to present learning programs and extracurricular activities that can inspire and intend to generate interest in student entrepreneurship in the future.

2.4 Theoretical Framework

The theoretical foundation of this study is based on the theory of Reasoned Action (TRA). Theory of Reasoned Action (TRA) was propounded by Ajzen and Fishbein (1980). They advocate that if a person's behaviour is positive and if they think others want them to perform the behaviour (subjective norm) then it will result in higher intention (motivation) and they are more likely to perform the behaviour. Subjective norm relates to a person's perception of the social environment surrounding the behavior (Conner & Armitage, 1998). Generally, motivation which may be as a result of an individual's parents, spouse, close friends, co-workers, and even professionals in the behaviour of interest can increase the likelihood of having a positive impact on a person's behaviour to perform what the social environment expects (Ajzen & Fishbein, 1980). The theory is relevant to the study because it emphasizes that when people have positive subjective norm then they can be influenced by factors such as education, they will contribute to economic growth and development by establishing and managing new ventures. It is based on this that this study is hinged on this theory.

3. Methodology

This research adopts descriptive survey research in order to obtain and document a naturally occurring phenomenon. This implies that questionnaires were issued out to elicit information from the population and sample of the study. The population of the study is the total number of Higher National Diploma (HND) final year students (2020/2021 Academic Session) of Business Administration Department in Kaduna polytechnic, which is 287 students. Present research



utilized Krejcie and Morgan (1970) table for determining sample size to obtain the sample size. Hence, a total of 165 questionnaires were distributed among the students.

The study considered two (2) constructs and two (2) hypotheses. Constructs include entrepreneurship education and subjective norm. The items for measurements the constructs were adapted from the previous studies. Such as the items for entrepreneurship education was adopted from the previous research of Mukhtar, Wardana., Wibowo and Shandy (2021) having 5 questions. Similarly, the items for subjective norm were adopted from Krithika and Venkatachalam (2014) having 5 questions.

In order to establish the degree of reliability, consistency of the instrument, pilot study was conducted in order to establish the degree of reliability; consistency of the instrument, a pilot study was carried out in Kaduna Polytechnic, using fifty students. The result of the test was subjected to Pearson Product Moment Correlation Coefficient (PPMCC) to determine its reliability, the result revealed that the instrument is reliable (0.608). Also, based on the significant value obtained by the Sig. (2-tailed) of $0.000 < 0.05$, so it can be concluded that it is valid. In order to examine the impact of entrepreneurship education on subjective norm, the-regression analysis was used with the aid of SPSS-20 and at 95 percent confidence interval.

3.1 Model Specification

In functional form, the model is presented as:

$$\text{SUNM} = f(\text{ENTEDU}) \dots\dots\dots 1$$

The dependent variable (subjective norm) is a function of the independent variable (entrepreneurship education).

In equation form, the model is represented as follows:

$$\text{SUNM}_i = \beta_0 + \beta_1 \text{ENTEDU}_i + \epsilon_i \dots\dots\dots 2$$

Where:

ENTEDU = Entrepreneurship Education: It is the whole educational activity which has the ultimate aim of developing students' entrepreneurial intentions.

SUNM = Subjective Norm: It is the extent to which a person's life have a significant impact on his or her decision and behavior

ϵ = Standard Error of Estimate.

β_0 = Constant or Intercept.

β_1 = Coefficient of independent Variable

4. Results and Discussions

This section presents data of the research, make analysis, interpret the results and test the hypothesis to draw the conclusions.

4.1 Test of Hypothesis

In this section, the regression results of the models of the study are presented and interpreted. The null hypothesis formulated for the study (entrepreneurship education does not have a significant impact on subjective norms of students in higher institution) is also tested from the results as presented below:



Table 1: Summary of Regression Results

Variables	Co-efficient	t-statistics	p-values
Constant	0.955	6.012	0.000
ENTEDU	0.723	14.296	0.000
R	0.754		
R ²	0.569		
ADJ R ²	0.566		
F-Stat	204.370		
F-Sig	0.000		
DW	1.573		

Source: SPSS Version 20

Table 1 shows the t-value for entrepreneurship education (ENTEDU) as 14.296 and a coefficient value of 0.723, R² of 0.569 with a significant value of 0.000 (at 1% significance level). This signifies that entrepreneurship education (ENTEDU) is positively and significantly impacting on the subjective norms (SUNM) of students in higher institution in Kaduna polytechnic, Nigeria. Therefore, entrepreneurship education (ENTEDU) can improve subjective norms (SUNM). This is in line with both priori expectation and reality as the more an individual knows and learns about a particular concept, idea or practice the less doubt or influence he/she gets from other vices. The null hypothesis is hereby rejected.

4.2 Discussion of Findings

Entrepreneurship education has been found to have a positive and significant impact on subjective norms with p-values of 0.000 (1%) among the final year students of Kaduna Polytechnic in Nigeria. Considering the nature of the variables, it may not be surprising that individuals with some level of education in entrepreneurship tend to be less influenced negatively and have a positive subjective norm towards entrepreneurship. This is in line with Shah, Amjed, and Jaboob (2020), Mshenga, *et al* (2020) and in contrast to Nabi (2017). The national board for technical education (NBTE) must strive to come up with futuristic standard education programs that would help in developing the entrepreneurial intention of students. Moreover, it is also possible for the government agencies in Nigeria to come up with dynamic education programs that could change the social and cultural aspects of people from being employed by other people to a self-creating enterprise so as to boost the national economy. Finally, revisiting the entrepreneurship education teaching method and curricula by policymakers will be very important.

5. Conclusions and Recommendations

There are mixed reactions in findings of the previous researches due to place and period of studies. Thus, this study examines the impact of entrepreneurship education on subjective norm of students in Kaduna Polytechnic in 2020/2021 academic session. The result shows that entrepreneurship education does have a significant impact on subject norms of final year students of Kaduna polytechnic. Its impact is more obvious as a result of perceived social pressure from the society, family and friends which consequently led to the following recommendations;

- i. The school management should encourage every student to take a general course in entrepreneurship so as to open up their minds to new ways of doing things, numerous avenues for getting livelihood for themselves, and also overlooking negative social pressure.



- ii. Well trained personnel should be employed to take courses regarding entrepreneurship education in order to motivate the students, in not only offering the course but also considering putting the learned subject area into practice.
- iii. Practical settings should be created for students to observe, learn, touch and demonstrate in a role play setting to have a brief feeling of what entrepreneurship education in practice can be like.

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