



## **Influence of Entrepreneurship Skills acquired and the Entrepreneurial Intention of Secondary School Students' in Port Harcourt Metropolis, Rivers State**

*Amadi, E.A. (Prof.) and Worgu, Prasie Bekwele*

Faculty of Education, Department of Business Education  
Rivers State University, Nkpolu-Oroworukwo  
Port Harcourt, Nigeria

### **ABSTRACT**

The study examined Influence of Entrepreneurship Skills acquired and the Entrepreneurial Intention of Secondary School Students' in Port Harcourt Metropolis, Rivers State. To achieve the purpose of the study, the researcher formulated five (5) objectives of the study, research questions and null hypotheses that guided the study. The essence of this design was to establish the relationship that exist between two (2) variables and also elicit information from the respondents. The correlational design was used for the study. The population of the study consists 58,882 SSI, SS 2 and SS 3 students in Obio/Akpor, Port Harcourt and Eleme Local Government areas of Rivers State. The sample size of the study was 400 students. This figure was generated using Taro Yamane formula. The study made use of simple random sampling technique. The instrument used for data collection was a self-structure questionnaire. The instrument was validated by the research supervisor and two (2) other experts in Department of Business Education and Measurement and Evaluation. To achieve the reliability of the instrument, the study made use of test retest method. The responses were analyzed using Pearson product moment correlation to obtain a reliability coefficient of 0.81 and 0.88. The data gathered were analyzed using descriptive statistical method, Pearson Product Moment Correlation for the research questions and test of hypotheses. Based on the data analysis, the findings of the study revealed that creativity skill and risk taking, opportunity identification, entrepreneurial skills and actions have positive and significant relationship on secondary school students' entrepreneurial intention. Based on the findings of the study the researcher recommends that government should organize seminar on the importance of creativity skills and school management should orient teachers on how to teach the students risk taking.

**Keyword:** Influence of Entrepreneurship Skills, Entrepreneurial Intention, Secondary School Students Port Harcourt Metropolis, Rivers State

### **Introduction**

Entrepreneurship is essential for sustainable economic growth and development as it affects all forms of growth and development indices, hence its importance cannot be overemphasized. It has been the major source of job creation and economic development in developed, emerging and developing economies in this 21<sup>st</sup> century. According to Olufemi (2018), a country's economic performance highly depends on successful entrepreneurship. This suggest to the facts that entrepreneurship skills cultivates innovative talents, which are the driving force for future development. At present, innovation-driven development strategically place new demands on entrepreneurship skills (Ruskovaara & Pihkala, 2015).

The consideration of learning orientation in the context of entrepreneurship skills in Port Harcourt Metropolis is a practical implications considering the fact that an individual's learning orientation is not completely static particularly because it can be influenced based on certain situational contexts (Dragoni, Tesluk, Russell & Oh, 2019). Specifically the design and process of an entrepreneurship programme offered in Nigerian secondary schools can facilitate the students to be more learning oriented particularly if the design and process of such programmes are active experimentation oriented as well as encourage the students to question their current knowledge. Hence, a challenging entrepreneurship programme can enhance students learning orientation.

Entrepreneurship skills acquired in secondary schools has attracted the attention of researchers all over the world and one main research focus is student's intentions for an entrepreneurial career. This is consequent upon the fact that intentions provide ample evidence of the outcome of an entrepreneurship skills programme and because intentions are good predictors of future behaviour (Dirk, Benson & Bruce, 2013). This implies that intentions could provide a reliable lead to future entrepreneurial behaviour and expression of actions. Learning is no longer a single behaviour but is implemented in a complex system of relationships. Individuals can transcend immediate circumstances, through self-guidance, shape the present toward the realization of outcomes and goals (Bandura, 2018). General education focuses on the overall development of students, and the entrepreneurial curriculum system lays the foundation for the overall improvement of students' entrepreneurial ability.

From observation to participation, the social learning network provides multi-level learning channels for student entrepreneurs to continuously improve their skills in learning and practice. Therefore, entrepreneurship skills might enhance the confidence of the students to solve new and unexpected problems. Entrepreneurship skills can only influence entrepreneurial intention to achieve its goals, if the structure and the key components of such entrepreneurship skills must favourably motivate students learning orientation and considerations of entrepreneurship as a future career.

Though an individual's learning orientation exhibits the attributes of a personal trait. Individual is term as an agents and active contributors to the development of the circumstances that surround their lives ([Bandura, 2018](#)). Individuals are tended to pursue their goals if they consider their own abilities and actions capable of achieving the desired results. Perception also plays a critical role in entrepreneurship skills .If a student or an educator is positive towards entrepreneurship skills acquired, it is likely that such an individual will actively engage in the activities involved in the programme. The entrepreneurship framework by [Bacigalupo, Kamylyis, Punie, and Van-den \(2016\)](#) considered opportunity identification, entrepreneurial skills, and action as three key areas of entrepreneurial competence.

The number of secondary school leavers that cannot further their education in Port Harcourt Metropolis has persistently been on the increase despite the enormous endowment of the state and country with human and natural resources. However, secondary school leavers unemployment is not peculiar to Rivers State or Nigeria or rather developing nations; it is indeed a long standing global phenomenon hence it has been a common trend in many countries to find secondary school leavers not able to secure jobs several years after acquiring their West African School Certificate result.

The emergence of entrepreneurs is considered favourable as key policy strategy in many developed nations, and entrepreneurship is given the center stage particularly on issues of secondary school leaver unemployment and economic development. This owes to the fact that it contributes to the nation's wealth by creating employment opportunities, opening new markets, driving industrialization, as well as increase in productivity leading to equitable distribution of income and higher standard of living for the populace. Understanding of the determinants of entrepreneurial intentions is vital because entrepreneurship skills is an outcome of intention (Buli & Yesuf, 2015). Entrepreneur must possess the nexus to effectively understand others in the workplace and adjust their behaviours accordingly. The actual process of opportunity recognition is an interaction between individuals and their environments. [Komarkova, Gagliardi, Conrads and Collado \(2015\)](#) argued that skills and opportunities can be used to examine entrepreneurial innovation capabilities.

---

## Statement of the Problem

With the recent rate of unemployment in Nigeria, self-employment and establishment of small scale businesses are presently high in the country's national agenda, hope that they will provide alternative channels of employment, Yearly, thousands of secondary school leavers join the labour market in search of employment. Nwangwu (2017) opined that the challenge is not the inability to tackle the already sizeable unemployed youths but also absorbing the new entrants into the labour market, this situation is the fact that the training which students receive in secondary schools has not been fully successful in equipping them with desirable skills required for job creation and student entrepreneurial intention.

Nwangwu (2017) opined that the failure of secondary school students to inculcate the entrepreneurship skills needed for self reliance has led to wastages in human and natural resources that abound in Nigeria. This is because the youths are not equipped with skills with which to exploit the natural resources that abound in Nigeria. Digbori-Besmart (2014), opined that the poor state of youth development in Nigeria has remained a source of worry to government and concerned citizens. The looming crises in national development has been considered as the major cause of rural poverty, youth restiveness, armed robbery, prostitution and trafficking, import dependence and low level of industrial development. At the national and community levels, the scarcity and unskilled youths and unemployment has been the greatest concern to the common man, inadequate entrepreneurship skill has been the major cause of unemployment which occurs mostly among youths and has remained a major problem in both urban and rural environments (Ossia, 2018).

Entrepreneurship skills acquired among secondary school students in Port Harcourt Metropolis in Rivers State is lacking especially after leaving school, most of the leavers lack entrepreneurial intentions rather, they develop intentions for paid employment in private and public institutions. What should be responsible or accounted for these problems? It is possible that entrepreneurship skills are not well operationalized in the school's curriculum. Again, one is in doubt if creative skills, risk taking, opportunity identification, entrepreneurial skills and actions and decision making skills. In the face of these speculations the researcher developed the interest to investigate the relationship between entrepreneurship skills acquired and entrepreneurial intentions of secondary school students' in the context of Port Harcourt Metropolis in Rivers State.

---

## Purpose of the Study

The purpose of this study was to examine how entrepreneurship skills acquired and entrepreneurial intentions of secondary school students' in Port Harcourt metropolis of Rivers State. Specifically, the study sought to:

1. Determine the relationship between creative thinking skills acquired and entrepreneurial intentions of secondary school student's in Port Harcourt metropolis of Rivers State.
2. Determine the relationship between risk-taking acquired and entrepreneurial intentions of secondary school student's in Port Harcourt metropolis of Rivers State.

---

### **Research Questions**

The following research questions were raised to guide the study:

1. What is the relationship between creative thinking skills acquired and entrepreneurial intentions of secondary school student's in Port Harcourt metropolis of Rivers State?
2. What is the relationship between risk-taking acquired and entrepreneurial intentions of secondary school student's in Port Harcourt metropolis of Rivers State?

### **Hypotheses**

The following hypotheses were formulated to guide the study at 0.05 level of significance.

1. There is no significant relationship between creative thinking skills acquired and entrepreneurial intentions of secondary school student's in Port Harcourt metropolis of Rivers State.
2. There is no significant relationship between risk-taking acquired and entrepreneurial intentions of secondary school student's in Port Harcourt metropolis of Rivers State.

---

### **Methodology**

The research design for this study was correlational survey design. Correlational survey design is used in situation where the researcher is mainly interested in investigating things as they are. It is characterized with the collection of data based on gathered facts, features and characteristics of a given population that is most appropriate for a given research. The reason for using correlational survey method was borne out of the fact that this method would help the researcher in gathering information of respondents on entrepreneurship skills and entrepreneurial intention of secondary school student's in Port Harcourt Metropolis of Rivers State. The study was conducted in Port Harcourt Metropolis of Rivers State since focus was on entrepreneurship skills and entrepreneurial intention of secondary school students' entrepreneurial intention within Obio-Akpor, Eleme and Phalga which are the most populous LGAs in Rivers State. It lies along the Ikwerre Local Government Area on latitudes of 7.03361°E and longitude of 4.82417°N. As at 2016, the Port Harcourt Metropolis has an estimated population of 1,865,000 inhabitants (Wikipedia, 2019). Port Harcourt Metropolis is densely populated with a land mass of 142 square meters with several public and privately owned secondary schools (Wikipedia, 2019). There are several secondary schools located in the study area due to its population density and a significant number of these schools are government owned (Federal and State). The large number of secondary schools located within Port Harcourt Metropolis made it appropriate for this study. The population of the study consisted of all the Senior Secondary students 1 (SS1), Senior Secondary students 2 (SS2) and Senior Secondary students 3 (SS 3) in all the public senior secondary schools in Obio/Akpor Local Government Area (OBALGA), Port Harcourt Local Government Area (PHALGA) and Eleme Local Government Area (ELELGA) of Rivers State with a total population size of 58,882 students. We have 36,232 students from OBALGA, PHALGA is 17,724 students and ELELGA is 4,926. The total sample size was 400 SS1, SS 2 and SS 3 students from Obio/Akpor, Eleme and Port Harcourt Local Government Areas, Rivers State. This figure was generated using Taro Yamen formula. Base on the size of population of study the purposive sampling technique was used for the study. Purposive sampling is a known probability sample that is selected based on the characteristics of a population and the objective of the study, (Crossmann, 2020). In each of these three local Government Areas visited 196 OBALGA, 125 PHALGA, 79 ELELGA, unemployed and self-employed students each were purposely selected given a sample size of 400 students. Two separate instrument for data collection is a self-structured questionnaire tagged: Questionnaire on Entrepreneurship skills acquired (QESA) and Questionnaire on Entrepreneurial Intention of Secondary School Students (QEISSS). All based on entrepreneurship skills acquired and Entrepreneurial Intention of Secondary School Students in Port Harcourt metropolis of Rivers State. Part A of the instruments sought information on the correspondent personal data. The first research instrument titled Questionnaire on Entrepreneurship skills acquired (QESA) to elicit information from respondent on entrepreneurship skills acquired. The second research instrument titled Questionnaire on Entrepreneurial intention of Secondary School Students (QEISSS) was used to elicit information on entrepreneurial Intention of Secondary School Students prepare them for self-reliance and promotion of job creation. four point rating scale was used in rating response of the respondents as follows: Strongly Agree (SA)-4 points, Agree (A)-3 points, Disagree (D)-2 points and Strongly Disagree (SD)-1 point. The instrument was subjected to face and content validation. This was done to determine its relevance and adequacy for the study. To determine whether the instrument measures correctly what it ought to measure, the statement of problem, purpose of the study, research questions and hypotheses alongside the instrument were subjected to close examination by the two experts from the Department of Business Education and a Measurement and Evaluation expert, all in the Faculty of Education, Rivers State University. Their comments, observations, suggestions and inputs were taken into consideration, hence necessary corrections and modifications were made before the instrument was produced for administration.

---

### **Results**

**Research Question 1:** What is the relationship between creative skills acquired and secondary school student's entrepreneurial intention in Port Harcourt Metropolis of Rivers State?

**Table 1: Calculated r of what Relationship Exists between Creative Skills Acquired and entrepreneurial Intention of Secondary School Students in Port Harcourt Metropolis of Rivers State N = 183**

S/No	Variable	$\Sigma Xy$	Responses	r-cal	r-crit	decision
1	Entrepreneurship Education Acquired (X)	3,166				Positive Relationship Exist
2	entrepreneurial Intention Secondary School Students(Y)	2,355	42,926	0.69	$\pm 0.1954$	

Source: Researcher's Field Survey (2023)

Table 1 shows the calculated coefficient (r) value of responses of Port Harcourt Students to determine whether there is a relationship between Entrepreneurship skills Acquired and entrepreneurial Intention of Secondary School Students Port Harcourt Metropolis of Rivers State. The table shows that the calculated r was 0.69 with the table value of  $\pm 0.1954$ . This means that since the calculated r-value is higher than the table value, a positive relationship exists between Entrepreneurship skills Acquired and entrepreneurial Intention of Secondary School Students in Port Harcourt of Rivers State.

**Table 2: Calculated r of what Relationship Exists Between Risk Taking Skills Acquired and entrepreneurial Intention of Secondary School Students in Port Harcourt Metropolis of Rivers State. N= 183**

S/No	Variable	$\Sigma Xy$	Responses	r-cal	r-crit	Decision
	Entrepreneurship Skills Acquired (X)	2,385				Positive Relationship Exist
	Entrepreneurial Intention Secondary School Students Entrepreneurial Intention (Y)	2,355	33,270	0.73	$\pm 0.1954$	

Source: Researcher's Field Survey (2023)

Table 2 shows the calculated coefficient (r) value of responses of Port Harcourt Students to determine whether there is a relationship between Entrepreneurship Skills Acquired and entrepreneurial Intention of Secondary School Students in Port Harcourt Metropolis of Rivers State. The table shows that the calculated r was 0.73 with the table value of  $\pm 0.1954$ . This means that since the calculated r-value is higher than the table value, a positive relationship exists between Entrepreneurship Skills Acquired and entrepreneurial Intention of Secondary School Students Port Harcourt Metropolis of Rivers State.

**Hypotheses 1:** There is no significant relationship between creative skills acquired and entrepreneurial Intention of secondary school students in Port Harcourt Metropolis of Rivers State?

**Table 3: Summary of Calculated r of Significant Relationship Between Creative Skills Acquired and entrepreneurial Intention of Secondary School Students in Port Harcourt Metropolis of Rivers State**

S/No	Variable	$\Sigma Xy$	r-cal	r-crit	t-trans	t-crit	Decision
1	Entrepreneurship Skills Acquired						Positive Relationship Exists
2	Entrepreneurial Intention Secondary School students	42926	0.69	$\pm 0.1954$	12.9	$\pm 1.960$	

N= 183      df = 181      p>0.05      \* = Significant

Source: Researcher's Field Survey (2023)

Table 3 shows the calculated coefficient (r) value of significant relationship between Entrepreneurship Skills Acquired and Entrepreneurial Intention of Secondary School Students in Port Harcourt Metropolis of Rivers State. With N= 183, df= 181, P>0.05, the calculated r-value was 0.69 with critical value of  $\pm 1.960$  at P>0.05 level of significance and since the calculated r value was statistically greater than the table value, the null hypotheses therefore was rejected and the conclusion is that there is a relationship between Entrepreneurship Skills Acquired and Entrepreneurial Intention of Secondary School Students in Port Harcourt Metropolis of Rivers State.

Table 3 further shows a t-transformation value of 12.9 with a critical table value of  $\pm 0.1954$ . This means that since the t-transformation value is statically greater than the table value, there is a strong relationship between Entrepreneurship Skills Acquired and Entrepreneurial Intention of Secondary School Students in Port Harcourt Metropolis of Rivers State. The value of r was therefore accepted, which indicated that there is significant relationship between Entrepreneurship Skills Acquired and entrepreneurial Intention of Secondary School Students in Port Harcourt Metropolis of Rivers State.

**Hypotheses 2:** There is no significant relationship between risk taking skills acquired and entrepreneurial Intention of secondary school students in Port Harcourt Metropolis of Rivers State?

**Table 4: Summary of Calculated r of Significant Relationship Between risk taking skills acquired and Entrepreneurial Intention of secondary school students in Port Harcourt Metropolis of Rivers State**

S/No	Variable	$\Sigma Xy$	r-cal	r-crit	t-trans	t-crit	Decision
1	Entrepreneurship Skills Acquired	33270	0.73	$\pm 0.1954$	14.28	$\pm 1.960$	Positive Relationship Exists
2	Entrepreneurial Intention of Secondary School Students						

N= 183      df = 181      p>0.05      \* = Significant

Source: Researcher's Field Survey (2023)

Table 4 shows the calculated coefficient (r) value of significant relationship between risk taking skills acquired and entrepreneurial Intention of secondary school students in Port Harcourt Metropolis of Rivers State? With N= 183, df= 181, P>0.05, the calculated r-value was 0.73 with critical value of  $\pm 1.960$  at P>0.05 level of significance and since the calculated r value was statistically greater than the table value, the null hypotheses therefore was rejected and the conclusion is that there is a relationship between risk taking skills acquired and entrepreneurial Intention of secondary school students in Port Harcourt Metropolis of Rivers State.

## Discussion of Findings

What is the relationship between creative skill and Entrepreneurial Intention of secondary school students' in Port Harcourt Metropolis of Rivers State revealed that there is a significant relationship between creative skill and Entrepreneurial Intention of secondary school students' in Port Harcourt Metropolis of Rivers State. This finding is in collaboration with Blake and Mouton (2016), who revealed that creative skills are a panacea of entrepreneurial intention. The study still indicated that creative skills have a positive effect on entrepreneurial intention. It was also observed in the analysis that creative skills sharpen the student ideas toward entrepreneurial intention. The study showed that creative skills encourage personal initiative toward entrepreneurial intention. The analysis revealed that creative skill promotes or enhances entrepreneurial intention.

Based on the first findings, a hypothetical test was conducted which also indicated that statistical significant relationship exist between creative skill and Entrepreneurial Intention of secondary school students' in Port Harcourt Metropolis of Rivers State. The study concluded that there is a significant relationship statistically exist between creative skill and Entrepreneurial Intention of secondary school students' in Port Harcourt Metropolis of Rivers State since the calculated of the correlation coefficient (r) value was statistically greater than the table value P>0.05 level of significance, the null hypotheses therefore, was rejected at P>0.05 of significance. The strength of the relationship was ascertained with a t-transformation test which was concluded on the calculated correlation coefficient value (r), which indicated that a statistically significant relationship exists between creative skill and Entrepreneurial Intention of secondary school students' in Port Harcourt Metropolis of Rivers State of Rivers State:

What is the relationship between risk taking and entrepreneurial Intention of secondary school students' in Port Harcourt Metropolis of Rivers State indicated that risk taking has positive relationship on secondary school students' in Port Harcourt Metropolis of Rivers State. This study is in the same view with Jamieson and Thomas (2014), who admitted that exposing students to learning experiences enable them examine cost and benefit of risk taking in business and secondary school entrepreneurial intention. The study still indicated that students having the understanding that risk taking are the key to entrepreneurial intention in secondary school. It was also observed in the analysis that teaching students the various risks that are associated with starting an enterprise enhance the entrepreneurial intentions. The study showed that satisfaction derived from taking certain risks enhance secondary school student entrepreneurial intention. The analysis revealed that exposing students to safety rules and regulations enhance their risk taking and secondary school entrepreneurial intention.

## Conclusion

Based on the findings of the study, the researcher concludes that, creativity skill risk taking, opportunity identification and entrepreneurial skills and actions, and decision-making skills have positive and significant relationship on entrepreneurial Intention of secondary school students in Port Harcourt Metropolis of Rivers State. Due to the current level of unemployment in Rivers State, it is very necessary for school leavers in Port Harcourt metropolis Local Government Area of Rivers State to be self-employed. Entrepreneurial skills are skills that can make these school leavers become self-reliant, create and generate employment for themselves.

---

## Recommendations

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

1. Students in Port Harcourt metropolis of Rivers State must prepare themselves to acquire the creativity skills for immediate job creation.
2. Risk taking skills should be paramount in the mind of every students leaving the school to join labour market in Port Harcourt metropolis of Rivers State.

## References

---

- Bacigalupo, M., Kampylis, P., Punie, Y., & Van den Brande, G. (2016). *Entrecomp: The entrepreneurship competence framework*. Luxembourg: Publication Office of the European Union.
- Bandura, A. (2018). *Social cognitive theory of personality in handbook of personality*. 2<sup>nd</sup> Edn. New York: Guilford Press.
- Blake, N. & Mouton, Z. (2016). *The managerial grid developed by Blake and Mouton divides management*. Houston, Springer publishing company limited.
- Buli, R. K. & Yesuf, A. (2015). The socio-cultural and economic effect on the development of women entrepreneurs (with special reference to India). *Asian Journal of Business Management*, 2(2), 30-34.
- Digboi-Besmart, E.D. (2014). Vocational education: A catalyst to provide specialized occupational preparation for self-reliance. *Institute Journal of Studies in Education*, 2(1), 144-151.
- Dirk, W. E., Benson, O. & Bruce, A. B. (2013). Entrepreneurial skills and retention ability among students of faculty of education, University of Calabar, Cross River State, Nigeria. *Global Journal of Educational Research*, 20(1), 29-34
- Dragoni, A. O., Tesluki, M. O., Russel, L. & Ohz, T. (2019) Entrepreneurship education as a strategy for boosting human capital development and employability in Nigeria: Issues, Prospects, Challenges and Solutions. *Journal of Business Administration and Education*, 3, (1), 25-50
- Jamieson, L. & Thomas, M. (2014). Values, ethics and organizational development practice. *Business Education Journal*, 2(1), 10-20.
- Komarkova, I., Gagliardi, D., Conrads, J. & Collado, A. (2015). Entrepreneurship competence: An overview of existing concepts, policies and initiatives. *Journal of Work. Papers* 11, 1–158.
- Nwangwu, I.O. (2017). Entrepreneurship in education, concepts and constraints. *African Journal of Education and Developmental Studies*, 4(1), 196-207
- Olufemi, A. (2018). The effect of entrepreneurship education on entrepreneurial Intention among tertiary institutions in Nigeria. *Journal of Small Business and Entrepreneurship Development*, 5(2), 1-14.
- Ossai, R.U. (2018). Strategies for promoting entrepreneurship opportunities in food and nutrition. *Hone Economics Research Associate of Nigeria*, 15(3), 12-18.
- Ruskovaara, E. & Pihkala, T. (2015). Entrepreneurship education in schools: Empirical evidence on the Teacher's role. *Journal of Educational Resources*, 108, 236–249.