THE INFLUENCE OF GOVERNMENT INTERVENTION ON THE STUDENTS ENTREPRENEURIAL INTENTION IN NIGERIA'S HIGHER EDUCATION

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Abstract

The purpose of this study is to measure the factors influence entrepreneurial intention among higher learning students in Bauchi State. The study used three dimensions as independent factors (curriculum development, teaching method, and government policy) and entrepreneurial intention was used as dependent variable. The study was conducted in Bauchi using two Polytechnic. The study employed quantitative approach via questionnaire adaption. The questionnaire were distributed randomly among 407 students in the Polytechnics. The respondent of this study were 370 participants from the two polytechnic in Bauchi State. The questionnaire was captured using SPSS Version 26 and the data captured and the preliminaries analysis was conducted using Smart PLS. Findings revealed that entrepreneurial intentions of students was prophesied by entrepreneurial curriculum, teaching method and government policy. The study suggested that in order to encourage polytechnic students' entrepreneurial intent, innovative teaching methodologies should be utilized in the discipline's entrepreneurship education the curriculum should also focus on the technoentreprenuership and the government policy should adopt a policy that can provide a conducive environment for the young entrepreneurs to strive.

Keywords: curriculum development, teaching method, government policy, entrepreneurial intention

1. INTRODUCTION

The promotion of entrepreneurship education has been recognized as a global substance for effective job creation and economic growth, particularly in developing nations. Despite the advantages that the introduction of entrepreneurial education has provided to people, the government, and society at large through Nigerian higher learning, many Nigerians graduate are still experience prolonged unemployment after acquiring their higher education degrees. The National Bureau of Statistics time data demonstrates and revealed that the rate of unemployment per age group in the fourth quarter of 2021 is 53.40%, up from 40.80% in the third quarter and reflecting an increase of 9.01% in the year 2020 as well as against the estimated 17.69% in the fourth quarter of 2019. Nigeria is among the countries in world with large population which is estimated at about 215,665.42 million (Edem et al., 2022). This persistence increase in population has posed a problem of poverty and youth unemployment. The large number of youth graduating from higher learning are reason why majority of them are unemployed, which lead to the increase on unemployment over time. Another report of Nigerian Youth Employment Action Plan 2021-2024 of the Federal Ministry of Youth and Sport Development in August 2021 confirms the high rise of unemployment rate. Based on the report of 2020 (Q2), youth unemployment between 15 to 34 years stood at

35%, while 28% are in labour force were considered unemployed working for about 20 39 hours per week and 37% working full time of 40 and above per week (ILO, 2022).

This increase on unemployment is a concern to the Nigerian government and it will get out of hand if no measure was taking to address it immediately as it may have a negative effect on Nation's growth and development. However, due to high rise of unemployment the federal government of Nigeria come-up with a policy were it mandated all tertiary institutions to establish entrepreneurship development centres (EDC) so as to be getaway of combing unemployment and poverty among the youth. Similarly, all tertiary institutions are expected to play a significant role in the policy implementation and the main target is to ensure all students in tertiary have undergo and intensive training and teaching on entrepreneurship education so as to confident to become self-employment. Wambua et al. (2020) sees introduction of entrepreneurship is a top primacy in public policy. Arasti et al. (2012), observed that for entrepreneurship education to be successful there must be an effective teaching method so as to determine the teaching techniques that match the student's needs. The general objectives of entrepreneurship program as observed by(Shahab et al. (2019) is to cultivate leaders with strong entrepreneurial mind-set. Entrepreneurship education comprises a lot of results which include attitude, skills and knowledge and entrepreneurship outcomes is beyond teaching and learning in a classroom (Fatoki & Oni, 2014). According to Okpe and Oleabhiele (2021) it becomes imperative to measure the success of entrepreneurship education because majority of teaching of entrepreneurship is viewed as part of the academic course but it's vigorous to identify the student's perception towards entrepreneurship education. The level of unemployment and poverty in Nigeria today keeps on increasing regularly even with the introduction of entrepreneurship education and various entrepreneurship programmes but is yet to yield any positive result. What are the factors that can promote entrepreneurship education among graduates? Thus, this research is aim at evaluating the effect Entrepreneurship Education on Entrepreneurial Intention in Higher Learning in Bauchi, and thereafter to propose an entrepreneurial intention model with the view of students in the polytechnics, using this constructs: entrepreneurship curriculum, teaching methods and government policy.

2. ENTREPRENEURIAL INTENTION AND HYPOTHESIS DEVELOPMENT

Entrepreneurial Intention is a synthesis of numerous study areas dating back to the 1990s. According to Bird (1988), an individual's approach toward creating a business model and novel ideas that influence converting a current company to fit in a new market reflect their entrepreneurial desire. According to a variety of viewpoints, intention is the primary factor that fosters entrepreneurship. Similar to this, Bird (1988) affirmed that an individual's past experience, knowledge, and attentiveness to attain the intended purpose with a certain behavior all play a role in intention. The process of starting a business with the strong desire to take on all the risk and prefer working for oneself than working for someone else is known as having entrepreneurial intention (Walie & Alaminie, 2018). Because the entrepreneurial intention process primarily has to do with starting new businesses, it is highly challenging to comprehend how it functions (Bird, 1988; Krueger & Carsrud, 1993). There is still work to be done in this area, however, given the level of growth in the study being done on entrepreneurial intention (Fayolle & Liñán, 2014). This research held the view that entrepreneurial intention is dynamic and influences individual behavior with regard to the establishment of new businesses in accordance with diverse understandings of the entrepreneurial intention.

2. THEORETICAL REVIEW:

The Theory of Planned Behavior (TPB is used in this study because it is believed to be the model that best captures the development and modeling of entrepreneurial intention on individual attitudes and social elements like peer group, family, and role model (Krueger et al., 2000; Paço et al., 2011). Theory of Planned Behavior (TPB) is employed in this study because it is thought to be the model that best captures the growth and modeling of entrepreneurial intention on individual attitudes and social variables such peer group, family, and role model,. (Krueger et al., 2000; Paço et al., 2011). According to a study, the theory of planned behavior accounts for 55% of the variation in entrepreneurial intention, whereas the Shapero's even model may account for 40% of its Solesvik *et al.* (2014). Iakovleva et al. (2011) claim that the Ajzen model is the most accurate and reliable for predicting entrepreneurial intention. TPB is the best paradigm for fostering and increasing the EI, according to similar findings by Paço et al. (2011). TPB was used in this study to ascertain the variables that influence students' entrepreneurial intent.

2.1 ENTREPRENEURIAL CURRICULUM

According to Bauman and Lucy (2019) and Decker-Lange et al. (2022), the entrepreneurial environment is changing, so there is a need to analyze and make required adjustments in the themes to be included in an entrepreneurship curriculum. Hard skills are technical and measurable competences or practical skills taught in higher education that involve theory and knowledge, whereas soft skills are more concerned with the student's attitude, personality, and ability to cooperate with others (Ashley & Patrone, 2022; Hrona et al., 2022). Employers recognized communication, work ethics, accountability, teamwork, a positive attitude, social skills, politeness, professionalism, integrity, and flexibility as ten essential soft skills (Ashley & Patrone, 2022). According to Maluda and Alias (2022), entrepreneurship curriculum at the tertiary level can assist students in executing business activities effectively due to the information and skills gained from entrepreneurship education. According to Thuy et al. (2022), providing entrepreneurial education increased higher openness to entrepreneurial activities. The following research hypotheses are provided there:

$H_{1:}$ Entrepreneurial Curriculum has significant effect on entrepreneurial intention

2.2 TEACHING METHOD

The findings from existing literatures on teaching methods and entrepreneurial education are conflicting, fascinating, and unsatisfying. Female undergraduate students from the Institute of Accountancy in Arusha served as the case study in a study by Agbonna (2021) to investigate the impact of teaching strategies employed in Tanzania's higher educational institutions on the adoption of entrepreneurial behavior. 188 female students were sampled using the method of purposeful sampling. The study discovered that teaching methods and course material have an impact on students' decision to launch a business in the future. As appropriate teaching tactics and methods must be congruent with the student-centered approach, teaching methods in entrepreneurship are also linked to changes in attitudes and intents toward entrepreneurship. Onuma (2016) examined the impact of various factors on entrepreneurial intention and discovered a substantial relationship between instructional strategies and entrepreneurial intention. In an effort to pinpoint effective teaching strategies for graduate students learning about entrepreneurship (Arasti et al., 2012) conducted research.

An established teaching approach can be apply to teach a group of students in EE, according to Roy et al (2017) study. The results showed that team-based learning and poster reports were the most engaging teaching strategies among the specific mix used in the case study for the course. Entrepreneurial behavior is researched in the teaching of entrepreneurship and is recognized as a predictor of entrepreneurship Dahiru and LopePihie (2016) study. Based on the above findings this study postulated that:

$H_{2:}$ Teaching Method has significant effect on entrepreneurial intention

2.3 GOVERNMENT POLICY

This defies from government policies denied them an opportunity in driven entrepreneurial inventions, for any entrepreneur to growth and expanded his business on the basis of the suppleness and compliance with the frequent transformation the system. According to research by Chowdhury et al. (2019) institutions are crucial to both the quantity and quality of entrepreneurial activities. Harash et al. (2014) stated that the crux of government policy on entrepreneurial development is to regulate and support the activities of business and entrepreneurs; additionally government policy is distinctive in its roles on the overall performance and development of entrepreneurship towards attainment of their target objectives. Kim-Soon et al. (2014) believed that young people has the aspiration in becoming self-employed but that can only be achieved through regular government support and ingenuities. Various researches have indicated that there is significant and positive relationship between government policies and entrepreneurship development (Greene, 2012; Kim-Soon et al., 2014; Mason & Brown, 2011). Government policy encourages business establishment which is strongly promote entrepreneurship development; however, he added that the correlation between entrepreneurial activities differs from one country to another (Deepali et al., 2017; Obaji & Olugu, 2014). But in contradictory studies where the results shows insignificant relationship, in the study of (Friedman, 2011; Ihugba et al., 2013) there is no correlation between GP and entrepreneurship, consequently, it was believed that inconsistent government policy played a role on the entrepreneurship development particularly in the

developing countries. In the study of Waseem et al. (2021) the result indicated that Initiatives from the government have a strong influence on how people think about chances, abilities, and intentions for starting their own business.. Based on the above argument this study postulated this hypothesis:

$H_{3:}$ Government policy has significant effect on entrepreneurial intention.

3. METHODOLOGY

3.1 SAMPLE AND DATA COLLECTION

The total number of students in both is the unit of analysis for this study in Polytechnics in Bauchi State which is 37,968. The sample of 370 students were randomly selected from the study population (Saunderse et al. 2016). The participant are believed to have undertaken entrepreneurship related subject. The Bauchi State region of northern Nigeria is the subject of the research. Given that Bauchi State was included among the states with a high level of illiteracy, poverty, unemployment, and low economic activity, Bauchi State was chosen as the study's case study (Alhaji et al., 2022). A convenience sampling was chosen in this study because is often pragmatic in the area of entrepreneurship (Al-Mamun et al., 2017; Bui et al., 2020; Handayati et al., 2020; Nguyen, 2021; Peter et al., 2018). The survey was carried from September to November 2022. A total of 407 questionnaires were distributed and the returned percentage of the questionnaires was 83%. This percentage is acceptable to conduct a survey study (Cohen et al., 2013, 2020).

3.2 RESULTS

The population consist of two polytechnics students in Bauchi State, the total sample of size was 370 of HND and ND students. The average age is 18, with the age group of 18 to 30 comprising 68.9% of the total, 31 to 40 comprising 23.8%, and 41 to 65 comprising 7.3%. This means that 35.6% of the population is female. Nunnally (1978) argued that reliability and validity are crucial aspects of any psychometric assessment. The Cronbach's alpha is used to evaluate the suggested scale's overall dependability. According to Hair et al. (2007), the benchmark for a Cronbach's alpha coefficient in exploratory research is a value of 0.60; a value of 0.70 or higher indicates that the instruments have a high reliability standard (Hair et al., 2010; Sekaran & Bougie, 2010). The variety values from 0.77 to 0.88 on the Cronbach's alpha and from 0.84 to 0.91 values on the composite reliability and the AVE of 0.51 to 0.58 in (Table 1) shows that the scales is considered as reliable.

Table 1. Validity Construct and reliability

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Entrepreneurial Curriculum	.883	.907	.587
Entrepreneurial Intention	.835	.878	.548
Government Policy	.766	.844	.526
Teaching Method	.834	.877	.510

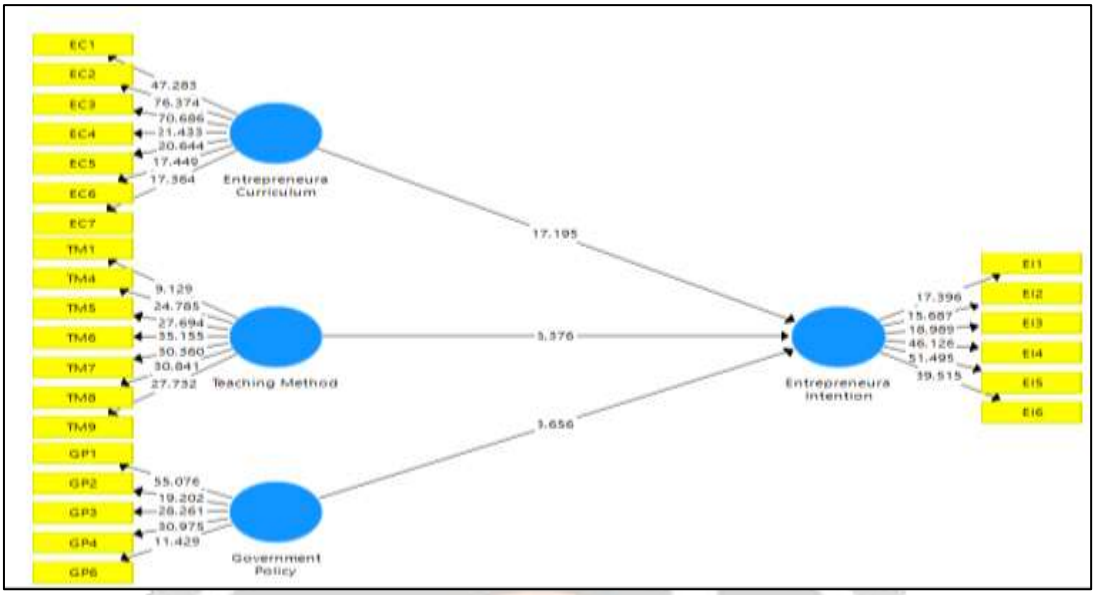

Fig. 1 Structural Model

4. INDIVIDUAL ITEM RELIABILITY

By investigating the outer loadings of each construct's measure, as shown in Figure 1, the discrete item consistency was evaluated (Hair et al., 2012, 2014). According to the Hair et al. (2014) rule of thumb, if an item has a loading between.40 and.70, the analysis of the outer loadings of each separate construct is held, subject to the increase of average variance extracted (AVE) and composite reliability (CR). All 29 items showed loadings that were higher than the threshold of 0.40. (Hair et al., 2014). All the 29 elements are therefore retained in the model, and because their loadings fall between 0.477 and 0.876, they are deemed suitable for further investigation.

Table 2. Path coefficients

	T Statistics	P-Value	F^2	R-square
Entrepreneurial Curriculum -> Entrepreneurial Intention	17.195	.000	.813	.765
Government Policy -> Entrepreneurial Intention	3.656	.000	.045	
Teaching Method -> Entrepreneurial Intention	6.376	.000	.144	

The path coefficients are evaluations of the structural model's postulated relationship between the endogenous latent constructs (EI) and the exogenous latent constructs (GP, TM, EC). The extent and significance of the assessments reveal the strength of the connection. Strong positive influence are revealed or shown by path coefficients that are close to +1, and strong negative associations are usually indicated by path coefficients that go toward -1. (Hair et al, 2014). Using the essential t-value for significance testing at the 5% level of significance, the bootstrapping procedure in the Smart PLS-SEM program determines the significance of the path estimations. The path coefficients were shown in Table 2 together with their corresponding t-values, p-values, and f^2 values. As revealed in the table 2, all the paths indicated a positive influence with EI. The $R^2 = 0.765$ is the value. It was found that the IVs may account for 76.5% of the difference in the students' EI. Other variables outside the scope of this study account for the remaining 23.5% of the variance.

5. DISCUSSION

The purpose of this study is to ascertain if the theory of planned behavior can forecast the entrepreneurial intent (EI) of higher learners by examining the influence of government intervention on students in higher education in Bauchi State. The study's findings have also strengthened the notion of planned behavior as a framework for estimating the EIs of students enrolled in higher education in Bauchi State. The findings of this study support the applicability of

the theory of planned behavior in the prediction of EI of students in higher education, and they are consistent with those of (Costa et al., 2022; Malebana, 2014; Mothibi & Malebana, 2019). The entrepreneurial intention of higher learning students in this research were determine by entrepreneurial curriculum, government policy and teaching method with the t-statistic of 17.195, 3.656 and 6.376. The path coefficient, as presented in Table 2, indicates that the coefficient value for entrepreneurial curriculum on entrepreneurial intention (H_1) is (t=17.195, p<.0.000), which is showing that the curriculum is relevant on entrepreneurship education courses which lead to the significant influence on entrepreneurial intention. The coefficient value of teaching methods on entrepreneurial intention (H_2) is (t=6.376, p<.0.00) indicating that TM has a positive influence with EI, similarly, the coefficient value of Government policy on entrepreneurial intention (H_3) is (t=3.656, p<.0.000) which is shows a significant influence with EI. The findings have proven that the teaching method adopted is shaping students EI, the government policy for introduction of mandatory entrepreneurship education in all tertiary institutions have significantly change the attitude of the students toward becoming self-employed and finally, the curriculum and course content's perceived appropriateness and relevance are important indicators of whether or not the students' attention is drawn to their emotional intelligence (EI). The findings has indicated that EC, TM, GP are the among the predictor of the students EI.

6. CONCLUSION AND RECOMMENDATION

This study goes beyond that and looks at what influences students in higher education in Bauchi State to want to start their own business. This study supports the focus on practical entrepreneurship education methods and sustainable and effective government policy, which can prompt the elements that affect students' entrepreneurial intention. According to the report, effective learning environments and a strong approach to entrepreneurship education should be the cornerstones of government policy in order to support students' aspirations to become entrepreneurs. The study also contributes to the existing debate on the factors that influence entrepreneurial intention in the existing literature. Accordingly, additional empirical research supported by the conceptual association postulated by this study is geared toward extending the literature on the use of government policy as a mediating role on the entrepreneurial intention. This study's findings might also strengthen the theory of planned behavior's underlying assumptions and help the literature adapt the concept. The teaching method should not be solely rely on classroom instruction, the teaching of entrepreneurship as a course of study should be improved to emphasize hands-on learning, vocational training, and technical education. This will encourage the emergence of start-up business trainings, entrepreneurial activities, and reflective practices to aid students in gaining practical experience with entrepreneurship education. Similarity, encouraging students to have entrepreneurial intentions in relation to opportunity recognition, resource planning, team development, and value creation can be accomplished by incorporating real-world business creation practices into the curriculum from the first to the last year before graduation. The government of developing countries are looking towards economic growth then they should provide and adequate supportive policies programmes for young entrepreneurs in forms of monitory, infrastructural and provision of enabling environment for the business to progress.

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