



Characteristic Variables and Entrepreneurial Career Intentions of Senior Secondary School Students in Etche Local Government Area of Rivers State

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ABSTRACT

The study examined characteristic variables and entrepreneurial career intentions of Senior Secondary School Students in Etche Local Government Area of Rivers State. To achieve the purpose of the study, three (3) objectives, three (3) research questions and three (3) hypotheses guided the study. The research design used for the study was correlational design. The population of the study consists of all SS 2 students in public senior secondary schools in Etche Local Government Area of Rivers State with a population size of 12,900 students. The sampling technique used for the study is simple random sampling technique with a sample size of 400 students. This figure was generated using Taro Yamene formula. The instrument used for data collection was self-structured questionnaire. The instrument was validated using three (3) experts in the Department of Business Education and Measurement and Evaluation, Faculty of Education, Rivers State University and the reliability of the instrument was achieved using test-retest method. Pearson Product Moment Correlation Coefficient was used to obtain reliability coefficient of 0.86. The data gathered were analyzed using Mean and Standard Deviation for the research questions while the null hypotheses were tested using z-test statistical tool at 0.05 level of significance. Based on the data analysed, the findings of the study revealed that students have positive and significant interest in entrepreneurship education. Self-efficacy relates positively to students entrepreneurial career intentions and that creativity ideas and risk-taking tendency relate to students' entrepreneurial career intentions. The Researcher recommends that: government through school management should organize awareness and enlightenment campaigns for the students on the need to increase their interest in entrepreneurial education programme, the teachers through their teaching should give the students indepth knowledge on the managerial skills and curriculum planners should introduce more creative and entrepreneurship programmes in public senior secondary schools.

Key Words: characteristic, variables, entrepreneurial, career intentions, students' interest, entrepreneurship education, self efficacy.

Introduction

The rate of unemployment in Nigeria has persistently been on the increase despite the numerous endowment of the country with human and material resources. In the face of the global meltdown, entrepreneurship is a central pillar to economic growth and development, employment generation and poverty alleviation (Unachukwu, 2019). Hence, Nigeria cannot afford to toy with the issue of entrepreneurship, entrepreneurial skills acquisition and development.

Entrepreneurship is the result of a disciplined, systematic process of applying creativity and innovation to the needs and opportunities in the market place. It involves applying focused strategies to new ideas and new insights to create a product or service that satisfies customers' needs or solves their problems. Furthermore, the market place needs entrepreneurs to actually utilize resources in managing an enterprise and assuring the risks and maximizing profit from the business ventures. It is a very dynamic process of creating wealth for the well-being of both the entrepreneur and individuals in the society. Entrepreneurship is therefore about learning the skills needed to assume the risk bearing position of establishing a business, developing the winning strategies and executing them with all the vigor, persistence and passion needed to succeed in any venture.

Entrepreneurship enhances individuals ability to seek for investment opportunities, to establish and run an enterprise successfully. It serves as a linchpin between invention, innovation and introduction of new products and services in the market place and also enables the entrepreneur to act as engine of growth in the economy. However, unemployment is not peculiar to Nigeria or developing nations, it is indeed a long standing global phenomenon. In tackling the global crises of unemployment, policy makers and stakeholders in developed countries such as England, United States of America and Germany, advocated a refocus of educational systems towards acquisition of vocational and technical skills to enhance smooth transition into jobs for school leavers particularly graduates of universities. Entrepreneurship education is very important to any society particularly for the fact that the goals of wealth creation, poverty reduction and value reorientation can only be attained and sustained through an efficient educational system which imparts relevant skills, knowledge capacities, attitudes and values into individuals (Agi & Yellowe, 2013).

Entrepreneurship educator competence is an integrated action based on skills and experience that enable individuals to perform adequately in inculcating entrepreneurial related knowledge and competencies in learners. Individuals with positive perception of an entrepreneurship programme will perceive themselves as having what it takes to achieve the goals of the programme as it relates to the teaching and learning outcomes. An entrepreneurship educator is one who possesses vision, the ability to be both open and accommodating to new ideas, think laterally and critically about issues. It was believed that entrepreneurs are individuals with peculiar genes who emerge as a consequence of genetic inheritance however this myth has been demystified based on the premise that every individual has the potentials to become an entrepreneur through the process of education (Gelard & Saleh, 2011).

REVIEW OF RELATED LITERATURE

Concept of Entrepreneurship

Entrepreneurship is the result of a disciplined, systematic process of applying creativity and innovation to the needs and opportunities in the market place. It involves applying focused strategies to new ideas and new insights to create a product or services that satisfies customers' needs or solves their problems. It is much more than random, disjointed tinkering with a new gadget. A lot of people come up with creative ideas for new or different products and services but most of them never do anything with them (Akpomi & Nnadi, 2010). Entrepreneurs are those who put their creative ideas with the purposeful action and structure of a business. The development of technical innovation and the capacity to translate such innovation into entrepreneurial ventures is a positive step in the direction of socioeconomic development. There is no generally acceptable definition of entrepreneurship that is considered as adequate and the absence of a universal definition results in the lack of consensus on the meaning of this concept. Entrepreneurship from various perspectives and viewpoints, however the different conceptualizations are generally an impression of the analyst's field of specialization. (Unachukwu, 2019).

Entrepreneurship as the dynamic procedure of making incremented wealth

This wealth is made by people who take considerable risk as far as value, time and career commitment, in giving value to some products. Entrepreneurship is the way towards creating something new with values by allocating the vital time, exertion, and getting the benefits of monetary and personal fulfillment (Aja-Okorie and Adali (2013). The dominant perspectives in Entrepreneurship research are the functional resources the psychological and the behavioural views.

Entrepreneurship has to do with the characteristics individuals display in working to achieve goals. Enterprising characteristics displayed by Entrepreneurs occur when an individual, establishes own business. Those who display the same characteristics while under the employment of another are described as Entrepreneur's.

Different types of entrepreneurs include:

- (a) Nascent Entrepreneurs - those who think about business.
- (b) Novice Entrepreneurs –the first timers
- (c) Serial Entrepreneurs – those who establish several businesses in sequence
- (d) Habitual entrepreneurs – several businesses in parallel.
- (e) Entrepreneurs – those who display entrepreneurial characteristics whilst working in an organization. The dominant perspectives in entrepreneurship research are the functional resources, the psychological and the behavioural view.

Therefore, this thesis draws on the functional and behavioural perspectives of entrepreneurship to define entrepreneurship as the process of business planning resulting in the act of business creation and innovations. This suggests that the abilities of a successful entrepreneur should be centered on idea generation, opportunity identification and exploitation, business planning, as well as the abilities to efficiently combine resources towards the establishment of an enterprise and product innovation. (Amor & Aliyu, 2014).

Concept of Entrepreneurship Education

Entrepreneurship education as any pedagogical programme, associated with inculcating entrepreneurial skills and qualities in learners. Similarly, Oduwaiye (2019) described entrepreneurship education as the scope programmes that attempt to provide students with the necessary entrepreneurial competencies, knowledge and skills geared towards the pursuit of a career in entrepreneurship. It was believed that entrepreneurs are individuals with peculiar genes who emerge as a consequence of genetic inheritance, however this myth has been demystified based on the premise that every individual has the potential to become an entrepreneur through the process of education (Akpomi, 2019). Most definitions of entrepreneurship education, agree that one of the main goals is inculcating entrepreneurial skills in learners which should culminate in entrepreneurial behaviour and action. Two key words closely associated with education as a concept, is information, skill and competencies, which described entrepreneurship education as the structure formal communication of entrepreneurial competencies, which consists of skills and mental awareness employed by individuals towards the expression of entrepreneur behaviour and action.

According to Paul (2015) the objectives of entrepreneurship education include to:

1. Offer functional education to youth to make self-employed and self-reliant

2. Provide youth with adequate training to them creative and innovative in identifying business opportunities and establish a career in small and medium scale businesses.

3. Reduce high rate of poverty and rural-urban migration.

4. Create employment and serve as a catalyzed for economic growth others. The strategic objectives of the national policy are to:

(i) Improve the capacity of youths to develop positive independent and innovative thought process and overall entrepreneurial mind-set and

(ii) The development of vocational skills to stimulate future graduates towards venture sand wealth creation. Inyang, and Enouch, (2010), defined entrepreneurship education programmes as an educational regime characterized themes such as organization creation, firm growth, innovation, value creation and firm ownership. However, there is a need to ascertain whether entrepreneurship curriculum contents stimulate students' critical thinking and generation of business ideas in Secondary school.

Participants' Interest and Entrepreneurial Career

Solomon (2017) posited that as the literature on entrepreneurship education evolves, there has been a particular focus in what should be the interest of the student, because researchers have argued that there is a fundamental disparity between entrepreneurship and business management. Entrepreneurship education based on interest can lead to employment of a larger part of one's life entrepreneurship education curriculum should contain entrepreneurial activities that interest students in order to achieve teaching goals. Vesper and McMahan 1skill building courses suggested that the focus of these courses should feature an important distinction between entrepreneurship education and traditional management, which is the development of a mindset to generate business ideas and business forecast. This suggests that the contents of an entrepreneurship education in secondary school may motivates students to engage in critical thinking activities and business idea generation if the entrepreneurship education contains an extensive coverage on the idea generation activities as a major theme in the entrepreneurship programme.

Self-Efficacy in Entrepreneurship Education

Self-efficacy is a person's belief in their abilities or competencies for the performance of a given task, achieving goals or over coming an obstacle. (Baron & Byrne, 2014). Most students are able to overcome the problems that arise in starting a business, students feel confident that by working hard will get the desired results, students fell able to complete the task well, and students always try to get maximum results. Students can strengthen their self-efficacy by adding knowledge about entrepreneurship from various sources both entrepreneurship from various sources both from books, newspaper, & the internet & the experiences of others around them.

It is also known that self-efficacy has a significant positive effect on the intention of entrepreneurship of students in the secondary schools in Etche Local Government Area. This means that the higher the confidence students have, the higher their entrepreneurial intentions. Likewise, also vice versa the lower his confidence, then the intention of entrepreneurship will also be low.

The higher the students' confidence and metal maturity, the higher their role is to arose the intention of student entrepreneurship. Self-confidence is needed, without any self-confidence, a person will tend to avoid a job or situation because of distrust of his abilities and feel he is unable to do so, a an entrepreneurship, we also need confidence in our abilities, as well as when we are starting to pen a capital business that is needed not only money but feeling confident to take action to open the business, the more confident or abilities are, the stronger one's intentions for entrepreneurship with the existence of self-efficacy, a person will be more confident in his ability, that belief can encourage someone to dare to take an action or behaviour carried out with confidence. Self-efficacy also makes students confident in taking risks and competing. So that students will be more courageous in doing or running a business of their own according to Cromie, (2010), self-efficacy influences a person's belief in whether or not goals have been targeted, with the higher a person's self-confidence in his ability to try, the greater his desire to become an entrepreneur.

Also a research conducted by Vermmy (2012) states that self-efficacy is proven to affect student intentions and self-efficacy is the most dominant variable that influences entrepreneurial intention in students.

Personality Traits and Students' Entrepreneurial Career Intention

The presence of successful entrepreneurs and their increase in a society is dependent on the potential entrepreneurs receiving entrepreneurship education and having a desire for entrepreneurship. This is necessary to steer students with entrepreneurial intentions towards entrepreneurship which has become much more important in the contemporary world where financial crises have been occurring. Entrepreneurship and innovation are regarded as an important tool to resolve the global challenges of the 21st century, to structure the sustainable development of an economy, to create new employment areas, to bring about renewed economic growth, and to enhance welfare (Andrew, 2015).

However, the most commonly debated question in the field of research on entrepreneurship is probably why some individuals are entrepreneurs while the others are not. Drucker trying to find solution to that saw entrepreneurship as a learnable fact. He started that education is vital to create an understanding of entrepreneurship, to develop entrepreneurial capabilities, and to contribute to entrepreneurial identities and cultures at individual, collective and social levels (Rae, 2010). Therefore, an individual, who receives a basic entrepreneurship education providing competence in administrative terms, is more likely to engage in an entrepreneurship activity in the future.

Entrepreneurial activities have an increasingly important role in a country's growth and economic development by enhancing innovation and technological progress, creating employment and promoting competition. The emergence of entrepreneurial intentions and behaviour is of the utmost importance as the

process represents the first phase in actually creating a business. In general terms, intentions represent a state of mind that can turn actions into actual behaviours (Sucre, 2015). Therefore, entrepreneurial intentions determinants have received significant attention in different fields of research and practice which has led to a focus on studying the entrepreneurial intention determinants by academia and business practitioners in many countries in order to contribute to a better understanding on how such intentions emerge.

Entrepreneurship Education and Creativity Ideas (skills)

Innovative skill is one of the essential skills that distinguish an entrepreneur from mere business operator. This is due to the fact that creativity skill makes the entrepreneur to stand out among other business operators. It is based on boundless imagination that enables one to see the solution to a particular problem in different ways. Creativity skills enable the entrepreneur to act on viable opportunities in different ways in order to have a competitive advantage over existing business operators. Supporting this, Andrew (2015) noted that creativity is needed by an entrepreneur who wants to compete favourably in today's global and technology based marketplace which has increased business opportunities and high competition. Paul (2010) in discussing Shackle's theory sees entrepreneur as one who is creative and imaginative. The authors noted that entrepreneur according to Shackle imagines opportunities that requires different or new combination of resources for productivity and business success.

Creativity provides the basis for innovation. This is due to the fact that creativity has to do with bringing new ideas into reality and innovation is concern with these new ideas or ways of doing things. Unachukwu (2019) in their discussion of the theory of creative destruction by Schumpeter (2014) noted that innovation is concern with using new combinations of resources to being about new technological possibilities, alter the conventional ways of doing things and remove production constraints that hinder productivity and venture success. The ability to bring about new combinations of resources in a novel or new ways depends on the "entrepreneur's creativity skills. Sucre (2015) support the fact that creativity skill is needed for effective problem solving and can be used in some different ways to facilitate decision making for profitable outcomes.

McGuinness (2018) opined that a creative entrepreneur generates new ideas. Evaluate them effectively, take action to turn them into new products and services. These processes are similar to that of experiential learning approaches which requires the generation of new ideas through abstraction of experiences and their related challenges and the testing of the ideas through active experimentation. Waters (2013) noted that creativity is not magic it involves a process of approaching a situation with different perspective. The process can involve copying different element of a situation, transforming them and combining them in a different way from their original form to create new idea.

Statement of the Problem

The current issue is that Entrepreneurship Education in secondary schools inculcates entrepreneurial skills and attitudes in students to motivate entrepreneurial intentions or consideration of entrepreneurship as a career. It therefore suggests that students in secondary schools be able to translate their intentions into the achievement of entrepreneurial goals and aspirations at graduation. It is important to state that the success of any knowledge or skill development initiative is largely determined on the participant's interest. The expression of action in pursuit of a goal substantiates intentions and increases the likelihood for the achievement of a desired end. Entrepreneurship education, personality traits, creativity ideas, risk taking tendency, self-efficacy affects students' career intention.

It is however observed that some secondary school students perform poorly in terms of entrepreneurial careers, not able to create employment, but seek employment and roam the streets in search of white collar jobs which are not available. Could this be as a result of lack of entrepreneurial intentions of Senior Secondary Schools in Etche Local Government Area of Rivers State.

Purpose of the Study

This study examined Students characteristics variables and their entrepreneurial career intentions in Senior Secondary School Students in Etche Local Government Area of Rivers State. Specifically, the study sought to:

1. Determine the extent students' interest in entrepreneurship education influence their entrepreneurial career intentions in senior secondary schools in Etche Local Government Area.
2. Determine the extent self-efficacy relate to senior secondary school students' entrepreneurial career intentions in Etche Local Government Area.
3. Determine the extent creative ideas relate to senior secondary school students' entrepreneurial career intentions in Etche Local Government Area.

Research Questions

Based on the research objectives, the following research questions were posed for the study:

1. To what extent does students' interest in entrepreneurship education influence students entrepreneurial career intentions in senior secondary schools in Etche Local Government Area?
2. To what extent does self-efficacy relates to students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area?
3. To what extent does creative ideas relate to students' entrepreneurial career intentions in senior secondary school in Etche Local Government Area?

Hypotheses

For the purpose of this study, the following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant relationship between students' interest and senior secondary school students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area of Rivers State.
2. There is no significant relationship between Self-efficacy and senior secondary school students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area of Rivers State.
3. There is no significant relationship between creative ideas and senior secondary school students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area of Rivers State.

METHODOLOGY

This study employed correlational research design. The study adopted correlational design because it attempted to establish the relationship between the independent and dependent variables. Correlational research design is useful because it was determined whether the two variables were related, and extent to which they are related. The population of the study consists of 12,900 Senior Secondary School Students (SS II) in all the 17 Public Senior Secondary Schools in Etche Local Government Area of Rivers State. The total sample size of the study is Four Hundred (400) students. Two Hundred and Fifty (250) female and One Hundred and Fifth (150) male, making it Four Hundred (400). The sample size was drawn from each of the 17 public senior secondary schools in Etche Local Government Area of Rivers State. The instrument that was used for data collection was a self-structured questionnaire. This questionnaire was divided into two parts. The first part was the demographic information about the respondents while the second part consists of the respondents ideas on the subject matter. The instrument was titled "Characteristics variables and entrepreneurial career intentions Questionnaire (CVECIQ). The instrument was patterned in a four-point rating scale of very high extent (VHE) – 4 point, High extent (HE) – 3 points, Moderate Extents (ME) – 2 points and Low Extent (LE) – 1 point. To ensure the face and content validity of the instrument, the questionnaire (instrument) was given to three (3) experts in the Measurement and Evaluation and Business Education in Faculty of Education; two (2) experts from Department of Business Education and one (1) expert from Measurement and Evaluation in Rivers State University. All the corrections made were strictly affected in the final draft of the questionnaire. The reliability of the instrument was determined using test-retest method for a measure of its stability. Copies of the instrument were given to 20 respondents from Senior Secondary Schools in Omuma Local Government Area of Rivers State which is not part of the study. The initial and test-retest scores of the population was correlated using Pearson Product Moment Correlation (PPMC) to obtain a reliability coefficient of 0.86. The data collected were analysed using weighted mean and standard deviation to answer the research questions. The criterion decision rule was that any mean score that was from 2.50 and above was accepted, while the mean score that was less than 2.50 was rejected. The null hypotheses were tested using z-test statistical tool at 0.05.level of significance.

RESULTS

Research Question 1: To what extent does students' interest in entrepreneurship education influence student's entrepreneurial career intentions in seniors secondary schools in Etche Local Government Area?

Table 1: Mean and standard deviation analysis on the extent students' interest in entrepreneurship education influence student's entrepreneurial career intentions in seniors secondary schools in Etche Local Government Area.

S/ No	Questionnaire Items	Male Students = 180			Female Students = 220		
		Mean \bar{x}	SD	Remarks	Mean \bar{x}	SD	Remarks
1.	Students' interests have increased in entrepreneurship education, thereby influence student's entrepreneurial career intentions.	2.89	0.85	High Extent	2.95	0.86	High Extent
2.	Entrepreneurship education is a way of helping and empowering students, hence influence student's entrepreneurial career intentions.	2.86	0.83	High Extent	2.86	0.84	High Extent
3.	Lack of interest in entrepreneurship affects the students' creativity, thereby influence student's entrepreneurial career intentions.	2.78	0.83	High Extent	2.91	0.85	High Extent
4.	Entrepreneurship education is compulsory in senior secondary schools, thereby influence student's entrepreneurial career intentions.	2.83	0.84	High Extent	2.82	0.84	High Extent

5.	Entrepreneurship education has helped the students' in their career intentions, hence influence student's entrepreneurial career intentions..	2.86	0.84	High Extent	2.86	0.84	High Extent
Grand Total		2.84	0.84		2.88	0.85	

Source: Field Survey, 2023.

The analysis in table 1 above revealed that the respondents accepted the view that students' interests have increase in the entrepreneurship education programmes, thereby influence student's entrepreneurial career intentions. The analysis still showed that the respondents agreed on the point that entrepreneurship education is a way of helping and empowering students to acquire skills while in secondary school thereby influence student's entrepreneurial career intentions. It was also observed from the table the respondents accepted the fact that lack of interest in entrepreneurship affects the students' creativity in senior secondary schools, thereby influence student's entrepreneurial career intentions. The table still indicated that the respondents accepted the view that entrepreneurship education is compulsory in senior secondary schools hereby improving the students' skills, thereby influence student's entrepreneurial career intentions. The analysis also revealed that the respondents agreed on the point that entrepreneurship education has helped the students in their career intentions, thereby influence student's entrepreneurial career intentions.

Research Question 2: To what extent does self-efficacy relates to students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area?

Table 2: Mean and standard deviation analysis on the extent self-efficacy relates to students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area.

S/ No	Questionnaire Items	Male Students = 180			Female Students = 220		
		Mean \bar{x}	SD	Remarks	Mean \bar{x}	SD	Remarks
6.	Entrepreneurship education gives the students ability to create business opportunities, thereby influence student's entrepreneurial career intentions.	2.83	0.84	High Extent	2.91	0.85	High Extent
7.	Some students have the ability and skills to manage business as a result of entrepreneurship education, thereby influence student's entrepreneurial career intentions.	2.72	0.82	High Extent	2.86	0.84	High Extent
8.	Entrepreneurship education encourages students to do things independently, thereby influence student's entrepreneurial career intentions.	2.75	0.83	High Extent	2.93	0.85	High Extent
9.	Students have the ability to take risk in business due to entrepreneurship, thereby influence student's entrepreneurial career intentions.	2.69	0.82	High Extent	2.95	0.86	High Extent
10.	Entrepreneurship education has given the students ability to handle certain business issues, thereby influence student's entrepreneurial career intentions.	2.67	0.82	High Extent	2.87	0.85	High Extent
Grand Total		2.73	0.83		2.90	0.85	

Source: Field Survey, 2023.

The analysis in table 2 above showed that the respondents accepted the point that entrepreneurship education gives the students ability to create business opportunities, thereby influence student's entrepreneurial career intentions. The analysis skill indicated that the respondents agreed on the view that some students have the ability and skills to manage business now as a result of entrepreneurship education, thereby influence student's entrepreneurial career intentions. It was also observed in the table that the respondents accepted on the fact that entrepreneurship education encourages students to do things independently, thereby influence student's entrepreneurial career intentions. The analysis still revealed that the respondents agreed on the point that students have the ability to take risk in business due to entrepreneurship education, thereby influence student's entrepreneurial career intentions. The analysis also showed that the respondents accepted the point that entrepreneurship education has given the students ability to handle certain business issues, thereby influence student's entrepreneurial career intentions.

Research Question 3: To what extent does creative ideas relate to students' entrepreneurial career intentions in senior secondary school in Etche Local Government Area?

Table 3: Mean and standard deviation analysis on the extent creative ideas relate to students' entrepreneurial career intentions in senior secondary school in Etche Local Government Area.

S/ No	Questionnaire Items	Male Students = 180			Female Students = 220		
		Mean \bar{x}	SD	Remark	Mean \bar{x}	SD	Remarks
11.	Creativity is an essential business skill that helps the students to improve, thereby influence student's entrepreneurial career intentions. .	2.72	0.82	High Extent	2.86	0.84	High Extent
12.	Creativity ideas make an individual /student to stand out in society, thereby influence student's entrepreneurial career intentions.	2.67	0.82	High Extent	2.87	0.85	High Extent
13.	Creativity provides the basis for innovation thereby helping the students, thereby influence student's entrepreneurial career intentions.	2.89	0.85	High Extent	2.95	0.86	High Extent
14.	Entrepreneurship education enable the entrepreneur to act on viable opportunities, thereby influence student's entrepreneurial career intentions.	2.86	0.84	High Extent	2.86	0.84	High Extent
15.	Creativity is an essential business skill, thereby influence student's entrepreneurial career intentions.	2.78	0.83	High Extent	2.91	0.85	High Extent
Grand Total		2.78	0.83		2.89	0.85	

Source: Field Survey, 2023.

The data analysis in table 3 above revealed that the respondents accepted the view that creativity is an essential skill that helps the students to improve thereby influence student's entrepreneurial career intentions. The analysis still indicated that the respondents agreed on the point that creativity ideas make an individual /student to stand out in a society, thereby influence student's entrepreneurial career intentions. It was also noticed in the analysis that the respondents accepted on the fact that creativity provides the basis for innovation thereby helping the students to grow, thereby influence student's entrepreneurial career intentions. The table still showed that the respondents agreed on the point that entrepreneurship education or creativity enables entrepreneurs to act on viable opportunities, thereby influence student's entrepreneurial career intentions. The analysis also revealed that the respondents accepted the view that creativity / entrepreneurship education bring about new combination resources, thereby influence student's entrepreneurial career intentions.

Hypotheses

Hypothesis 1: There is no significant relationship between students' interest and senior secondary school students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area of Rivers State

Table 4: Z-test Analysis of significant relationship between students' interest and senior secondary school students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area of Rivers State

Status	N	Mean \bar{X}	Standard Deviation	df	z-cal	z-crit	Decision
Male Students	180	2.84	0.84	398	0.471	1.96	Accepted
Female Students	220	2.88	0.85				

Source: Field Survey, 2021.

The analysis on Table 4 revealed that the z-cal of 0.471 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of z-ratio. So, the hypothesis 1 is thus accepted and the conclusion is that there is no significant relationship between students' interest and senior secondary school students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area of Rivers State.

Hypothesis 2: There is no significant relationship between Self-efficacy and senior secondary school students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area of Rivers State.

Table 5: Z-test Analysis of significant relationship between Self-efficacy and senior secondary school students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area of Rivers State

Status	N	Mean \bar{X}	Standard Deviation	Df.	z-cal	z-crit	Decision
Male Students	180	2.73	0.83	398	1.29	1.96	Accepted
Female Students	220	2.90	0.85				

Source: Field Survey, 2023.

The analysis on table 5 showed that the z-cal of 1.29 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, the hypothesis 2 is thus accepted and the conclusion is that there is no significant relationship between Self-efficacy and senior secondary school students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area of Rivers State.

Hypothesis 3: There is no significant relationship between creative ideas and senior secondary school students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area of Rivers State.

Table 6: Z-test Analysis of significant relationship between creative ideas and senior secondary school students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area of Rivers State.

Status	N	Mean \bar{X}	Standard Deviation	Df.	z-cal	z-crit	Decision
Male Students	180	2.78	0.83	398	0.19	1.96	Accepted
Female Students	220	2.89	0.85				

Source: Field Survey, 2023.

The analysis on Table 6 revealed that the z-cal of 0.19 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, the hypothesis 3 is thus accepted and the conclusion is that there is no significant relationship between creative ideas and senior secondary school students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area of Rivers State.

Discussion of Findings

The study revealed that people's interest in entrepreneurship education influence students' entrepreneurial career intentions in senior secondary schools in Etche Local Government Area. This finding is in collaboration with Solomon (2017), who observed that entrepreneurship education based on interest can lead to employment of a larger part of one's life and that entrepreneurship education curriculum should contain entrepreneurial activities that interest students in order to achieve teaching goals; noting that the content of an entrepreneurship education in secondary school may motivate students to engage in critical thinking activities. The findings revealed that the respondents accepted the view that students' interests have increase in the entrepreneurship education programmes. The analysis still showed that the respondents agreed on the point that entrepreneurship education is a way of helping and empowering students to acquire skills while in secondary school. It was also observed from the table the respondents accepted the fact that lack of interest in entrepreneurship affects the students' creativity in senior secondary schools. The table still indicated that the respondents accepted the view that entrepreneurship education is compulsory in senior secondary schools hereby improving the students' skills. The analysis also revealed that the respondents agreed on the point that entrepreneurship education has helped the students in their career intentions.

The study still indicated that personality traits relate positively to students entrepreneurial career intentions in senior secondary schools in Etche Local Government Area. This study is in the same view with Andrew (2015) who opined that entrepreneurship education is necessary because it steer students with entrepreneurial intentions towards entrepreneurship which has become much more important in the contemporary world where financial crises have been occurring. Sucre (2015) also supported the study by asserting that entrepreneurial activities have an increasingly important role in a country's growth and economic development by enhancing innovation and technological progress, creating employment and promoting competition. The study indicated that the respondents accepted the point that entrepreneurship education has helped to steer students with entrepreneurial intentions. The analysis skill revealed that the respondents agreed on the view that entrepreneurship education gives the students ability to analyse different sets of entrepreneurship traits. It was also noticed in the table that the respondents accepted that entrepreneurship education gives the students ability to acquire business ideas. The table still showed that the respondents agreed on the view that entrepreneurship education makes students to become successful entrepreneurs. The analysis also indicated that the respondents accept the fact that many students acquire managerial skills as a result of entrepreneurship education.

The finding of the study also showed that self-efficacy (reliance) relates positively to student's entrepreneurial career intentions in senior secondary schools in Etche Local Government Area. This finding is in the same view with Oduwaiye (2019) who asserts that the quality of information an entrepreneur gets increases the chances of generating an idea. Therefore, in the context of entrepreneurship education, the development of creative

business ideas by students as a result of exposure to an entrepreneurship programmes. Sucre (2015) also opined that the dynamism of the business would require a critical mind to stimulate the generation of viable business ideas; hence brainstorming within the context of entrepreneurship education is an important activity that can motivate students to generate viable business ideas. The findings showed that the respondents accepted the point that entrepreneurship education gives the students ability to create business opportunities. The analysis skill indicated that the respondents agreed on the view that some students have the ability and skills to manage business now as a result of entrepreneurship education. It was also observed in the table that the respondents accepted on the fact that entrepreneurship education encourages students to do things independently. The analysis still revealed that the respondents agreed on the point that students have the ability to take risk in business due to entrepreneurship education. The analysis also showed that the respondents accepted the point that entrepreneurship education has given the students ability to handle certain business issues.

The study also revealed that creativity idea relates positively to students entrepreneurial career intentions in senior secondary schools in Etche Local Government Area. This study is in collaboration with Fallon (2014), who observed that innovation is concern with using new combinations of resources to bring about new technology. And also noted that a creative mind generates different ideas through divergent thinking by exploring many possible solutions to a particular business everyone has creative potentials that can be improved and strengthen. McGuinness (2018) also opined that a creative entrepreneur generates new ideas, evaluate them effectively, take action to turn them into new products and services. So, creativity from this perspective has to do with adding value to existing situation, products or services. The study revealed that the respondents accepted the view that creativity is an essential skill that helps the students to improve. The analysis still indicated that the respondents agreed on the point that creativity ideas make an individual /student to stand out in a society. It was also noticed in the analysis that the respondents accepted on the fact that creativity provides the basis for innovation thereby helping the students to grow. The table still showed that the respondents agreed on the point that entrepreneurship education or creativity enables entrepreneurs to act on viable opportunities. The analysis also revealed that the respondents accepted the view that creativity / entrepreneurship education bring about new combination resources.

Conclusion

Based on the findings of the study, the researcher concludes that, people's interest in entrepreneurship education has influence student's entrepreneurial career intentions in senior secondary schools in Etche Local Government Area. The study also deduced that the student's characteristics like personality traits, self-efficacy (reliance), creativity ideas and risk-taking tendency relate positively to senior secondary school student's entrepreneurial career intentions in Etche Local Government Area.

The study also concludes that entrepreneurship education as any pedagogical programme is associated with inculcating entrepreneurial skills and qualities in learners. And that entrepreneurship education is a programme that attempt to provide students with the necessary entrepreneurial competencies, knowledge and skills geared towards the pursuit of a career in entrepreneurship. The researcher still deduced that adequate and effective entrepreneurship education can stimulate and increase students' career consideration in entrepreneurship.

Recommendations

Based on the findings of the study, the following recommendations were made to ensure that this study achieves its objectives.

1. Government through school management should organize awareness and enlightenment campaign for the people on the need to increase their interest in entrepreneurship education programme.
2. Teachers through their teaching should give the students indepth knowledge on managerial skills, to be successful entrepreneurs, acquire business ideas and steer students with entrepreneurial intentions.
3. Government and multi-national companies should encourage the students to be self-efficacy or reliant.
4. Curriculum planners should introduce more creative ideas or programme in senior secondary schools.

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