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Entrepreneurial Intention among secondary schools' students finding from Nigeria

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Abstract

This paper aims to examine factors that may be explaining differences among secondary students in start-up intentions. The research was developed based on the model of Azjen's theory of planned behaviour (TPB). This theory is considered the most frequent used model on the development of entrepreneurial intention through pedagogical processes and learning settings. The main objective of this study is to determine the start-up intention among secondary school students in Bauchi State. Using a sample of students aged between 13 and 18 years old, the questionnaire was administrated based on the Liñán and Chen's and Zhang, Duysters and Cloodt entrepreneurial intention questionnaire (EIQ). Data was collected within the entrepreneurship education related subjects. The purpose is to test a model of entrepreneurial intention using structural equations, within the educational experience. The findings provided a significant evidence that the extent of entrepreneurial intention among secondary school students has proven and expressed intentions regarding a future professional career choice. The research also contributes to a clear understanding of entrepreneurial intention and the factors that drive the formation of this intention among secondary school students in Bauchi State.

Keywords: Entrepreneurship education, perceived desirability self-employed, teaching method, entrepreneurial intention.

1. Introduction

The Nigerian population is estimated at 232,679,478 people in mid-2024, which puts the Nigerian population at 2.7% of the total world population. Nigeria is 6th in the list of countries (and dependencies) in terms of population (UN, 2024). This continuous growth of the population has presented a problem of poverty and youth unemployment. The large number of young people with higher education is the reason why most of them are unemployed. Leading to an increase in unemployment over time. The current Nigerian Youth Employment Action Plan 2021-2024 report of the Federal Ministry of Youth Development and Sports for August 2021 confirms the sharp increase in unemployment rate. Based on the 2020 report (Q2), unemployment among young

people aged 15-34 was 35%, while 28% of the working population was considered. The estimated Nigerian population is 232,679,478 by mid-2024, placing the Nigerian population at the equivalent of 2.7% of the world's total population. Nigeria is 6th in the list of countries (and dependencies) by population (UN, 2024). This continuous population growth presents a problem of youth poverty and unemployment. The large number of young people with higher education qualifications means that most of them are unemployed, leading to an increase in unemployment over time.

The current report of the Nigerian Youth Employment Action Plan 2021-2024 of the Federal Ministry of Youth Development and Sports from August 2021 confirms the sharp increase in the unemployment rate. Based on the 2020 report (Q2), youth unemployment between 15 and 34 years old was 35%, while 28% of the working population was considered unemployed working approximately 20 to 39 hours per week and 37% who worked part-time 40 years above. per week. week (World Bank, 2021). This increase in unemployment is worrying. The Nigerian government is at risk of spiraling out of control if action is not taken to address it immediately, as this could damage the growth and development of the country. However, due to the high rate of unemployment, the Federal Government of Nigeria has implemented a policy requiring all tertiary institutions to establish Entrepreneurship Development Centers (EDCs) to combat unemployment and poverty of young people. Similarly, all schools are expected to play an important role in the implementation of the policy and the main objective is to ensure that all high school students undergo intensive training and teaching on education to entrepreneurship to have the confidence to be a self-employed person. Considers the introduction of entrepreneurship as an absolute priority in public policies (Onileowo, 2024). Fatoki (2014) observed that for entrepreneurship education to be successful, there must be an effective teaching method to determine the teaching techniques that match the student's needs.

The general objective of an entrepreneurship program, as noted by Borchers and Park (2010), is to produce leaders with a strong entrepreneurial spirit. Entrepreneurship education includes many outcomes that include attitude, skills, and knowledge, and entrepreneurship outcomes go beyond classroom teaching and learning (Fatoki, 2014). According to Al Moosa and Porkodi (2014), it becomes imperative to measure the success of entrepreneurial education because most entrepreneurial education is considered part of the academic curriculum, but it is essential to identify the student's perception regarding entrepreneurial education. Unsatisfactory distribution of wealth, unbalanced educational opportunities, insufficient water and energy, poor infrastructure development, insufficient security and unemployment and underdevelopment are the main motivators of innovation, creativity and the creation of new businesses for the sustainable economic progress.

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The level of unemployment and poverty in Nigeria today continues to grow steadily, even with the introduction of entrepreneurship education and various entrepreneurship programs, but it has not yet yielded positive results. What are the factors that can promote entrepreneurship education among young people? Thus, this research aims to identify the factors that influence the entrepreneurial intention of high school students in Bauchi, and then propose a model of entrepreneurial intention from the perspective of high school students, using these elements: l educational entrepreneurship, teaching methods, perceived desirability. of self-employment.

2. Theoretical and conceptual review:

This study adopted the Theory of Planned Behavior (TPB) as common approache. This study contributes from a theoretical perspective and provides empirical evidence on the effect of EE, TM and PDSE on EI. This study also enriches the existing literature. A number of studies have investigated the artists (Amanamah et al., 2018; Barral et al., 2018; Chuah & Ting, 2016; Khuong & An, 2016; Naushad, 2018; Olowo & Aladejebi, 2017). However, it is clear that the model that best represents the development and modeling of entrepreneurial thinking is based on individual attitudes and social factors such as peer groups, family and students. (Krueger et al., 2000; Paço et al., 2011).Planned Behavior Model Theory (TPB) is the best model for the visualization and modeling of entrepreneurs who are holding individual and societal variables in mind The theory of Planned Behavior (TPB) model is the best to capture the growth and modeling of entrepreneurial intention on individual attitudes and social variables such as peer group, family, and role model, (Mussons-Torras & Tarrats-Pons, 2018; Paço et al., 2011). According to a study, the theory of planned behaviour accounts for 55% of the variation in entrepreneurial intention, whereas Shapero's even model may account for 40% of 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 EI, according to similar findings by Paço et al. (2011). In this study, the TPB was used to determine the variables that influence student entrepreneurship.

2.1 The entrepreneurship education and entrepreneurial intention

EE is spreading all over the world, especially in developing countries. Empirical literature has found that entrepreneurship education is a key factor that changes the economic life of a country through innovation and technological progress (Nabil & Zhang, 2020; Zhang et al., 2014). Entrepreneurial education is the introduction of new academic skills and knowledge that enable people to apply new business practices (Nwite, 2016). Entrepreneurship Coaching is a strategic plan that guides and promotes people in new business thinking (Onajite & Aina, 2017). Entrepreneurship training is the sharpening of new skills and knowledge to change people's attitude to create new businesses without fear of unexpected situations that may arise (Adiagbonia, 2013).

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Ignoring entrepreneurship education makes entrepreneurship more difficult. Vocational education is important. It reduces unemployment and poverty, so entrepreneurship education helps to examine the relationship between high dependency and unemployment among the working groups of the country.

Empirical evidence has shown that entrepreneurial education has a significant relationship with entrepreneurial intentions (Adelaja & Arshard, 2016; Fayolle & Gailly, 2015; Jiatong et al., 2021; Maresch et al., 2016; Sahut et al., 2015; Tan, 2021). On a similar finding entrepreneurship education has a strong association with entrepreneurial intention (Mengesha, 2020), similarly, findings from Alhaji et al. (2022) they stated that entrepreneurship education successfully pushes students' intention towards becoming self-employed. From the existing literature this study believed that those with adequate entrepreneurship knowledge students are more likely to become self-employed. Henceforth, the research hypothesized that:

H1: Entrepreneurial education has positive influence on entrepreneurial intention.

2.2 Perceived desirability self-employed and entrepreneurial intention

To become self-employment according to Shapro's model, starting a new business is related to a person's desire and ability to do a specific job (Ross, 2005). This phenomenon is due to his interest in entrepreneurship (Afolabi et al., 2019). Many researchers have defined satisfaction as a means of growth and development (Insah et al., 2013). A practical perspective (Fellnhofer, 2017) is that people tend to start a new project because of opportunity costs (Kruger et alKarserud, 1993) believed that passion is the most attractive human trait to be an entrepreneur. Enthusiasm is a desire and desire to create new projects (Ajzen, 1991). The desire indicated by (Păunescu et al., 2018) is the personal desire to start a new business to act as an entrepreneur. In general, greed is a condition where people spend money to make money. However, human interest is a result of social interaction based on the beliefs and attitudes that people perceive (Abiah et al., 2019). Empirical evidence has proven that the need for self-employment has a significant relationship with entrepreneurial motivation (Barton et al., 2018) and PDSE is the factor that indicates the need entrepreneur. Preliminary research has proved a significant effect of PDSE on entrepreneurial intention on business formation (Barton et al., 2018; Senarath & Perera, 2018; Zhang et al., 2014). Based on the existing empirical findings, this research hypnotized that:

H2: Perceived desirability self-employed has a positive influence on entrepreneurial intention.

2.3 Teaching method and entrepreneurial intention

The term pedagogy comes from the Greek perspective and the name paidagogeia, which is the creation of knowledge in children (Rajagopalan, 2019). Teaching method is a way of guiding

people to learn new things (Muna and Kalam, 2021). In a similar Vein et al. (2018) observed that the teaching method is a hands-on approach that is believed to be a learning process that occurs in a structured environment. Furthermore, Fernando (2018) believed. Culture is one of the main topics of teaching and learning because it shows how things are in society. According to him the teaching method is a part of the learning process because it influences the behavior of the people with the values and norms of the society. Findings in the current literature on methods of teaching and training entrepreneurship are conflicting, attractive, and satisfying. Female students from the Institute of Accountancy in Arusha as a case study in Agbona's (2021) research to investigate the impact of educational strategies used in Tanzanian higher education institutions on the introduction of entrepreneurial behavior. 188 female students were sampled using purposive sampling method. This study found that teaching methods and course materials affect students' decision to start a business in the future. According to a study by Roy et al. (2017), a teaching method can be used to teach a group of students in EE. The results showed that group learning and reading media were the most attractive teaching strategies among the specific combinations used in the case study. Entrepreneurial behavior is studied in entrepreneurship education and is recognized as an indicator of entrepreneurship in a study by Dahiru and LopePihie (2015). Therefore, the relationship between EM and entrepreneurial intention depends on best teaching methods approach adopted by the tutor. Considering the above, this hypothesis proposed:

H3: Teaching Method has positive effect on entrepreneurial intention

3. Methodology

This study adopted self-questionnaire from (Liñán et al., 2009; Zhang et al., 2014) for data collection all question in the questionnaire were structure as closed questions related to EE, PDS, TM and EI. The self-administered questionnaire is in line with theoretical and empirical viewpoints and the application of the TPB for entrepreneurial purpose. The questionnaires were disseminated to the students' during the class's hours with the help of head teacher. All completed Questionnaires were received at the end of the exercise. The final number of respondents in the questionnaire was 70.3 percent, which shows that the respondents are willing to participate in the survey. Statistical Package for Social Sciences (SPSS) was employed for data coding and preliminary analysis. While quantitative and structural models were assessed using Smart-PLS. many researchers uses regression analysis techniques but due to the intricacy of the business need, the application of structural equation modeling is suitable. Structural equation modeling techniques offered a fitting approach to the nature of a theoretical model that captures variables and constructs hypothesized to be dynamic in a data gathering (Smith et al., 2001). A structural equation modeling technique defines the preliminary design among a set of latent constructs that encompass more than one variable and symptoms can be measured.

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4. Results

The population contain all the senior secondary school classes in Bauchi State, the total sample of size was 422 senior secondary school students. The average age is 13, with the age group of 13 to 14 comprising 40.3%, age group between 15 to 16 comprising 31.8%, and 17 to 18 comprising 28.0%. The cumulative gender of the population comprises of 31.5% are females while 68.5% are males. Nunnally (1978) argued that reliability and validity are critical aspects of any psychometric assessment. The Cronbach's alpha is used to assess the recommended scale's overall reliability. According to Sarstedt et al. (2021), the benchmark for a Cronbach's alpha coefficient in exploratory research is a value of 0.70 or higher indicates that the instruments have a high reliability standard (Awang et al., 2016; Sarstedt et al., 2021). The variation values from 0.825 to 0.902 on the Cronbach's alpha and from 0.854 to 0.908 values on the composite reliability and the AVE of 0.509 to 0.719 in (Table 1) shows that the scales are considered as reliable.

Table 1. Validity Construct and reliability

Constructs	Items	Loading	CA	CR	AVE
Entrepreneurship Education. (EE)	EE1	0.621	**0.825**	**0.854**	**0.532**
	EE2	0.636			
	EE3	0.682			
	EE4	0.837			
	EE5	0.775			
	EE6	0.797			
Entrepreneurial Intention (EI)	EI1	0.828	**0.854**	**0.871**	**0.586**
	EI2	0.845			
	EI3	0.869			
	EI4	0.750			
	EI5	0.682			
	EI6	0.576			
Perceived Desirability Self-Employed	PDS1	0.869	**0.902**	**0.908**	**0.719**
	PDS2	0.862			
	PDS3	0.887			
	PDS4	0.836			
	PDS5	0.780			
Teaching Method (TM)	TM1	0.718	**0.878**	**0.879**	**0.509**
	TM2	0.726			
	TM3	0.764			
	TM4	0.737			
	TM5	0.742			
	TM6	0.729			
	TM7	0.740			

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	TM8	0.622
	TM9	0.625

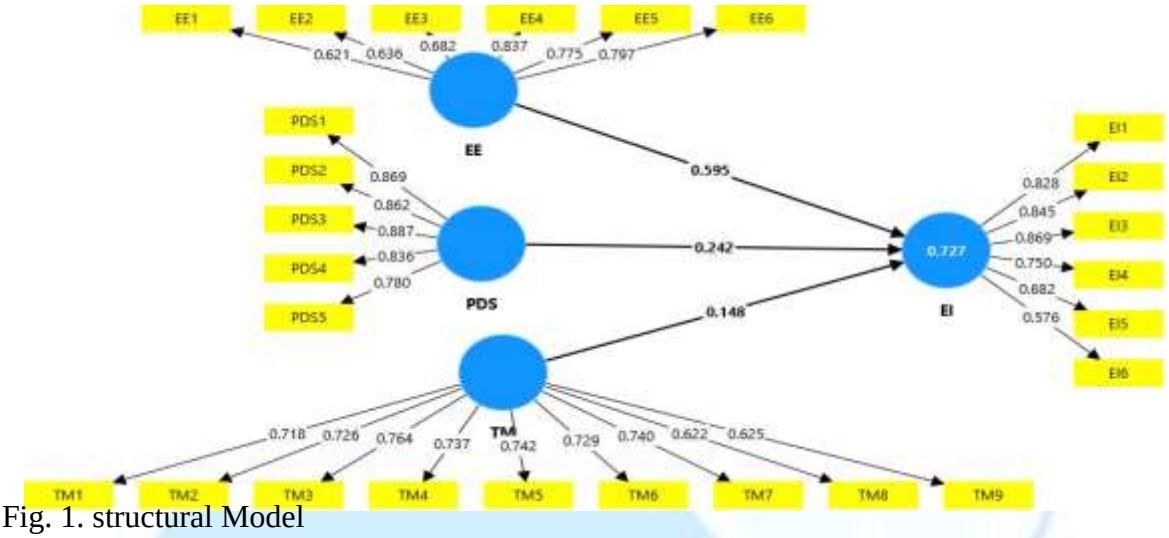

Fig. 1. structural Model

4.1 Individual Item Reliability

By investigating the outer loading of each construct's measure, as shown in Figure 1, and Table 1, the discrete item consistency was evaluated (Hair et al., 2012; Hair et al., 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 loading of each separate construct is held, subject to the increase of average variance extracted (AVE) and composite reliability (CR). Therefore, no item was deleted because they meet with the threshold and their loading shows higher than the threshold of 0.40. (Hair et al., 2014). Therefore, 26 items were retained in the model, and because their loading fall between 0.576 and 0.887, they are deemed suitable for further study.

Table 2. Path coefficients

Items	T Statistics	P-Value	R^2
Entrp_edu -> Entrep_Intent	14.752	0.000	
Perceived_Disability -> Entrep_Intent	6.649	0.000	0.725
Teaching Method -> Entrepreneurial Intention	3.628	0.000	

Assessing Effect Size (F^2)

The effect size (F^2) indicates the level of impact or influence of an individual predicting variable on a directly associated or linked dependent variable. It presents the degree of the influence of each exogenous variable on an endogenous construct. It also reflects the disparity in R^2 value due to the direct elimination of a predicting variable in the model. Consequently, the effect size (F^2) is

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applied when measuring the significance of each variable in the model. It is thus concluded that the larger the effect size of a predicting variable in the model, the higher the significant association it has with the endogenous construct. Additionally, Cohen (1988) suggests an effect size value (F^2) of 0.02, 0.15, and 0.35 as small, moderate, and large effect size respectively. Any predicting construct, with an effect size (F^2) value lower than 0.02, is considered to not have affected the related endogenous construct in the model. The result in Table 3. shows the level of effect size (F^2) for all the direct effect among the constructs in the model. It shows that entrepreneurship education (EE) with an effect size value of ($F^2 = 0.640$), and perceived desirability self-employed (PDS) with an effect size value of ($F^2 = 0.157$) while teaching method has an effect size of ($F^2 = 0.040$). The EE have large effect on EI, and PDS have a medium effect while teaching method have small effect on entrepreneurial intention.

Table 3. ffect Size (F^2)

Construct	EI	Effect Size
Entrp_edu -> Entrep_Intent	0.640	Large Effect
Perceived_Disability -> Entrep_Intent	0.157	Medium Effect
Teaching Method -> Entrepreneurial Intention	0.040	Small Effect

Table 4. Important performance map analysis (IPMA)

Construct	Importance	Performance
Entrepreneurship education	0.890	64
Perceived desirability self-employed	0.246	70
Teaching method	0.146	60

Table 4. shows the axes plotting represents the importance of different attributes or factors and their importance, the table shows that EE and PDS have high importance and high performance, while TM have high performance and low importance.

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Fig. 2 Importance performance map analysis (IPMA)

The path coefficients are assessments of the structural model's shows the effect between the endogenous latent constructs (EI) and the exogenous latent constructs (EE, TM, PDS). The degree and implication of the assessments shows the strength of the effect. A significant and positive effect shown in the path coefficients that are close to +1, and strong negative relations are typically shown by path coefficients that go toward -1. (Hair et al, 2014). Using the crucial 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 approximations. The path coefficients were shown in Table 2 together with their corresponding t-values, p-values. As revealed in the table 2, all the paths indicated a positive effect with EI. The value of $R^2 = 0.725$. It was discovered that the IVs may account for 73% of the difference in the students' EI. Then other variables outside the scope of this study account for the remaining 27% of the variance. The path coefficient, as offered in Table 2, shows that the coefficient value for entrepreneurship education on entrepreneurial intention (EE) (H1) is (t=14.752, p<.0.000), which is indicated that students have relevant knowledge on entrepreneurship which has a significant effect towards their entrepreneurial intention. The coefficient value of perceived desirability self-employed (PDS) on entrepreneurial intention (H2) with (t=6.649, p<.0.000) which signifies that (PDS) has a positive effect with EI, likewise, the coefficient value of teaching method on entrepreneurial intention (H3) is (t=3.628, p<.0.000) which is shows a significant effect with EI.

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5. Discussion

The main objective of this study is to determine whether the theory of planned behavior can predict the entrepreneurial intention (EI) of high school students by examining entrepreneurial intention among high school students. The findings of this study further strengthen the theory of planned behavior as a framework for estimating the EI of tertiary enrolled students in Bauchi State. The findings of this study supported theory of planned behavior as the best predictor of entrepreneurial intention of secondary school students, the findings is in consistent with the studies of (Alhaji et al., 2022; Alhaji & Mohammed, 2022; Costa et al., 2022; Malebana, 2014; Mothibi & Malebana, 2019). The findings of this studies revealed that entrepreneurial intention was influence by the following factors: entrepreneurship education, perceived desirability and teaching methods with t-statistics of 14.752, 6.649, and 3.628. The path coefficient, revealed in Table 2, displays that the value of the coefficient for Entrepreneurship education has an effect to entrepreneurial intention (H1) (t=12.336, p<. 0.000), indicating that teaching entrepreneurship related subjects and training influence student's intention towards new business formation. However, the coefficient of perceived desirability self-employed on EI (H2) (t=4.532, p<.0.000) indicated that PDS has a significant effect on EI. The coefficient value of teaching methods on entrepreneurial intention (H3) (t=1.606, p<0.108). 00) shows that TM also has positive effect on EI, Findings have shown that the teaching method build students EI, ultimately individual involve in entrepreneurship activities base on their personal interest and prior experience and good teaching methods. The findings revealed that EE, PDS and TM are among the predictors of the EI model. Similarly, Table 4. shows the axes plotting which represents the importance and the performance of the constructs, the findings revealed that EE and PDS have high importance and high performance which means they should be retained, while TM have high performance and low importance which indicated that they need and improvement but they can be retained because they do benefit the overall outcomes.

6. Conclusion and Recommendation

This study seeks to identify the factors that influence secondary school student's entrepreneurial intention in Bauchi State, Northern Nigeria. The finding of this study revealed that EE, PDS and TM have significant effects on EI. The conceptual model of this study supports the TPB as the best predictor of secondary school student's EI, as related to other research, the findings of this study is varied to a certain fact. Although these variances may be a result of the effect of cultural background and geographical setting. The results of this study highlight the importance of EE, PDS and TM on the creation of a new business. Thus, hypothesis H1,2,3 supported. The results support the existing empirical literature that shows that adequate knowledge on entrepreneurial activities impacted EI. The conceptual model of this study was developed from the prior studies. Equally, encouraging students to have an entrepreneurial mindset related to opportunity

identification, resource planning, team development, and value creation can be achieved by introducing business-oriented activities. the world into the curriculum from the first year to the last year before graduation. Governments in developing countries are looking for economic growth, so they need to provide the right policies and support programs for young entrepreneurs in the form of money structures and provide a favorable environment for business development.

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