

Entrepreneurial Education on Adult Learners' Motives for Creativity in Higher Learning Institutions: A Case Study of the Institute of Adult Education

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Abstract

This study intended to evaluate the motives for creativity, among the adult learners' in relation to entrepreneurial education in higher learning institutions using the Institute of Adult Education (IAE) in Tanzania as a case study. This quantitative study had applied a questionnaire survey with both closed and open-ended questions to collect primary data from a randomly selected sample of 170 respondents drawn from a study population of 291 IAE learners. With the help of the Statistical Package for Social Sciences (SPSS) version 20, the study analysed the resultant quantitative data using t-test, descriptive statistics and Pearson correlation coefficient test. The study found statistically significant differences between gender motives for creativity among adult learners resulting from the entrepreneurial education taught. Two-thirds of intrinsic components studied favoured female learners. Moreover, the study found statistically significance correlation between motives for creativity and adult learners' perceptions in family background on entrepreneurial venture formation ($M = 1.66, s = 1.728$) and ($M = 1.62, s = 1.505$) for male and female respectively, $t(168) = -0.877, p = 0.0421, \alpha = 0.05 (p < 0.05)$. The study indicates a strong positive correlation between the interest of an adult learner in the entrepreneurship education taught and family background (Father and Mother) in venture formation, which was statistically significant at $p < .001 (r = .685, n = 170, p = .000)$ and $p < .001 (r = .699, n = 170, p = .000)$, respectively. On the other hand, the study found weak and insignificant correlations between motives for creativity (satisfying and enjoying) and family background in venture formation; instead, perception of an adult learners accounted for such a drive. The results finally indicated that the energetic group was of those aged 31-39, who were highly motivated by the entrepreneurial education taught as alternative to employment. Thus, the study recommended that entrepreneurship education must nurture and inculcate in adult learners a sense of creativity through practical and exposure to the famous and successful entrepreneurs during the course module to develop and strengthened interest, satisfaction and enjoyment.

Key words: *Entrepreneurship, Traits, Adult learners, Personality*

Introduction

Several studies had proved the existence of relationship between entrepreneur's personality traits (including creativity) and entrepreneurial education. However, few of them focused on how these personality traits can be correlated with start-ups' innovativeness Leonelli et al. (2016). Ideally, the personality traits are those characteristics of individual behaviour, which clarify why people act differently in similar situations Shamuganathan, (2010). Poor or severely limited creativity have condemned many business ventures to deterioration before ultimately dying out. Since both creativity and innovativeness remain centripetal to the success of enterprises today, much effort has been directed towards promoting entrepreneurship skills (ibid).

This has also been true with adult learning institutions in Tanzania and elsewhere, which have introduced such a module (a course component in a programme), aimed to promote creativity and innovativeness in entrepreneurship. Despite all these concerted efforts made by adult learning institutions the number of adult learners graduates who embark on an entrepreneurial career remains largely inadequate with extant literature available not well-establishing such forays (Mgaiwa, 2021). The adult learners in this context refers to those learners whose learning activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception define them as adults" (Merriam and Brockett 1997), especially those adults who participate in learning and conducting any activity primarily for personal interest or other labor market-related reasons. They are often school dropouts and jobseekers but not linked to ages (Myers, 2014).

This information discrepancy has partly to do with readiness to study both personality traits and behavioural characteristics. In fact, many endeavours of entrepreneurs tend to often course failure before finally becoming a success (De Bono, 2018).

In this regard, the intrinsic motivation principle of creativity revealed that people would generally be most creative when they feel motivated primarily by interest, enjoyment, satisfaction and challenges of the work itself and not by external pressure (Teresa, 2017). People's beliefs about their capabilities to produce effects or simply Perceived Self-Efficacy, which refers to the human beings'

belief in their capabilities to produce designated performance levels with a bearing on events that affect their lives (ibid.). In effect, self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Generally, adult learners' achievement is at the forefront of the instructor-centred curriculum. Yet, lecturers are most often too ambitious to meet accountability standards at the expense of the needs of the adult learners to ensure their exposure to the best entrepreneurial skills. It's actually, aimed to foster and boost creativity and innovations as supported in the work of Shubina and Kulakli (2019), where they reported that traditionally, teachers are concentrated on one-way transmitting information, expecting students to answer their questions and simply reproduce transferred information. Lecturers in an instructor-centred environment tend to focus more on module content (allocation of highly cohesive content types) than on the students' entrepreneurship skills orientations.

Arguments on Adult Learners' Entrepreneurial Motives for creativity

The combination of pedagogic, psychological and social factors can become a supportive factor for creativity and critical thinking development Shubina et al. (2019). In this perspective, the emphases laid on how to create a setting within a module contents for adult learners to acquire some entrepreneurial skills oriented towards fostering creativity. Specifically, the study was interested in personality traits in relation to competencies in creativity and entrepreneurial behaviour (a sub-set of entrepreneurial activities concerned with understanding, predicting and influencing individual behaviour in entrepreneurial setting).

Some factors were used as instrument for measuring traits based on reviewed literature, including individual smartness or ability to recognize highly potential business opportunity, creativity, innovativeness, self-efficacy or self-confidence or self-belief, dedication and hard work. Others were internal locus of control (believing that action determine the rewards), risk taking propensity or attitude towards risk or taking calculated risk, tolerance of uncertainty or ambiguity, sincerity and commitment, endurance or continuing for long time, good planning, ability to make decisions or flexibility or adaptive to change and goal-oriented (Habib, 2013). It's only a trait measurement (creativity) was used in the current study to reflects the study context, where the module contents assumed to influence potentials intrinsic motives for creativity. The module contents should therefore design to make adult learners aware that starting a business was not enough as one must think ahead and start planning for new creative ideas.

The current study assessed the adult learners' entrepreneurial traits in higher learning institutions in Tanzania using the case of Institute of Adult Education (IAE) in Tanzania. In the context of the current study, where the institute of adult education in Tanzania confined in teaching and training adult learners who undergo through proper and quality entrepreneurial education targeting to improve the chance for increase their knowledge, develop new skills and gain helpful qualifications and credentials in career prospects available.

Specifically, the study set out to determine the gender-based motives for creativity differences among adult learners emerging out of the entrepreneurial education taught; to determine the correlation between motives for creativity and adult learners' family background ventures formation; and to explore the motives behind the adult learners on entrepreneurial education taught. Thus, this study sought to find answers requisite competencies for inculcating in adult learners some elements to make them successful entrepreneurs. In the meantime, it detects how best to teach and train them looked at pedagogical approach and the environment amenable to getting the most out of the adult learners.

Literature Review

To improve understanding of entrepreneurial behavioral intention, the framework of the theory of planned behaviour Ajzen, (1985) guides the current study. The theory of planned behavior is a psychological theory that focuses on attitudes, subjective norms, and perceived behavior control, which help to comprehend the intention of adult learners' behaviors. In the context of entrepreneurial education taught to the adult learners, this theory offers a critical and appropriate framework to explain individual entrepreneurial planned behavior. Given that, the goal of entrepreneurial education is not only the adult learners to start a business but also start planning for new creative ideas.

Based on the aforementioned presumption, the study does not use entrepreneurial behavior as entrepreneurial intention predictor. Therefore, in order to promote entrepreneurial potentials among adult learners in higher learning institutions, it is necessary to ensure that adult learners have high creativity potentials. Entrepreneurial education taught influences attitudes/perceptions toward entrepreneurship (Batanero et al., 2016). The current study employs the theory of planned behavior premises to use motives for creativity as a substitute for behavior, which is a well-known relevant instrument for understanding the development of entrepreneurial intention through entrepreneurial education.

Since the acquisition of knowledge can change behavior, entrepreneurial intent that can be influenced by learning outcomes Simona et al. (2016). Learning different behaviors that change attitudes/perceptions will affect entrepreneurial intentions (Ferreira et al., 2017). Entrepreneurial education can change an individual's potential motives for creativity ability (knowledge, skills, and spirit) to change the intentions related to entrepreneurship, particularly among adult learners.

John and James (2006) argued that gender differences affect how extrinsic constraints influences intrinsic motivation and influence creative performance. Several theorists have tried to explain why there were many more creative accomplished men than women. It is hard to feel a sense of mystery about why there are more eminent men than women. Teresa (2017) claimed that her study on creativity "*occasionally found sex differences*" with females more creative in some verbal tasks and males more creative in other artistic tasks. She also found males more frequently found at the extremes of creative ability with females more consistent in creative ability.

Gender Creativity Differences among Adult Learners

In a study on the relationship between creativity and self-directed learning among adult community college students, Barry (2012) found that gender and creativity exhibited significant differences at $F(1,112) = 4.56, p = .035$. The creativity, with the mean for females at 45.87 and for males at 50.02. In these results, males scored significantly higher than females. Even though the study had centred on the relationship between creativity and self-directed learning among adult community college students. The study did not link the motives for creativity to the family background of the adult learners in higher learning institutions in other context prevailing, for example, in Tanzania where the current study conducted. Apart from the context in which the study was conducted, yet the sample size used is by far less compared to the one used in the current study ($n=170$).

Further study by Bart et al. (2015) investigated gender differences in creative thinking abilities among 8th and 11th grade students found higher level of creative potential among males. Nevertheless, the data showing gender difference might shrink with age. The study was confined only to 8th and 11th graders whereas the current study investigated the adult learners participating in adult higher learning institutions having unlimited age groups in the context of Tanzania in addition to a very small sample size used in the study compared to the one used in the current study ($n=170$).

Cheung and Lau (2010) used the Wallach-Kogan Creativity Tests (Wallach & Kogan, 1965) in their schoolchildren in Hong Kong and found that middle school girls outperformed boys in several dimensions of creativity. However, the study had focused on middle school as opposed to adult learners as in the current study, which had integrated the higher learning institutions.

Kuan's (2013) study had examined gender differences in creativity using a sample of 18 PhD graduate from two classes in a private southwest university of the US. The sample comprised 7 males and 11 females, with a mean age of 42.67 years (SD = 13.47 years). The study found that creativity was significantly different between male and female, at $t(16) = 2.758$, $p < .05$. The mean of the male group was significantly higher ($M = 3.95$, $SD = .911$) than the mean of the female group ($M = 2.91$, $SD = .518$). However, the study was confined to graduate or PhD students from two classes in a private southwest US university using a limited sample, also the context and sample size (small) differed from the one used in the current study.

The study conducted by Ivanna and Atik (2019) entitled 'Critical Thinking, Creativity and Gender Differences for Knowledge Generation in Education' using a sample of 220 students, among higher school students 18-19 years old in Ukraine, where 134 male (60.9 per cent), 86 female (39.1 per cent). The study revealed that there was a strong positive correlation between gender and creative potential, $r=.134$, $n=220$, $p<0.05$, with association between being a man and high levels of creative potential. The study was confined only to higher school students with a limited ages (18-19) in Ukraine context, contrary to the current study which focused on the adult learners' students in higher learning institutions having unlimited age groups in the different context of Tanzania. Based on the theoretical and empirical literature review, the study derived the hypotheses that, "There is no gender motives for creativity differences among the adult learners emerged out of entrepreneurial education taught".

Correlation between Creativity and Adult Learners' Family Background in Venture Formation

A study by Maria-Ana et al., (2020) on family background on venture formation entitled "The Impact of the Family Background on Students' Entrepreneurial Intentions: An Empirical Analysis" found the low positive correlation between

entrepreneurial intention (EI) and the field of study ($r = 0.096$), Entrepreneurial family background (EFB) ($r = 0.145$), Effectiveness of entrepreneurial education (EEE) ($r = 0.142$) and negatively correlated with the level of study. Generally, the study considered the correlation of family background in entrepreneurial venture creation in relation to several other entrepreneurial components but did not link to “motives for creativity” among the adult learners in higher learning institutions. A study by Wang and Wong (2004) on entrepreneurial interest of university students in Singapore based on personal background. The study revealed that gender, family business experience, and education level are significant factors explaining entrepreneurial interest. Although the study confined to the interest of university students, however the ages of the students are not necessary qualifying the criteria for adult learners as defined in the current study. Moreover, the context (Tanzania) in which the current study conducted is different.

Purna and Gowthami (2015) in their study named “Entrepreneurial Orientation and Family Background: A correlation analysis, indicated that the three components of initiative factor yielded significant ($p < 0.01$) correlation with family background of the management students. One of the components was preference to create more employment opportunities (S3) is positively correlated (0.322) with family background which means that the independent and dependent variables tend to increase or decrease together unlike in the earlier case.

The presented findings managed to link various entrepreneurial components of initiative factors, including preference to create more employment opportunities to family background of the higher learning students in management. However, the study failed to link the family background in venture formation of the learners with their motives for creativity. Thus, the current study revolved around the establishment of the correlation between the motives for creativity and adult learners’ family background on entrepreneurial venture formation.

Apart from afore mentioned findings, Athanasios and Panikkos (2011) found a low but statistically significant correlation between a family business background and the intention to start a new business in Cyprus. The study also considered correlation between a family business background and the intention to start a new business. However, it did not link family business background to adult learners’ motives for creativity in higher learning institutions of which the

current study intended to address in a different context (Tanzania). Based on the theoretical and empirical literature review the study hypothesised that “There is no correlation between the motives for creativity and adult learners’ family background on entrepreneurial venture formation”.

Motives of Adult Learners in Entrepreneurial Education

Although the findings vary across the studies on why some people choose, an entrepreneurial career and others do not. They often indicate a correlation between entrepreneurial intention and some personality factors, such as self-confidence, risk-taking ability, need for achievement, and locus of control (Duygu et al., 2009). Yet, an extended range of cultural, social, economic, political, demographical, and technological factors surrounds a person. Thus, personality traits cannot be isolated from these contextual factors (ibid, 2009).

Even though the findings obtained were on entrepreneurial education and intention, they contradicted one another, and were not on adult learners’ intentions and motivation in higher learning institutions. In addition, Kakkonen’s (2011) study on students’ perceptions of their business competences and entrepreneurial intention that they were confident about their competences crucial in their entrepreneurial endeavours. Despite these variables being studied in all these studies, there was no connection to the adult learners in higher learning institutions.

Material and Methods

This study selected adult learners whose programmes offered the entrepreneurship skills module as the object surveyed from the Institute of Adult Education (IAE). The IAE was chosen on merits as it happened to be the oldest higher learning institution scattered throughout the country with three campuses and about 42 centres countrywide. This study used both closed- and open-ended questions in a questionnaire survey. The items in the questionnaire were adapted from previous studies, such as Huang et al. (2020) on entrepreneurial intention, Hosseini and Pourastashi (2011), Wiley and Berry (2015) in Entrepreneurship teaching module contents with little modification.

The adaptation and modification made from the previously used items in the current study questionnaire are based on the validity and reliability of the expected findings. A sample of 170 adult learners from a 291-study population was used.

The population considered was only those adult learners whose programmes offered entrepreneurship skills modules during field research (Ordinary Diploma in Distance Learning (ODL)—September intake of 197 students and bachelor’s degree—conventional students 94 in Dar es Salaam headquarters. The sample comprised 75(44.1%) males and 95(55.9%) females. This sample signals ± 2.55 percent sampling error with a confidence level of 95 % $Z_\gamma = 1.96$ based on the formula $MOE_\gamma = Z_\gamma \sqrt{\frac{\sigma^2}{n}}$

where MOE: Margin of error or sampling error,

γ : Confidence level, Z_γ : Z-Score value based on the confidence interval,

σ :Population standard deviation, n :Sample size.

In other words, a deviation in sample value versus the true population value is minute, hence signifying a good representativeness of the study population.

A simple random sampling technique helped to select the research participants, such that each individual adult learner had an equal chance to be selected. In the current study, “entrepreneurship education” stands for independent variable, which targeted understanding the extent to which the entrepreneurship education module offered to adult learners to the general knowledge, this study has three types of variables: Dependent (Entrepreneurial intention and motives for creativity), intervening (Motives for creativity) and independent (Entrepreneurial education).

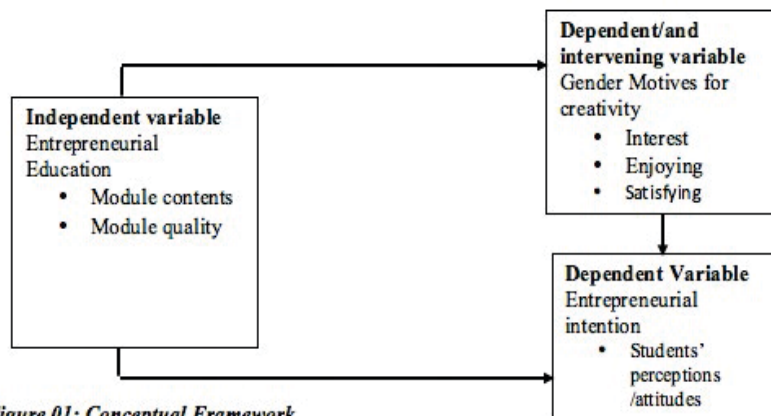


Figure 01: Conceptual Framework

It is very important to note that in the context of the current study constructs, as far as the conceptual framework demonstrates. The constructs “satisfying” and “enjoying” are two distinct entities. The construct “satisfying” refers to “doing enough for entrepreneurial education taught or meet the needs of entrepreneurial education taught or fulfill the wishes or requirements of entrepreneurial education taught. Meanwhile “enjoying” refers to receiving pleasure or satisfaction from entrepreneurial education taught.

Measurements of Variables

The adult learners were mainly those who had participated in entrepreneurship-related activities (learning the module or sub-enabling outcome and entrepreneurial activities such as various projects implementations or practices related to entrepreneurship skills taught). The dependent variables entrepreneurial intention refers to the adult learners’ attitude or perceptions of whether they were eager for engagement in entrepreneurship undertakings in the future (after programme completion). The independent variable was measured by module contents and module quality. The study measured adult learner’ entrepreneurial intention to start a business upon graduation by perceptions based on a batch of statements relating to entrepreneurial features and motives for creativity gathered from the literature and descriptive variables sourced to Lüthje and Franke (2003) and parent’s entrepreneurial background status (developing on the works of Veciana et al., 2005) and Menaghan and Parcel (1995). Gender and parental entrepreneurial background status were measured using a series of close-ended questions whereas age was determined using a four-level ordinal scale. The motives for creativity variable was measured by interest, enjoying and satisfying collected using unipolar and bipolar Likert scales, drawing from the work of Pruett et al. (2009).

The questionnaire was administered from September 2021 to February 2022. With the help of the Statistical Package for Social Sciences (SPSS) version 20, the analysis was divided into descriptive statistics (cross tabulation) on study variables, Pearson correlation and t-test statistics, which compares the means of two independent groups to determine whether there is statistical evidence that the associated population means are significantly different from one another. The testing hypothesis was: *“There is no gender motives for creativity differences among the adult learners emerged out of entrepreneurial education taught”*. Meanwhile, the Pearson correlation coefficient test to ascertain correlation between variables

investigated the correlation between motives for creativity and adult learners' family background on entrepreneurial venture formation. It specifically state, "There is no correlation between motives for creativity and adult learners' perceptions in family background on entrepreneurial venture formation."

Results

Gender Motives for Creativity Differences among the Adult Learners on Entrepreneurial Education

The study was interested in finding out whether the entrepreneurial education course introduced in the programmes offered at the IAE has had something to do with gender motives for creativity difference. Intrinsic motivation comprised interest, satisfaction and enjoyment for the course taught were determined among the adult learners' motives for creativity. The hypothesis that "There is no gender motives for creativity differences among the adult learners emerged out of entrepreneurial education taught" was tested.

Data analysis indicates that the p-value of $0.644 > 0.05$ in the columns labeled "Levene's Test for Equality of Variances (Table 01), implies that the t-test assumes the variability of each group is approximately not equal. Thus, the row labeled "Equal variances assumed was used in further analysis. Hence, the null hypothesis was rejected at ($M = 1.66, s = 1.728$) and ($M = 1.72, s = 1.505$) for male and female respectively, $t(168) = -0.877, p = 0.045, \alpha = 0.05 (p < 0.05)$ (Table 01), which revealed a statistically significance difference between gender motives for creativity among the adult learners emerged out of entrepreneurial education taught.

Moreover, the interest in the adult learners' creativity emerged out of entrepreneurial education taught had a significant difference at $p < 0.05 (p = 0.0477, t = 0.419, Md = 0.248)$. The mean of the male adult learners (1.83) is higher than the female adult learners (1.78) (Table 01). The analysis further show that the satisfaction of the adult learners' creativity emerged out of entrepreneurial education taught was significantly different at $p < 0.05 (p = 0.0420, t = -0.809, Md = -0.087)$, hence indicating that the mean of the male adult learners (1.66) was less than female adult learners (1.75) (Table 01). Furthermore, the analysis indicates that the enjoyment of the adult learners' creativity emerging out of entrepreneurial education taught was significantly different at $p = 0.05 (p = 0.0516, t = -0.651, Md = -0.069)$, implying that the mean of the male adult learners (1.53) was less than that of female adult learners (1.59) though with very small margin 0.06. (Table 01)

Table 01: Intrinsic Motives Differences in Creativity among the Adult Learners

Group Statistics									
	Interest		Satisfaction		Enjoying		Motives for creativity)		
	M	F	M	F	M	F	M	F	
Gender									
N	75	95	75	95	75	95	75	95	
Men	1.83	1.78	1.66	1.75	1.53	1.59	1.66	1.72	
Std deviation	4.013	2.951	0.545	0.847	0.626	0.718	1.728	1.505	
Std error mean	0.522	0.280	0.071	0.080	0.081	0.068	0.225	0.143	
Independent samples test									
Leven's test for									
t-test for quality of mean									
variance of Equality									
95% confidence									
	F	Sig	t	df	sig (2tailed)	Mean diff	std error diff	Lower	Upper
Interest	1.066	0.043	0.459	168	0.0647	0.248	0.541		
Equal variance A.M									
Equal variance not A.M			0.419	92.107	0.0477	0.248	0.593	-0.929	1.425
Satisfaction	0.743	0.050	0.712	168	0.0478	-0.087	0.122	-0.327	0.154
Equal variance A.M									
Equal variance not A.M			-0.809	161.879	0.0420	-0.087	0.107	-0.298	0.125
Enjoying	0.021	0.0086	-0.624	168	0.0533	-0.069	0.111	-0.288	0.0150
Equal variance A.M									
Equal variance not A.M			-0.651	133.234	0.0516	-0.069	0.106	-0.279	0.1410
Motives for creativity									
Equal variance not A.M	0.610	0.644	-0.877	168	0.045	0.031	0.258	-0.478	0.484
Equal variance not A.M			-0.347	129.073	0.0471	0.031	0.269	-0.502	0.564

Motives for Creativity and Adult Learners' Family Background in Venture Formation

To begin with, the first phase of the Correlation was a hypothesis test that “There is no correlation between motives for creativity and adult learners’ perceptions in the family background on entrepreneurial venture formation”. In the second phase, the correlation was determined between the motives for creativity (interest, satisfaction and enjoyment) and family background in venture formation.

Correlation between Motives for Creativity (Interest, Enjoying and Satisfying) and Family Background in Venture Formation

The independent t-test was run to test the hypothesis, “There is no correlation between motives for creativity and adult learners’ perceptions in the family background on entrepreneurial venture formation” Data analysis reveals that the p-value of $0.042 < 0.05$ in the columns labeled “Levene’s Test for Equality of Variances (Table 2), this implies that the t-test assumes the variability of each group is approximately equal. Thus, the row labeled “Equal variances not assumed was used in further analysis. Hence, the null hypothesis was rejected at ($M = 1.66, s = 1.728$) and ($M = 1.72, s = 1.505$) for male and female respectively, $t(168) = -0.877, p = 0.0421, \alpha = 0.05 (p < 0.05)$ (Table 2), which indicates a statistically significance correlation between motives for creativity and adult learners’ perceptions in family background on entrepreneurial venture formation.

Table 02: Motives for Creativity (Perceptions) from Adult Learners’ Family Background Entrepreneurial Venture Formation

Group Statistics									
Motives for creativity in venture formation									
Gender	M	F							
N	75	95							
Mean	1.66	1.72							
Std deviation	1.728	1.505							
Std error mean	0.225	0.143							
Independent samples test									
		Leven's test for variance of Equality confidence			t-test for quality of mean 95%				
	F	Sig	t	df	sig (2tailed)	Mean diff	std eror diff	Lower	Upper
Perceptions on Family venture formation									
Equal variance A.M	0.410	0.042	0.927	168	0.755	0.021	0.228	-0.438	0.494
Equal variance not A.M			0.347	129.073	0.0421	0.021	0.259	-0.522	0.574

Source: Field data 2022

The Pearson product-moment correlation was run to determine the correlation between the motives for creativity (interest, satisfying and enjoying) and family background (employment status of father and mother) in venture formation. The analysis shows that there was a strong, positive correlation between the interest of an adult learner in the entrepreneurship education taught and father's background in venture formation in terms of employment status, which was statistically significant at ($r = 0.685$, $n = 170$, $p = 0.000$). However, there was also a strong and positive correlation between the interest of an adult learner in the entrepreneurship education taught and the mother's background in venture formation in terms of her employment status, which was statistically significant at ($r = 0.699$, $n = 170$, $p = 0.000$) Table 3.

The analysis further indicates a weak and negative insignificant correlation between the motives for creativity (satisfaction and enjoyment) and family background in venture formation in terms of employment status of both the father and mother. The findings implied that the adult learner's interest on entrepreneurship education taught increases depending on the employment status of the father and mother. Meanwhile, the satisfaction and enjoyment of the adult learners in the entrepreneurship education taught does not rest upon the family background in terms of the employment status of neither father nor mother. The correlations were statistically insignificant at ($r = -0.017$, $n = 170$, $p = 0.824$) and ($r = -0.029$, $n = 170$, $p = 0.611$) for enjoying based on father and mother self-employment status respectively They are just reflecting on adult learner's feelings and perceptions state of mind, as Table 3 illustrates.

Table 03: Correlation Matrix – Motives for Creativity (Interest, Satisfying and Enjoying) and Family Background

	Interest	Satisfying	Enjoying	Father B/gr	Mother B/gr
Interest: Pearson Correlation	1	-0.010	-0.041	0.685**	0.699**
Sig (2-tailed)	-	0.895	0.962	0.000	0.000
Satisfaction: Pearson Correlation	-0.010	1	-0.023	-0.034	-0.077
Sig (2-tailed)	0.895	-	0.867	0.661	0.316
Enjoying: Pearson Correlation	-0.041	-0.023	1	-0.017	-0.029
Sig (2-tailed)	0.962	0.867	-	0.824	0.611
Further B/gr: Pearson Correlation	0.685**	-0.034	-0.017	1	0.225**
Sig (2-tailed)	0.000	0.661	0.824	-	0.003
Mother B/gr: Pearson Correlation	0.699**	-0.077	-0.029	0.225**	1
Sig (2-tailed)	0.000	0.316	0.611	0.003	-
N	170	170	170	170	170

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

Father B/gr: Father Background

* Correlation is significant at 0.05 level (2-tailed),

Mother B/gr: Mother background

Source: Researcher Field data 2022

The findings are validated by descriptive statistics in cross-tabulation between the adult learners' creative potentials and family background in venture formation. The analysis only considered the high level of Likert scale response (exactly yes). Descriptive statistics analysis showed that adult learners' enjoyment of the entrepreneurship education taught was merely influenced by 12 (7.1%) and eight (4.7%) father and mother self-employment status, respectively. Generally, 20 (11.8%) family backgrounds in self-employment of the adult learners contributed to the enjoyment of the entrepreneurship education taught in venture formation. In other words, the family background and employment status have absolute little influence on adult learners' satisfaction in venture formation originating from the entrepreneurial education taught as Table 4 demonstrates.

The analysis further found that the interest of adult learners was 105(61%) and 108(63.5%) with respect to the father and mother self-employees, respectively. This finding implies that family backgrounds' employment status has a large inspiration on adult learners' interest in venture formation. The analysis in the descriptive further that adult learners' satisfaction was merely inspired by 46(27.1%) and 45(26.5%) father and mother self-employment status, respectively. This finding implies that family backgrounds' employment status has little inspiration on adult learners' satisfaction in venture formation Table 4:

Table 04: Adult Learners' Creativity Potentials and Family Background Self-employment Status Relationship in Venture Formation

	Self-employee	Public civil	Private sector	Not working	No response
	Servant employee				
Interest (AL)	Father's employment status				
	105(61.8%)	35(20.6%)	6(3.5%)	4(2.4%)	2(1.2%)
Exactly yes	Mother's employment status				
	108(63.5%)	19(11.2%)	2(1.2%)	14(8.2%)	9(5.3%)
Satisfaction (AL)	Father's employment status				
	46(27.1)	13(7.6%)	3(1.8%)	0(0%)	2(1.2%)
Exactly yes	Mother's employment status				
	45(26.5%)	8(4.7%)	2(1.2%)	4(2.4%)	5(2.9%)
Enjoyment (AL)	Father's employment status				
	12(7.1%)	20(11.8%)	16(9.4%)	4(2.4%)	2(1.2%)
Exactly yes	Mother's employment status				
	8(4.7%)	34(20.0%)	4(2.4%)	5(2.9%)	5(2.9%)

AL: Adult Learners

Source: Researcher Field data 2022

Motives among Adult Learners on Entrepreneurial Education Taught

Descriptive statistics helped to determine the motives of adult learners' students on the entrepreneurial education taught. The analysis revealed that 109 (64.1%) respondents' motive or intention for entrepreneurship education taught was basically preparation for future job skills making, whereby 50(29.4%) and 59(34.7%) respondents were male and female adult learners respectively (Table 5). The response was supported by 79(46.5%) of the age group aged 31-39,

20 (11.8%) aged 40-59, and 10(5.9%) aged 18-30 years old regardless of gender. The findings imply that in the energetic group of adult learners aged 31-39, the majority (46.5%) were highly motivated through entrepreneurship education taught.

The analysis further shows that 42(24.7%) respondents' motives or intentions for entrepreneurship education taught was an alternative to employment, where 21(12.4%) respondents each equally represented males and females. The response was maintained by 16 (9.4%) of the 31-39 age group, 14(8.2%) of the 40-59 age group, and 12(7.1%) from those aged 18-30 regardless of gender. The results indicated that the energetic group was those aged 31-39, who were highly motivated by the entrepreneurial education taught. However, the 18-30 age group seems to be poorly motivated by the entrepreneurial education taught possibly because of their entrepreneurial background and perception on entrepreneurial education, most of the respondents happened to be above the age group.

The analysis shows that 12(7.1%) of the respondents' motives for entrepreneurship education taught were merely for knowledge gaining sake whereby one (0.6%) was male and 11(5.5%) were female.

Nine (5.3%) respondents fell in the age group of 40-49 regardless of gender (table 5) of the five (2.9%) respondents their motive or intention for entrepreneurship education taught was to study it as a course in the program whereby three (1.8%) were male and two (1.2%) female respondents with 3(1.8%) in the age group ranged from 31-39. Lastly, were two (1.2%) respondents who were uncertain about their motive or intention for studying entrepreneurship, the group was made up of females aged 31-39, as Table 5 illustrates:

Table 05: Demographic Presentation and Motives for Studying Entrepreneurship Education

		Just a course	Not sure	Preparation for Future job skills	Just for knowledge	Alternative to employment	Total
Male	Age	3(1.8%)	0 (0%)	50 (29.4%)	1 (0.6%)	21(12.4%)	75 (44.1)
	18-30	2 (1.2%)	0 (0%)	10(5.9%)	0 (0%)	12(7.1%)	24(14.1%)
	31-39	3(1.8%)	2(1.2%)	79(46.5%)	3(1.8%)	16(9.4%)	103(60.6%)
	40-59	0 (0%)	0 (0%)	20(11.8%)	9(5.3%)	14(8.2%)	43(25.3%)
Female	Age	2(1.2%)	2(1.2%)	59(34.7%)	11(5.5%)	21(12.4%)	95(55.9%)
	18-30	2(1.2%)	0 (0%)	10(5.9%)	0(0%)	12(7.1%)	24(14.1%)
	31-39	3(1.8%)	2(1.2%)	79(46.5%)	3(1.8%)	16(9.4%)	103(60.6%)
	40-59	0(0%)	0(0%)	20(11.8%)	9(5.3%)	14(8.2%)	43(25.3%)
Total		5(2.9%)	2(1.2%)	109(64.1%)	12(7.1%)	42(24.7%)	170(100%)

Source: Researcher Field data 2022

Discussions

Difference between Gender Motives for Creativity among Adult Learners

The study found a statistically significant difference between gender motives for creativity among adult learners stemming from the entrepreneurial course taught in higher learning institutions. The intrinsic motivation (interest) of the adult learners' creativity emanated from entrepreneurial education taught found to be higher in male adult learners with a mean of 1.83 than in females adult learners counterpart, which attained 1.78. Meanwhile, the satisfaction of the adult learners' creativity emerged out of entrepreneurial education taught was higher for females who had a mean of 1.75 than males with 1.66. In addition, the results indicate that the enjoyment of the adult learners' creativity resulting from entrepreneurial education taught that was higher among female adult learners with a mean of 1.59 than among males with 1.53. The theoretical implication of the study confirms the three motives for creativity and their mediating influence on the adult learners' gender differences in relation to entrepreneurial intention.

The current study findings concurred in part with Barry (2012) on the relationship between creativity and self-directed learning among adult community college students, which had established that gender and creativity exhibited significant differences in creativity. In addition, contradicted other parts of the study, where the mean for females was 45.87 and for males had 50.02. In other words, males scored significantly higher than females in every aspect.

The current study concurred in part on gender differences in creative potentials with Bart et al. (2015) and contradicts them in other parts by the study on gender differences in creative thinking abilities among 8th and 11th Ph.D. graduates. The study showed higher creative potential among males. However, the findings were too generalised without necessarily considering either intrinsic or extrinsic factors in the study. The data showing gender differences might become smaller with the age.

Moreover, the current findings concur with those findings obtained by Cheung and Lau (2010), who used the Wallach-Kogan Creativity Tests (Wallach & Kogan, 1965) on schoolchildren in Hong Kong. Their study results showed that middle school girls outperformed boys in several dimensions of creativity. For instance, the current study findings indicated that seventy five percent of the intrinsic factors studied favoured the female adult learners in motives for creativity.

The current study agreed partly with the findings of the study conducted by Kuan (2013) on examining gender differences in creativity where it was found that creativity significantly differed for males and females, $t(16) = 2.758$, $p < 0.05$. However, it is somehow deviated from the findings of the same study which indicated that the mean of the male group was significantly higher ($M = 3.95$, $SD = 0.911$) than the mean of the female group ($M = 2.91$, $SD = 0.518$).

Correlation between Motives for Creativity and Adult Learners' Perceptions in Family Background in Venture Formation

The analysis further revealed a statistical significant correlation between motives for creativity and adult learners' perceptions in family background on entrepreneurial venture formation. There was a strong and positive correlation between the interest of an adult learner in the entrepreneurship education taught and family background (father and mother) in terms of employment status (self-employment), which was statistically significant at $p < 0.001$ ($r = 0.685$, $n = 170$, $p = 0.000$) and $p < .001$ ($r = 0.699$, $n = 170$, $p = 0.000$), respectively. Moreover, the study found no correlation at all between the motives for creativity (satisfaction) and family background in terms of parental employment status.

The analysis shows further that there was a weak and negative insignificant correlation between the motives for creativity (enjoying & satisfying) of an adult learner in the entrepreneurship education taught and family background in venture

formation in terms of the employment status of the parents. The correlations were statistically insignificant at ($r = -0.017, n = 170, p = 0.824$) and ($r = -0.029, n = 170, p = 0.611$), ($r = -0.034, n = 170, p = 0.661$) and ($r = -0.077, n = 170, p = 0.316$) for enjoying and satisfying in father and mother self-employment status respectively.

The theoretical implication of these results show that entrepreneurial education can not only directly promote the entrepreneurial intention of the adult learners, but also indirectly promote their motives for creativity and perceptions. The findings elucidate the role of entrepreneurial education in cultivating higher learning students' entrepreneurial intention by improving their motives for creativity and their perceptions of entrepreneurial education.

The current study findings are consistent with Cheng (2011), on creativity, particularly regarding what it means in the family context. Specifically, the study found that some parents valued characteristics that were conducive to motives for creativity. Although, there was a weak, negative insignificant correlation between the motives for creativity (enjoying & satisfying) of an adult learner in the entrepreneurship education taught and family background status in terms of parental self-employment status.

Overall, the study has established special implication for the lecturers/facilitators in understanding the originalities/backgrounds of adult learners when teaching, since those who originated from self-employed families whose interest in creativity was growing compared to those from public servant employees or private sector employee's family background such that much attention should be given to them. The implication of the findings to the curriculum developers is that they need to consider better and quality content for the entrepreneurship module to instigate the adult learners' interest, enjoyment, and satisfaction of the course irrespective of their family background.

Motives among Adult Learners on Entrepreneurial Education Taught

The study also found that the motive or intention for entrepreneurship education taught to adult learners was the acquisition of skills for future occupations, as reported by 50(29.4%) and 59(34.7%) male and female adult learners, respectively. The finding indicates that the energetic group of those aged 31-39 was highly motivated by the entrepreneurial education taught (thinking of

starting a business after study completion). The current study concurs with the one carried out by Duygu et al. (2009) on factors affecting the entrepreneurial intention of university students. The results indicate that only one significant factor, entrepreneurial confidence (Wald test, $p < 0.01$), with an odds ratio of 1.787, is attributable to an increase by one unit on the measurement scale of entrepreneurial confidence (moving from strongly disagree to strongly agree), which raised the odds of starting a business by a multiplicative factor of 1.787. Thus, the effect of this factor is better explained together with age and parental self-employment. Entrepreneurial confidence was found to have a direct bearing on the entrepreneurial intention of students. Meanwhile, entrepreneurial knowledge has a direct influence on the student's intention to start a business and entrepreneurial orientation has a direct influence on the student's intention to launch a business. The study further established no relationship was uncovered between gender and the student's intention to start a business. The analysis further shows that 42(24.7%) respondents' motives or intentions for entrepreneurship education taught as an alternative to employment, whereby males and females were equally represented by 21(12.4%) of the respondents each. The results also indicate that the energetic group of those 31-39 were highly motivated by the entrepreneurial education taught.

Implicitly, the growth of the adult learners' interest in entrepreneurship education taught reflected on the employment status (self-employee, public civil servant or private sector employee) of the parents (father and mother). Meanwhile, the enjoyment and satisfaction of the adult learners in the entrepreneurship education taught translating into their creativity significantly neither reflect on family background status in terms of the self-employment of father nor the mother but on the individual feelings and perceptions of the adult learners' inner-state of mind on entrepreneurship education.

In fact, the enjoying and satisfying of the adult learners in the entrepreneurial education taught rises the creativity but it decreases with respect to the parent's employment status and there is a need to involving them in practices, specifically in the practical part of the course module and invitation of the successful entrepreneurs during the class teaching sessions.

The study findings improve the understanding of the motives for creativity among the adult learners in higher learning institutions through cultivating their intrinsic motivation rather than extrinsic motivation. The intrinsic components can be directly and easily improve the entrepreneurial intention. The findings suggesting that entrepreneurship education must nurture and inculcate in adult learners a sense of creativity through practical and exposure to the famous and successful entrepreneurs during the running of the course module aiming to develop interest, satisfaction and enjoyment. Finally, as regard to the entrepreneurial intention of adult learners, the lecturers and module programmers should aim to improve the intrinsic motivation of adult learners and contents quality respectively.

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