Influence of Activity-Based Entrepreneurship Education on Students' Entrepreneurial Intention to Startup Business After Graduation from Federal College of Education (Tech.), Omoku- Rivers State

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Abstract

This study examined the influence of activity-based entrepreneurship education on students' entrepreneurial intention to start up business. Three research questions and hypotheses were posed. A four-point basis response questionnaire whose PPMC r-value was 0.90 was used to receive response from about 62 year-III business education undergraduates. The data collected were analysed using descriptive statistics of mean and cluster. A significant relationship exists between the extent of business education students' exposure to activity-based entrepreneurship education learning activities and their attitude towards starting self-business and their capacity to start. Hence, business educators who implement entrepreneurship education curriculum require activity-based training.

Keywords: *Instructional strategy, Experiential learning, Planned behaviour and Entrepreneurial venture*

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Background to the Study

Entrepreneurship education has now become an integral and compulsory subject that undergraduate students have to undertake as prerequisite for graduation in Nigerian Tertiary institutions. Entrepreneurship education covers a wide range of education and training which according to Linan in Farsi, Arabium and Moradi (2012) include but not limited to: entrepreneurial awareness education, education for start-ups, education for entrepreneurial dynamism, and continuing education for entrepreneurs. It is worth noting that while entrepreneurial awareness education focuses on increasing the knowledge of recipients about entrepreneurship in order to stimulate interest for entrepreneurial ventures, education for start-ups basically centres on training to prepare recipients to startup their own small conventional entrepreneurial venture after graduation. According to Ordu (2012), to ensure education for startups, students need to acquire not only entrepreneurship knowledge but also develop essentials skills and attitude for entrepreneurial venture. It is for this reason that Abdulkarim (2018) noted that assisting students to acquire knowledge and skills for entrepreneurial venturing has certain implications for the kind of instructional strategy adopted, designed and utilized by entrepreneurship education curriculum implementers.

It is worth noting that for the development of skills and attitude for startup concurrently while receiving instruction about entrepreneurship, educators need to adopt, design and utilize instructional strategies that support both knowledge acquisition and skills development through theory and practice. Justin (2014) described instructional strategies as set of techniques teachers use to assist their students to learn. The author further explained that strategies inform the approach the teachers may take to achieve learning objectives. According to Gayla (2015) instructional strategies are classified as: direct, indirect, interactive, experiential, or independent. The author further explained that each of these strategies differ in their effectiveness with regard to knowledge, skills and attitude development. For instance, evidence in literature supports the fact that equipping students with content knowledge of any course is easier using direct instructional strategy which is highly teacher-centered; while skills and attitude development related to the content can only be sufficiently guaranteed through instructional strategies that immersed students in learning activities such as indirect, interactive and experiential (Gray, Stein, Osborne, & Aitken, 2013).

Experiential instructional strategy is fast gaining grounds in Nigerian tertiary institutions. Supported this fact, Olokundun and Borishade (2018) noted that experts are of the view that using experiential entrepreneurship teaching methods which involves practical activities and active students' participation should be considered important to the development of students' entrepreneurial interest. It is worth noting that there are many approaches to experiential instructional strategy. According to Wurdinger and Carlson (2010) those used in business related programmes such as entrepreneurship education include but not limited to: case studies, reality-based learning, hands-on participation, activity based learning, inquiry-guided learning, client-based projects, real-life projects, internship, mentoring, business games and simulations in business

activities, and authentic learning. The learning activities to be used for entrepreneurship education may differ based on the approach utilized and the field of study. For instance, using activity-based experiential learning approach requires that students be exposed to variety of real life activities in similar scenario of their future endeavour (Ranganath, 2012).

The results from earlier studies on activity-based experiential learning approach (Ranganath, 2012; Henrico, 2012), show that it supports practical learning activities in many fields including business related fields. Therefore, since it encourages learning through active participation in scenarios similar to future endeavour, its adoption and utilization in entrepreneurship education may go a long way in addressing the gaps in traditional learning situation where students acquire knowledge through observation, imitation, memorization and replication without recourse for construction of knowledge through practice. This is because if students' intention to practice entrepreneurship after graduation must be stimulated, they must be actively involved in the learning process in order to develop the confidence and courage to practice on their own. According to Fishbien (1967) confidence and courage in carrying out tasks is capable of influencing attitude towards performing the tasks in the future based on expected outcomes. Hence, the need to promote the adoption and utilization of active instructional approaches in entrepreneurship education to enable students especially those in business education to practice business startup related learning activities cannot be underestimated.

Statement of the Problem
It is a well-known fact that the desire to promote self-employment through the development of graduates' entrepreneurial knowledge and skills before graduation from Nigerian schools has become a recurring issue in most academic discourse and researches, with many theses focusing on the best ways to assist students' develop entrepreneurial skills and attitude while acquiring its content knowledge. Some institutions have as a result of this need designed real life practical learning activities for the purpose of entrepreneurship education practical, especially as is the situation in Federal College of Education (Tech.), Omoku, Rivers State. However, despite these efforts, the rate of unemployment in Nigeria and Rivers State to be specific is not abating. Many graduates are still found roaming about looking for white-collar jobs that barely exist even though the Federal government through Bank of Industry (BoI) has instituted financial incentives aimed at encouraging graduates' entrepreneurial venturing. To address this situation, entrepreneurial educators are still in search of the best instructional approaches that will influence students' entrepreneurial intention to startup self-business after graduation. Activity-based learning approach has proved to be relevant when it comes to stimulating students' interest to perform future bahaviour in the field of business management. However, it has not been tested in the field of entrepreneurship education to the best of the researcher knowledge especially here in Nigeria and Rivers State to be specific. This has created a gap on its empirical evidence to arouse students' interest to startup own businesses after graduation. It is to address this gap in existing empirical evidence that the present study is conceived in order to test the

influence of activity-based entrepreneurial education on Business education students' entrepreneurial intention to startup self-business after graduation.

Conceptual/Theoretical Framework
Concept of Entrepreneurial Intention
The intention to start one's own business is stimulated over a period of time. This is informed through the realization of one's strength in the accomplishment of the objectives of starting up a business. Supporting this, Aution (2011) noted that intention is based on subjective feeling as a result of interest developed in a particular activity over a period of time. This means that intention influences one's actions or objectives with time. Supporting this, Krueger and Brasiil (2014) opined that an individual may have the knowledge, skills and attitude as well as funds for investment but would find it difficult to utilize these assets in taking risk to be a startup if the intention is lacking. Hence, to engage in startup, entrepreneurial intention which is the innate drive to venture into a business to earn a livelihood must be active.

Theory of Planned Behaviour by Ajzen (1991)
Ajzen states in the theory of planned behaviour that the stronger the intention of an individual to behave in a particular way, the greater the possibility of behaving in such way. This means that future human behaviour can be easily predicted through the study on intention to behave in such manner. The author outlined three key predictors of individual's intention as: (i.) individual's attitude towards the behaviour, that is, studying whether the individual will perform the act in the future; (ii.) individual's perception of what other people thinks about the act intended; and (iii.) individual's perception on his capacity to do the act in the future. The explanation can be diagrammatically presented as follows:
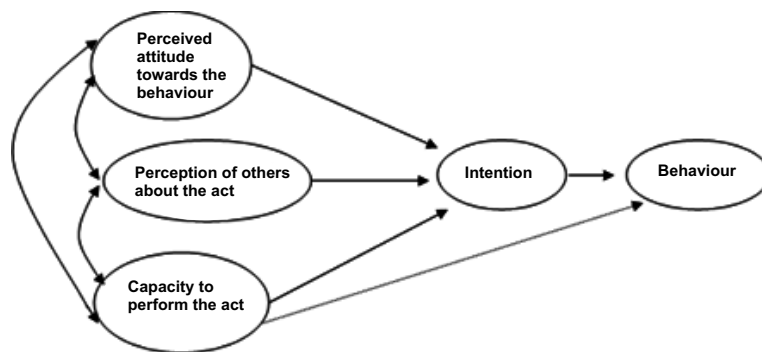

Figure1: Model of planned behaviour
Source: Ajzen (2002)

Figure 1 above shows that intention is a function of three key factors which are: one's perceived attitude towards an act, how one feel people will view the act and the perceived capacity to perform the act. Attitude toward the behaviour, measures the degree to which a person has a favourable or unfavourable assessment of self-performance of the behaviour in question. Attitude is determined by the total set of beliefs towards the

behaviour based on the perceived benefits. Perception of other people's view of the act refers to individual's belief of what other people such as: family, friends, teachers, religious leaders or significant others would think about the performed act; whether they will praise or rebuke the act when performed. Perceived capacity to do the act refers to the confidence one has in performing the particular act and exercising controls to ensure the success of the act.

In context of the present study, this theory provides the researcher with the basis for evaluating students' entrepreneurial intention to startup self-business after graduation. Hence, the students' entrepreneurial intention is to be examined by collecting data on perceived attitude towards starting business immediately after graduation and perceived ability to startup own businesses and manage them successfully after graduation.

Purpose of the Study
The major purpose of this study is to determine the influence of activity based entrepreneurship education on students' entrepreneurial intention to startup self-business after graduation from tertiary institutions in Rivers State. Specifically, the study seeks to:
1. Determine the extent to which Business education students are exposed to activity-based entrepreneurship education learning activities.
2. Determine the perceived attitude of Business education students towards starting self-business after graduation.
3. Determine the perceived capacity of business education students to start self-business after graduation

Research Questions
1. To what extent are business education students exposed to activity-based entrepreneurship education learning activities?
2. What is the perceived attitude of Business education students towards starting self-business after graduation?
3. What is the perceived capacity of business education students to start self-business after graduation

Hypothesis
The following null hypotheses were tested at 0.05 significant level:
Ho1: There is no significant relationship between the extent of business education students' exposure to activity-based entrepreneurship education learning activities and their perceived attitude towards starting self-business after graduation.
Ho2: There is no significant relationship between the extent of business education students' exposure to activity-based entrepreneurship education learning activities and their perceived attitude capacity to start self-business after graduation.

Methods

The descriptive survey research design and correlation study were adopted for this study. The descriptive survey was used to elicit responses from the respondents on items in researcher's designed instrument on the variables under investigation. This research design is deemed appropriate because it is only possible to know the opinion of the respondents through their response to items as they appeal to them. The correlation study was used to test for relationship between variables in order to know whether one can influence the other.

The population and sample of the study consists of 62 years III-degree business education students during the 2017/2018 academic session who were exposed to activity-based entrepreneurship education that requires them to identify an opportunity to innovate a product from local resources, produce the product, package it and marketing it within the college community during the practical aspect of introduction to entrepreneurship development (course code CED 341).

A researcher's designed instrument tagged: Activity-Based Entrepreneurship Education and Students' Intention to Startup self-business Questionnaire (AEESISSQ) was developed for the study. The instrument contains 27 items. Nine items to each research question. The responses of the questionnaire were structure on a 4-point rating scale of: Very High Extent (VHE - 4points), High Extent (HE - 3points), Low Extent (LE – 2points), and Very Low Extent (VLE – 1 point) for research question 1 and on a scale of: Strongly Agreed (SA – 4points), Agreed (A – 3 points), Disagreed (D – 2points), and Strongly Disagreed (SD – 1point) for research question 2 and 3 respectively. The face validity of the instruments was determined by an expert in Educational Measurement and Evaluation in the Faculty of Education, University of Uyo, Akwa Ibom State. The reliability of stability of the instrument was tested using test-retest method at an interval of two weeks using group 15 NCE III Business Education students who are not part of the study. The correlation between the two administrations was computed using Statistical Package for Social Science (SPSS) version 19.0 to obtain a Pearson Product Moment Correlation Coefficient (PPMC) r – value of 0.90 which was converted to Spearman brown prophetic formula to obtain an index of 0.84 which shows that the instrument stability is reliable. The data collected were analysed using descriptive statistics of cluster mean scores to answer the research questions. The null hypotheses were tested using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance computed with SPSS. For decision making, the following were used as guide:

1. Mean of 2.5 above will be regarded as Very High Extent (VHE) or Strongly Agreed (SA), 2.0 to 2.49 will be regarded as High Extent (HE) or Agreed (A), and 1.5 to 1.99 will be regarded as Low Extent (LE) or Disagreed (D) and below 1.5 will be regarded as Very Low Extent (VLE) or Strongly Disagreed (SD).

2. In testing the null hypotheses, the decision rule of computation with SPSS will be used to draw conclusion regarding the results obtained.

Results/Discussions

Research Question 1: To what extent are business education students are exposed to activity-based entrepreneurship education learning activities?

Table 1: Summary of Mean Responses on the Extent of Business Education Students' Exposure to Activity-Based Entrepreneurship Education Learning Activities

N/S	Items	VHE	HE	LE	VLE	Mean	Decision
1	Opportunity recognition activities	44	27	52	16	2.24	HE
2	Business plan drafting activities	52	27	40	20	2.24	HE
3	Product development activities	48	33	48	15	2.32	HE
4	Product branding activities	72	36	28	18	2.48	HE
5	Product packaging activities	52	54	38	12	2.49	HE
6	Costing activities	68	42	34	14	2.55	VHE
7	Pricing activities	40	24	60	14	2.23	HE
8	Direct sales activities	60	27	42	17	2.35	HE
9	Performance evaluation activities	52	54	36	13	2.50	VHE
	Cluster mean					2.38	HE

Source: Field Survey, 2019

The result in Table 1 shows that students in activity-based entrepreneurship education are of the opinion that they were to a high extent exposed to opportunity recognition activities, business plan drafting activities, product development activities, product packaging activities, pricing activities, and direct sales activities with mean of 2.24, 2.32, 2.48, 2.49, 2.23, and 2.35 respectively. The students also are of the opinion that they were to a very high extent exposed to costing activities and performance evaluation activities with mean of 2.55 and 2.50 respectively. However, based on the cluster mean of all the responses to the entire items, it can be concluded that the students are exposed to a high extent to action-based entrepreneurship education learning activities.

Research Question 2: What is the perceived attitude of Business education students towards starting self-business after graduation?

Table 2: Summary of Mean Responses on the Perceived Attitude of Business Education Students towards Starting Self-business after Graduation

S/N	Items	SA	A	D	SD	Mean	Decision
1	I am going to transfer my knowledge to start a micro scale production business after graduation	60	15	44	20	2.24	A
2	I am going use the experience acquired to start local product packaging business after graduation	68	21	38	19	2.35	A
3	I am going to start saving money in order to accumulate capital for starting my own business after graduation	44	42	50	12	2.39	A
4	I will definitely start new venture of distribution business after graduation using the knowledge gained.	44	63	40	10	2.53	SA
5	I am going to be my own boss by starting a business after graduation.	56	30	50	13	2.40	A
6	I now hate the idea of working for someone else, will definite start my own business.	68	21	38	19	2.35	A
7	I am venturing into local product distribution business after graduation.	96	24	26	17	2.63	SA
8	I hope to start a business after graduation.	56	51	38	12	2.53	SA
9	I am going to create a service-oriented business after school	88	42	14	19	2.63	SA
	Cluster mean					2.45	A

Source: Field Survey, 2019

The result in Table 2 shows that students in activity-based entrepreneurship education strongly agreed that they are going to venture into distribution business using the knowledge gained, venture into local product distribution, start a business and create a service-oriented business after graduation with mean of 2.53, 2.63, 2.53, and 2.63 respectively. The students also agreed that they are going to transfer the knowledge gained to start micro scale production business, to use the experience acquired to start local product packaging, saving money to accumulate capital for starting their own business, be their own boss and definitely start their own business after graduation with mean of 2.24, 2.35, 2.39, and 2.40 respectively. However, with a cluster mean 2.45 for all the responses to the entire items, it can be concluded that the students agreed to start their own businesses after graduation.

Research Question 3: What is the perceived capacity of business education students to start self-business after graduation?

Table 3: Perceived capacity of business education students to start self-business after graduation

S/N	Items	SA	A	D	SD	Mean	Decision
1	I can recognize opportunities for starting business	40	39	34	22	2.18	A
2	I can draft a business plan for my own business.	76	42	22	18	2.55	SA
3	I can develop a product that can be commercialized.	64	36	34	17	2.44	A
4	I can brand my product to differentiate it from others.	76	11	32	19	2.44	A
5	I can package a product in a creative way.	44	54	40	13	2.44	A
6	I can cost my business activities conveniently.	40	45	40	17	2.29	A
7	I can design a good pricing policy to meet my target market needs.	40	45	46	14	2.34	A
8	I can engage in creative direct sales activities.	100	21	26	17	2.65	SA
9	I can evaluate the performance of my business activities	40	48	44	14	2.35	A
	Cluster mean					2.41	A

Source: Field Survey, 2019

The result in table 3 shows that students in activity-based entrepreneurship education strongly agreed that they can draft a business plan and engage in creative direct sales with mean of 2.55 and 2.65 respectively. The students also agreed that they can recognize opportunities for starting business, develop a product that can be commercialized, brand their products, package their products, cost their business activities, design good pricing policy and evaluate their business performance with mean of 2.18, 2.44, 2.29, 2.34, and 2.35 respectively. However, with a cluster mean 2.41 for all the responses to the entire items, it can be concluded that the students agreed to them can carry out all activities related to starting their own businesses after graduation

Hypothesis 1

Table 4: Summary of Pearson Product Moment Correlation

		Extent of Exposure to Activity-Based Entrepreneurship	Perceived Attitude to Startup Self-Business
Extent of Exposure to Activity-Based Entrepreneurship	Pearson Correlation	1	.982**
	Sig. (2-tailed)		.000
	N	62	62
Perceived Attitude to Startup Self-Business	Pearson Correlation	.982**	1
	Sig. (2-tailed)	.000	
	N	62	62

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Survey, 2019

Table 4 shows that r = 0.98, df = 60, p < 0.05. Since the p value calculated 2-tailed test of 0.001 is less than the p-value provided at 0.05, the null hypothesis is rejected. Therefore, there is significant relationship between activity-based entrepreneurship education learning activities and their perceived attitude towards starting self-business after graduation. In addition, since the r value of 0.98 is close to 1, it can be concluded that the relationship is positive.

Hypothesis 2
Table 5: Summary of Pearson Product Moment Correlation

		VAR00001	VAR00002
	Pearson Correlation	1	.976**
VAR00001	Sig. (2-tailed)		.000
	N	62	62
	Pearson Correlation	.976**	1
VAR00002	Sig. (2-tailed)	.000	
	N	62	62

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows that r = 0.98, df = 60, p < 0.05. Since the p value calculated 2-tailed test of 0.001 is less than the p-value provided at 0.05, the null hypothesis is rejected. Therefore, there is significant relationship between activity-based entrepreneurship education learning activities and their perceived attitude capacity to start self-business after graduation. In addition, since the r value of 0.98 is close to 1, it can be concluded that the relationship is positive.

Discussion of Findings
The results related to research question 1 show that students are exposed to a high extent to action-based entrepreneurship education learning activities. This is because the respondents agreed that they were exposed to a high extent to: opportunity recognition activities, business plan drafting activities, product development activities, product packaging activities, pricing activities, and direct sales activities.

The results related to research question 2 show that students agreed to start their own businesses after graduation. This is due to the fact that students agreed to transfer all they learnt: to venture into distribution business, venture into local product distribution, start a business and create a service oriented business after graduation with mean. The test of hypothesis related to these results also shows that there is significant relationship between activity-based entrepreneurship education learning activities and their perceived attitude towards starting self-business after graduation. The positive attitude of students toward starting their own businesses after graduation discovered in this study is in line with the explanation of Fishbein (1967) theory of reasoned action that when learners develop confidence and courage especially in entrepreneurial startup activities, it is capable of influencing their attitude towards performing certain aspect of

the behaviour based on expected outcomes. The findings also corroborate the opinion of Ranganath (2012) who noted that students in activity based learning will be enabled to transfer and apply previously learnt theories and principles to real life activities.

The results related to research question 3 show that students agreed to they can carry out all activities related to starting their own businesses after graduation. The results is based on the fact that the students agreed they can: draft a business plan, engage in creative direct sales, recognize opportunities for starting business, develop a product that can be commercialized, brand their products, package their products, cost their business activities, design good pricing policy and evaluate their business performance. The test of hypothesis related to these results also shows that there is significant relationship between activity-based entrepreneurship education learning activities and their perceived attitude capacity to start self-business after graduation. The findings show that students believed they have the capacity to perform startup activities in the future as a result of activity-based entrepreneurship education. These findings are in line with the theory of planned behaviour by Ajzen (1991) which states that the intention to perform certain behaviour can be predicted by assessing individual's perception on his capacity to do the act in the future.

Educational implication of the Study: The findings of this study has an implication for the type of instructional approach to be adopted, designed and use by business educators in order to stimulate their students' intention to startup self-business after graduation. This is because those exposed to activity-based entrepreneurship education seems to develop positive attitude towards starting business after graduation. Hence, business educators must learn how to design and utilize experiential instructional strategies that are activity-based in order to achieve the philosophy guiding the teaching and learning of entrepreneurship education at the tertiary institution level. To enable them achieve this, they need to be trained by those who understand how to design activity-based instructional strategy and be able to accomplish the tasks within the stipulated time of two semesters in when the students are required to take the entrepreneurship education course in business education.

Conclusion
Based on the findings of the study, it can be concluded that activity-based entrepreneurship education has the potential of stimulating students' intention to startup their own businesses after graduation. This is because the responses of the students showed that they have positive attitude towards starting their own businesses as a result of the learning activities exposed to which have built in them the capacity to perform similar activities in the future. Hence, if the philosophy of teaching entrepreneurship education at every level of the Nigerian education system which is to train recipients to be able to be self-reliant and employed after graduation must be attained, especially in business education, business educators must embrace the use of activity-based entrepreneurship education.

Recommendations

Based on the findings of this study, the implication and the conclusions drawn, the following recommendations are put forward for implementation:

1. That business educators saddled with the responsibility of implementing the entrepreneurship education curriculum should be trained by organizing workshop on activity-based instructional design and implementation in order to equip them to use this method with their students.
2. That Business educators saddled with the responsibilities of implementing the entrepreneurship education curriculum should use genuine activity-based entrepreneurship education learning activities during practical entrepreneurship especially activities akin to business startup to build students capacity and intention in starting their own businesses after graduation.
3. Business education administrators should advocate for the allocation of enough time for practical entrepreneurship for their students within the two semesters when they are to be exposed to entrepreneurship education in order to allow for the use of activity-based entrepreneurship education.

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