
AN ASSESSMENT OF ENTREPRENEURSHIP EDUCATION AMONG KANO STATE POLYTECHNIC STUDENTS

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ABSTRACT: *The objective of this study is to assess entrepreneurship education among students of Kano State Polytechnic, Kano State, Nigeria. The survey research design was adopted for this study. Both primary and secondary sources of data were used. A non-probability sampling technique was used, followed by a systematic sampling method where all elements are drawn at a specified interval from the list of students. Data collected were analysed using Simple descriptive Analysis, and process through tabulation and interpreted, also statistical techniques such as percentages, averages and tables are applied. The result shows that entrepreneurship education is an important factor which positively and significantly influences entrepreneurial intention. The study concluded that entrepreneurship education improves the students' entrepreneurial intentions, competencies and desirability to start a new or expanding the existing business after graduation. Based on this, the study recommended that there is need to encourage students to embrace entrepreneurship education or training and the evolvement of national culture of entrepreneurship education which would re-orientate students to make them innovative, creative and inventive thereby changing their mindsets from job-seeking mentality to entrepreneurial innovativeness.*

Keywords: Entrepreneurship, entrepreneurship education, entrepreneurial intentions

1.0 INTRODUCTION

In Nigeria, the system of education has been tailored in a way that people only seek for employment in the Public or Private Sectors. Most school leavers and graduates do not think of self-employment, they rather seek to be employed. However, both Public and Private Sectors cannot absorb the large number of school leavers and graduates that our educational Institutions are producing.

Despite Nigerian Government efforts to inculcate entrepreneurial behaviour among its youth through various programs in conjunction with the compulsory entrepreneurship education programs still there is the problem of unemployment among its youth especially tertiary institution graduates which means either the graduate don't have interest to become self-employed or there are other factors that constraint them from becoming entrepreneurs. In view of this, problem there is need to investigate whether entrepreneurship education is affecting the student intention to become self-employed after graduation.

Ahmed et al (2010) assert that unemployment creates lots of problems such as increase in crimes and social vices. They also opine that a career in entrepreneurship offers the individuals ample opportunities to enjoy independency, reap greater financial payback and gains towards overall economy through the contribution to innovations, enhancement and economic development.

It is also believed that the entrepreneur in his entrepreneurial activities can bring about increase in production, creates employment, generates income and facilitates rapid economy growth of micro, small, medium and large enterprises to reduce poverty and hunger among the people. It has been realized that, entrepreneurial development is the solution to the mass unemployment everywhere in the world.

Yakubu (2000) cited in Mamman (2008) opines that gone are days when in Nigeria education used to be a guarantee for any type of jobs. As part of measures to minimize the growing rate of unemployment among graduates, there is now shift of emphasis from employment-oriented kind of education to entrepreneurial and self-reliance. This is evidenced as it is mandatory for all Diploma as well as Higher National Diploma students to undergo entrepreneurship courses in their respective studies.

Entrepreneurship is becoming a very relevant instrument to promote economic growth and development in different regional and National economies.

This study focuses on entrepreneurial important and competences among Kano State Polytechnic graduating students.

1.1 PROBLEM STATEMENT

In 2004, the government of Nigeria through its Federal Ministry of Education introduced 'Entrepreneurship Development' as a course to be integrated into undergraduate programmes and undertaken by every student in the country's higher institutions (Akudolu, 2010). Although others like Akinboade, (2014) and Agbolahor, (2016) are of the opinion that EE was introduced into institutions of higher learning in Nigeria in 2006. Irrespective of the date it commenced, the ultimate aim of the programme is to spur graduate entrepreneurship for economic growth and development to accomplish the countries goal of becoming one of the top 20 economies of the world by the year 2020. Other objectives include to:

1. Reduce poverty and unemployment amongst youths.

2. Instill entrepreneurial mindset/culture amongst undergraduates for engagement in entrepreneurial activities and initiatives after graduation.
3. Develop and improve the entrepreneurial culture, skills and mindsets, competencies and capabilities of students while preparing them for engagement in industries and the business world.

Then in 2007, the government took a step further to implement the policy to make “Entrepreneurship Education” compulsory for every student across all degree awarding institutions in the country irrespective of their course of study (Olorundare & Kayode, 2014; Onuma, 2016; Agbolahor, 2016). After 10 years of entrepreneurship education however, the objectives of the programme are far from being reached or seem to be yielding no positive results as over 80% of graduates in the country still grapple with unemployment long after graduation (Fems, Abara & Poazi, 2016) instead of creating jobs for themselves and employing others. The irrefutable prevalence of high unemployment rate in Nigeria is continually spiraling into the growth of violence, extreme poverty and segregation amongst the citizenry (the rich & poor), as the educational system and EE programmes undertaken is failing to empower those that pass through it with the desired entrepreneurial skills, mindsets and competencies for entrepreneurial engagements.

Again, there are no performance indicators to measure the success of EE and no criteria for evaluation of the effectiveness of the programme are set. It is a well-established notion that the success/failure of a programme cannot be ascertained without any yardstick to evaluate the effectiveness and robustness of the programmes (Akpan, Effiong & Ele, 2012). This is crucial as it will enable policy makers, industry professionals, funders and educators evaluate and review programme content, teaching approaches and students’ learning experience/process, which could inform the redesign of future curriculum and Entrepreneurship Education Programmes (EEPs) restructuring to accommodate and cater to the dynamic nature of the entrepreneurial world in today’s 21st century business ecosystem. As a result, it is both logical and empirical to find answers to questions like: why the seeming failure of the EE? Is EE a formidable strategy for student empowerment and economic development? Why is the programme not stimulating student entrepreneurial intentions and producing graduate entrepreneurs? Why are most Nigerian graduates still considered ‘unemployable’ when the EEPs are supposed to develop their entrepreneurial skills, mindsets and competencies? How are the EEPs taught, and what is the impact of the pedagogic methodology on students’ entrepreneurial intentions? How robust is the EEP content, does it include issues relevant to this contemporary business environment? How is student’s attitude to and perception of EE? Does it impact their learning process and influence their choice of career options? Are there peculiar challenges faced by academics and students in the school environment that stifle the teaching/learning processes? However, in this research, we seek to ascertain the impact EE has on students’ career choice especially as it relates to entrepreneurial engagement. Does EE stimulate entrepreneurial intention in students in the polytechnics? Based on this the study aims to assess the Entrepreneurship Education intention among the Kano State Polytechnic students which will improve self-reliance among the graduated students and promote economic growth and development in different regional and national economics.

1.2 RESEARCH OBJECTIVES

Specifically, the research aims to achieve the follow objectives:

- i. To determine the factors influencing the student’s decision between becoming an Entrepreneur or employee.

- ii. To determine whether some of them have started developing an idea of forming a new business.
- iii. To know how many among them based on the sample size representation have family business and want to participate in running it.

1.3 RESEARCH QUESTIONS:

The research work will attempt to answer the following questions

- (1) To what extent do Kano State Polytechnic graduates have the intention to be entrepreneurs?
- (2) Are there many students who have family business that want to participate in running it?
- (3) Are the graduates of Kano State Polytechnic being motivated to become entrepreneurs through entrepreneurship courses offered in the school?

1.4 RESEARCH HYPOTHESES:

- H1: Kano State Polytechnic students do not have intentions of Becoming entrepreneurs.
- H2: There is no relationship between family background and entrepreneurial intentions among Kano State Polytechnic students.
- H3: Does the entrepreneurship education reduce dependence of graduating students on public or private company sectors?

2.0 LITERATURE REVIEW

According to Krueger (2000), entrepreneurial activity can predict more accurately by studying intention rather than personality traits, demographic characteristics, or situational factors.

In the contest of entrepreneurship, the theory of planned behavior asserts the entrepreneurial intention is dependent on an individual attitude towards the desirability of an entrepreneurial career, subjective norms including perceived family expectations and beliefs to perform the behavior, and perceived behavioral control or the perceived ability to execute the intended behavior of entering entrepreneurship.

Hisrich (2002), views entrepreneurship as the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychological and social risk; and receiving the resultant rewards of monetary and personal satisfaction.

Kao (2002) asserts that entrepreneurship is the process of doing something new and something different for the purpose of creating wealth for the individuals and adding value to the society.

The entrepreneurship center at Miami university of Ohio, cited in Mamman (2008) defined entrepreneurship as the process of identifying, developing and bringing a vision to life. The vision may an innovative idea, an opportunity, or simply a better way to do something. The end result of this process is the creation of new venture, formed under condition of risk and considerable uncertainty.

It can be deduced from the above definition that, entrepreneurship involves the following:-

1. Devotion of time and efforts in the determination, pursuance and achievement of goals or objective in life.
2. Derivation of material and personal satisfaction due to attainment of the set goals and objectives.
3. Determination of mission and vision of life due to clarity of goals and objectives of life.
4. Determination of better ways of doing things so as to facilitate the achievement of set goals and objectives.
5. Wealth creation and self-reliance for self-determination and self-esteem.

The above mentioned principles of entrepreneurship are applicable to all facets of human life and this has made the concept universal, global and relevant to all fields of study.

2.1 WHO IS AN ENTREPRENEUR?

An entrepreneur is someone who assumes the financial risk of beginning and managing a new venture. The venture can be based totally new idea, new way of doing things, a new location, or attempting something no one else has done before.

In other words, an entrepreneur is seen as a person who detects a previously untapped opportunity to make substantial profits either by lowering the cost of producing existing goods/services or \by creating brand new ways for people to satisfy their wants through new products.

According to (Kurya 2006), an entrepreneur is any person or group of person involved in exploitation of business opportunities sourcing, directing and combining factors of production in order to produce for profit. He is involved in ranging activities leading to establishment and management of business enterprises, making decision, being risks and uncertainty while pursuing investment opportunities which are associated with creative and innovative actions.

In simple terms, an entrepreneur is someone who perceived business opportunity and direct his limited/scarce resources, bear all the risk involved to use them profitably. Thus, he is someone who starts and run his business.

Examples of entrepreneurs are – person who sells spare parts very close to automobile workshop, a person who owns a restaurant. Also, a person who makes traditional clothes, someone who cultivates land, plant, grows and harvests and makes money are all entrepreneurs.

CHARACTERISTICS AND TRAITS OF AN ENTREPRENEUR

CHARACTERISTICS	TRAITS
Self-confidence	Confidence, independence, individuality (beliefs in own ability), optimism.
Strong will power	Persistence and perseverance, determination
Task-result oriented	Achievement oriented, profit oriented, hard work drive, energy, initiative.
Risk taker	Risk taking ability, like challenges
Leadership	Leadership behavior, good communication. Gets along well with others, responsive to suggestion, criticism, concern for other persons, develops other persons.
Originality	Innovative, creative. Flexible (open minded) resourceful, versatile, knowledgeable.
Future oriented	Foresight, vision, perceptiveness

SOURCE: Questionnaire administered (2023)

Successful entrepreneurs are characterized and possess the above features which enable an individual to start a new business or expand an existing one.

These qualities as observed by Tolentino (2004) enable people to seek out for business opportunities conceptualized and initiate business projects. They also help them to gather the physical, financial and human resources needed to start the business, set goals for themselves and their enterprises and guide the enterprises and its people to accomplish the goals.

2.2 ENTREPRENEURIAL QUALITIES

Timmons (1994) identified six key qualities of an entrepreneur:-

1. Leadership
2. Commitment and determination
3. Opportunity obsession
4. Tolerance of risk, ambiguity and uncertainty.
5. Creativity, self- reliance and ability to adapt
6. Motivation to excel

Other features of entrepreneurs as opined by Awogbenle and Iwuamadi (2010) include the following:-

1. DISCIPLINED

These individuals are focused on making their business work. And eliminate any hindrances or distractions to their goals. They have overarching strategies and outline the tactics to accomplish them. Successful entrepreneurs are disciplined enough to take steps every day toward the achievement of their objectives.

2. CONFIDENCE

The entrepreneur does not ask questions of whether he can succeed or they are worthy and make sure that projects follow that path. They are proactive, not waiting for someone to give them permission.

3. OPEN MINDED

Entrepreneurs realized that every event and situation is a business opportunity. Ideas are constantly being generated about workflows and efficiency, people skills and potential new business. They have the ability to look at everything around them and focus it toward their goals.

4. SELF STARTER

Entrepreneurs know that if something needs to be done, they should start it themselves. They set the parameters.

5. COMPETITIVENESS

Many companies are formed because an entrepreneur knows that they can do a job better than another. They need to win at the sports they plan and need to win at the business that they create. An entrepreneur will highlight their own company's track record success.

6. CREATIVITY

One facet of creativity is being able to make connections between seemingly unrelated events or situations. Entrepreneurs openly come up with solutions which are synthesis of other items. They will repurpose products to market them to new industries.

7. DETERMINATION

Entrepreneurs are not thwarted by their defeats. They look at defeat as an opportunity for success, they are determined to make all of their endeavors succeed so will try again until it does. Successful entrepreneurs do not believe that something cannot be done.

8. STRONG PEOPLE SKILLS

The entrepreneur has strong communication skills to sell product and motivate employees. Most successful entrepreneurs know how to motivate their employees so the business grows overall. They are very good at highlighting the benefits of any situation and coaching others to their success.

9. STRONG WORK ETHIC

The successful entrepreneur will often be the first person to arrive at the office and the last one to leave. They will come in on their off days to make sure that an outcome meets their expectation. Their mind is constantly on their work, whether they are in or out of the workplace.

10. PASSION

Passion is the most important trait of the successful entrepreneur, they genuinely love their work. They are willing to put on those extra hours to make the business succeed because there is a joy their business gives which goes beyond money. The successful entrepreneur will always be reading and researching ways to make the business better. Successful entrepreneurs want to see what the view is like at the top of the business mountain. Once they see it they want to go further. They know how to talk to their employees, and their business soar as a result.

2.3 TYPES OF ENTREPRENEURES

The economic role of entrepreneurs entails the initiation of new business ideas, the production of new products or services, the discovery of new markets etc. Though, the role of entrepreneurs may be uniform and global, they differ in the way manner they contribute to the production mechanism. It is on the basis of this difference, the entrepreneurs are classified into categories.

Usman et al, in Mamman (2008) identified three broad types of entrepreneurs;

1. **CRAFTSMEN** – In this category comprises of entrepreneurs that have skills, techniques and experiences required to provide new products or services to the market. The skills are usually acquired through training in vocational and technical schools. Craftsmen entrepreneurs are usually small business owners and self -employed. They are mostly found in small case business like joinery, tailoring, welding etc.
2. **PROMOTERS** – These are entrepreneurs that initiate business idea. They establish the enterprises to actualize business ideas. Promoter entrepreneurs usually relinquish established and fully developed business outfits in pursuit or more rewarding business idea and ventures.
3. **OPPURTUNITISTS** – This category of entrepreneurs exploit available business opportunities. In doing so, they establish small scale business enterprises and develop them to large scale outfits. Unlike promoter entrepreneurs, opportunist entrepreneurs do not usually relinquish developed business outfits in pursuits of higher rewarding business ideas and ventures. Instead, opportunist entrepreneurs use their technical knowhow, expertise and experience in the continuous expansion and transformation of the establish business enterprise.

2.4 WHAT IS ENTREPRENEURIAL INTENTION?

The word intention simply refers to intent to be self- reliant. It is asserted that intention is an accurate predictor of planned behavior especially in cases where the behavior is difficult to observe, rare, or involves unpredictable time lags.

ENTREPRENEURSHIP AS AN INTENTIONAL, PLANNED BEHAVIOUR -

Individual domain-

Demographics – Adults are twice as likely as women to be in the process of starting a new business. It is also found that boys have more entrepreneurial intentions than girls. Also, marital status has been studied as an antecedent of an entrepreneurial intention. Similarly it is discovered that married individuals are more likely to get engaged in entrepreneurial activities.

Research shows that age is positively correlated with entrepreneurial intention, as the likelihood to be entrepreneurial, increases with age, peaking as people approach age 40 and then leaving out. Also, marital status has been studied as an antecedent of entrepreneurial intention. Evans and Leighton (1989), in their study on ethnicity, show that married individuals are more likely to get engaged in entrepreneurial activities.

Employment status is another characteristics that has been taken into account. Results provided and Tervo (2002) shows that there is positive effect of personal unemployment and job insecurity have been identified as the two factors that directly influence entrepreneurial intention.

Personal traits; dealing with a set of general and stable personality traits, scholars have argued that over confidence, optimism, tenacity and passion may have an impact on entrepreneurial intention.

Psychological characteristics – Several psychological characteristics may have been purposed to influence entrepreneurial intention. In order to provide a better characterization of entrepreneurs, McClelland (1961) introduced the need for achievement show higher willingness to engage in entrepreneurial activities. However the concept for need for achievement is now the only psychological dimension that scholars have studied in relation to entrepreneurial intention. In addition to that, the literature demonstrates that individual entrepreneurial intention is influenced by risk taken propensity tolerance of ambiguity, locus of control, self-efficacy and goal setting.

Individual skills and prior knowledge- Wiklund and Shepherd (2003) argue that both entrepreneurial intentions and behavior can be conceptualized as functions of entrepreneurs 'personal abilities. Background and skills accumulated by each entrepreneur are, in fact, predictors of entrepreneurial activities. Knowledge is defined as the stock of information generated through people idiosyncratic life experiences, influences entrepreneurial intention. In particular, knowledge generated through career experience has been demonstrated to foster entrepreneurial activities.

Social ties and network – by structuring the context in which entrepreneurs must act, social network affect entrepreneurial intention. Social ties and network have identified as dimension responsible for individual entrepreneurship. More generally, it has been demonstrated that social ties, in terms of their heterogeneity and emotional strength, play an important role in many facets of entrepreneurial activities.

2.5 CONTEXTUAL DOMAIN

Environmental support – Entrepreneurial activities may also be explained by the influence of the surrounding business environment. Scholars have emphasized that government policies, characteristics of the local context (e.g. availability of logistic infrastructure, financial investor, and externalities) and more specifically, university support mechanisms influence entrepreneurial activities. Governments may intervene with funding schemes, tax policies and other support mechanisms that are aimed at mitigating market inefficiencies and promoting entrepreneurship. As for local context, several studies have focused on the ability that a fertile environment, rich in both tangible (physical infrastructure, corporate physical R&D laboratories) and intangible (human capital, routines) resources, has in fostering entrepreneurial intention. In particular, financial support, such as venture capital availability and entrepreneurial support service, such as training opportunities, loans, physical infrastructure and business plan competition have been identified as leading factors in the support of entrepreneurship.

Environmental influence – several contributions have focused on the predictive power that the environment has on entrepreneurial intention and behavior. Industry characteristics may drive individual's entrepreneurial intentions. An important dimension is represented by the effectiveness of patents in an industry. The creation of new ventures is more likely to occur in industries in which patent are more effective. Moreover, the more dynamic and competitive the environment, the greater the need for innovation and the more likely it is that firms will be innovative. Companies operating in many different markets are likely to learn from their broad experience with competitors and customer. They will tend to borrow ideas from one market and apply them in another. This market heterogeneity affects the organizational

diversity (personnel procedures, technologies, and administrative practices) and the greater this diversity, the greater the probability that organization members will be more entrepreneurial, thus conceiving new innovative ideas.

Organizational factors – Along with the reviewed dimensions, organizational-related dimensions also account for entrepreneurial intention formation. These factors are particularly relevant for individuals willing to promote entrepreneurship through the creation of value within existing firms. New managerial and organizational approaches, as well as innovative administrative arrangements, are required to facilitate the collaboration between entrepreneurial participants and the organizations in which they active.

From a psychological perspective, the theory of planned behavior contends that intentions are a function of three sets of factors: attitudes, subjective norms, and perceived behavioral control (PBC).

2.6 ANTECEDENTS OF ENTREPRENEURIAL INTENTIONS

Empirical studies generally support the relationship postulated by the theory of planned behavior between entrepreneurial intention and attitudes, subjective norms, and perceived behavioral control.

2.7 EXPOSURE TO ENTREPRENEURSHIP EDUCATION

The role of education in affecting attitudes, norms, perceptions of controllability, and behavior merits further investigation. Previous research indicates that entrepreneurship education can enhance an individual level of self-efficacy (Wilson et al 2007)

Noel (1998) found that entrepreneurship education is strongly related to entrepreneurial intention, with entrepreneurship majors expressing higher intentions to start their own businesses.

Dyer (1994) and Wilson et al (2007) argued that entrepreneurship education can also increase student interest in entrepreneurship as a career.

Solitaris et al (2007) found that entrepreneurship programs significantly raised students' subjective norms and intentions toward entrepreneurship by inspiring them to choose entrepreneurial careers.

2.8 EXPOSURE TO ENTREPRENEURSHIP THROUGH FAMILY

There is an argument that attitudes toward entrepreneurship depend on exogenous factors like demographics, traits, skills, culture, and social and financial support. Prior exposure to entrepreneurial activities would be included as one such factor. Prior exposure could be in the form of early exposure to a family business, which influences attitudes toward entrepreneurship.

Drennan, Kennedy, and Renfrew (2005) found that those who reported a positive view of their family's business experience perceived starting a business as both desirable and feasible. They found that other childhood experiences that involved facing adversity or frequent relocation also had a positive effect on individuals' perceived autonomy and attitude toward self-employment.

2.9 EXPOSURE TO ENTREPRENEURSHIP THROUGH DIRECT EXPERIENCE

At the same time, it can be argued prior exposure in the form of direct experience in starting or attempting to start a new business would affect attitudes and perceptions about entrepreneurship as a career.

Equally the national board for technical education (NBTE) executive secretary asserts' that the implementation of entrepreneurship program is mandatory for the 2012 accreditations exercise for tertiary institutions in Nigeria. He further stressed that such areas as entrepreneurship curriculum, entrepreneurship development center and practical activities being undertaken have been inserted for effective evaluation and assessment during the accreditation exercise.

The entrepreneurship programmed is aimed at improving the technical skills of graduate.

Research has shown that many graduate of Nigeria`s tertiary institution are deficient in entrepreneurial skills.

The army of restive youths has resulted in vices, such as increased violence, kidnapping and insurgency.

3.0 RESEARCH METHODOLOGY

The populations of this study comprise of HND II and diploma II students of Kano state Polytechnic.

SAMPLE SIZE AND SAMPLING METHOD

The sample size of 375, according to Krejcie & Morgan (1970), is large enough to generalize the population of 13,057 as guided by their scientific table.

This is trying to balance the issues of large and small samples for getting valid results. The sampling technique applied in the selection of the sample is the non - probability sampling. A systematic sampling method is then used where all the elements were drawn at specified intervals from the list of students by department. Students were selected from the list of the class at reasonable intervals.

This method made it easier and quicker for me to get the sample and one can easily detect when the wrong element has been picked or when mistake occurs in the counting. However, even if such mistakes occur for instance, instead of picking the 5TH person you pick 6th, the result may not be affected much. Although the first element is randomly drawn, the subsequent ones are fixed relative to the first.

3.1 SOURCES OF DATA COLLECTION

The sources of data collected for this research are both primary and secondary. A questionnaire was administered to collect primary data, the questionnaire contains sixteen (16) questions which cover all the areas of concern to the study and were structured, open – ended and close – ended.

The other source – secondary was also used where data were generated from academic journals, magazines, textbooks etc. all the information gotten from these sources help in the construction of the theoretical framework of the research.

3.2 METHOD OF DATA ANALYSIS

Materials and impressions gained during the field work were analyzed using simple descriptive, statistical techniques such as percentage, averages and tables where necessary.

The hypotheses formulated are whether they are to be accepted or rejected.

3.3 DATA PRESENTATION, ANALYSIS AND INTERPRATION

A total number of eighty (80) questionnaires were distributed to the selected students out of which (75) i.e. about 94% were completed and returned and therefore accepted in incidental samples show the responses of the students to the question.

GENDER OF THE RESPONDENTS IN KANO POLYTECHNIC

GENDER	FREQUENCY	PERCENTAGE (%)
Male	45	60.0%
Female	30	40.0%
Total	70	100%

Source: Questionnaire administered in (2023)

ENTREPRENEURESHIP EDUCATION/COURSES TAUGHT IN THE POLYTECHNIC

RESPONSES	FREQUENCY	PERCENTAGE%
Proper	65	86.7
Improper	10	13.3
Total	75	100

Source: Questionnaire administered (2023)

RESPONDENTS' VIEW ON TEACHING ADEQUACY

RESPONSES	FREQUENCY	PERCENTAGE (%)
Very adequate	20	26.6
Adequate	20	26.6
In adequate	30	40.0
None of the above	5	6.7
TOTAL	75	100

Source: Questionnaire administered (2023)

STUDENTS INTEREST ON ENTREPRENEURESHIP

RESPONSES	RESPONDENTS	PERCENTAGE%
To a great extent	40	53.3
To some extent	30	40.0
To no extent at all	5	6.7
Total	75	100

Source: Questionnaire administered (2023)

THE EDUCATED BUSINESS OWNERS DEVELOP INTEREST/INTENTION OF ESTABLISHING BUSINESS OF THEIR OWN RIGHT FROM SCHOOL.

RESPONSES	FREQUENCY	PERCENTAGE%
Strongly agreed	30	40.0
Agreed	40	53.3
Disagreed	2	2.7
Strongly disagreed	3	4.0
TOTAL	75	100

Source: Questionnaire administered (2023)

STUDENTS BUSINESS IDEA NURTURED PRESENTLY

RESPONSES	FREQUENCY	PERCENTAGE %
I have business proposal presently	20	26.6
I have more than one business idea that I'm nurturing presently.	20	26.6
I own and run a business presently.	30	40.0
I don't have a business idea presently	5	6.7
TOTAL	75	100 %

MOTIVATION TOWARDS OWNERSHIP OF A BUSINESS

RESPONSES	FREQUENCY	PERCENTAGE
Self – reliance	20	26.6
Earn more money	15	20.0
Lack of government white – collar jobs	40	53.3
TOTAL	75	100

Source: questionnaire administered (202)

PARENT'S EMPLOYMENT STATUS

RESPONSES	FREQUENCY	PRECENTAGE %
They own one business only	23	30.7
They own more than one business	30	40.0
They are civil servants and business owners	10	13.3
They are civil servants only	12	16.0
TOTAL	75	100 %

SOURCE: Questionnaire administered (2023)

STUDENTS WILLINGNESS TO JOIN THEIR PARENTS' BUSINESS AFTER GRADUATION

RESPONSES	FREQUENCY	PERCENTAGE %
I want to participate in my parent business	32	42.7
I want to be on my own	25	33.3
I want to be working and running a business at the same time	18	24.0
TOTAL	75	100 %

Source: Questionnaire administered (2023)

RESPONDENT'S PARTICIPATION IN RUNNING PARENT'S BUSINESS WHILE SCHOOLING

RESPONDENT'S	FREQUENCY	PERCENTAGE %
I'm fully participating in my parents business presently	10	13.3
I'm not participating at all	30	40.0
I participate in the business during holidays only	35	46.7
TOTAL	75	100

THE IMPACT OF ENTREPRENEURIAL COURSES OFFERED TO THE POLYTECHNIC TOWARD MOTIVATING STUDENTS TO BECOME ENTREPRENEURES:

RESPONDENT'S	FREQUENCY	PERCENTAGE
Strongly agreed	25	33.3
Agreed	28	37.3
Disagreed	14	18.7
Strongly disagreed	08	10.7
TOTAL	75	100

RATING OF STUDENT ENTREPRENEURIAL INTENTION

RESPONSES	FREQUENCY	PERCENTAGE %
High	43	57.3
Low	07	9.3
Moderate	20	26.7
None of the above	5	6.7
TOTAL	75	100

Source: Questionnaire administered (2023)

RESPONDENT'S VIEW ON THE PROBLEMS OF ENTREPRENEURSHIP

RESPONSES	FREQUENCY	PERCENTAGE %
Inadequate capital	25	33.3
Lack of enabling environment	23	30.7
Stiff competition with foreign goods	22	29.3
Others, specify	5	6.7
TOTAL	75	100 %

RESPONDET'S VIEW ON HOW TO MINIMIZE THE PROBLEM

RESPONSES	FREQUENCY	PERCENTAGE %
Provision of infrastructural facilities by government	24	32.0
Capital loans at a minimum interest rate	26	34.7
Government regulations that will enable local goods to compete favorably with foreign products	22	29.3
Others specify	3	4.0
TOTAL	75	100

Source: questionnaire administered (2023)

3.4 HYPOTHESES TESTING

The hypotheses formulated for this research will have to be tested using available data analyzed as basis for proving them right or wrong. More so, from these, conclusion will be drawn as to whether the hypotheses are accepted or rejected.

The statistical technique to be used in testing the hypotheses is chi-square (χ^2) given by the following formula -

$$\chi^2 = \sum \frac{(FO - Fe)^2}{Fe}$$

Fe

Where:

FO = observed frequency

Fe = Expected frequency

TESTS

Hypothesis one: Kano State Polytechnic students do not have the intentions of becoming entrepreneurs.

As shown in table 4.2.3, 43 respondents out of seventy-five rated the entrepreneurial intentions of Kano state polytechnic students as high, seven respondents rated the intentions as low, twenty students considered them low while five students were Indifferent.

With this analysis, we can prima facie say Kano state polytechnic students have intention of becoming entrepreneurs. However, we need to validate this statistically in order to accept or reject the hypothesis. In doing, there is need to formulate two statistical hypothesis – null alternative hypothesis.

3.5 STATISTICAL HYPOTHESIS

HO: There is significant difference between the frequencies of the observed responses and those of expected responses.

H1: there is difference between the frequencies of the observed responses and those of expected responses.

LEVEL OF SIGNIFICANCE

L of S =5% (0.05)

Calculated chi-square table – 1

RESPONSES	FO	Fe	Fo - Fe	(FO – Fe) ²	(Fo – Fe) ² /Fe
High	43	18.75	24.25	588.06	31.36
Low	07	18.75	-11.75	138.06	7.36
Moderate	20	18.75	1.25	1.56	0.08
Indifferent	05	18.75	13.75	189.06	10.08
					48.8

Table value

$$x^2n - 1$$

$$=4-1$$

$$=3$$

$$0.05=7.815$$

3.6 DECISION AND CONCLUSION

Since x^2 calculated (48.88) is greater than the table value (78.15), we reject H_0 and conclude that there is significant difference between the frequencies of the observed respondents and those of the expected responses. This means that, we can agree that the Kano state polytechnic students have the intention of becoming entrepreneurs.

HYPOTHESIS TWO: entrepreneurship courses offered in the polytechnic are not propelling students to have entrepreneurial mind.

The impact of entrepreneurial courses offered at the polytechnic towards motivating student to become entrepreneurs will be used to test this hypothesis.

Calculated chi-square table-2

RESPONSES	FO	Fe	Fo – Fe	(FO – Fe) ²	(Fo – Fe) ² /Fe
Strongly agreed	25	18.75	6.25	39.06	20.08
Agreed	28	18.75	9.25	85.56	4.56
Disagreed	14	18.75	-4.75	22.56	1.20
Strongly disagreed	08	18.75	10.75	115.56	6.16

Since the calculated value (32.00) is greater than the value (7.815) we then reject the hypothesis and conclude that the courses offered in the polytechnic for entrepreneurship have an impact toward motivating students to imbibe the spirit of entrepreneurship.

3.7 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

Kano state polytechnic student proved that entrepreneurship education plays a great and pivotal role in moving potential entrepreneurs to the promise Land. It has been discovered

and proven that students develop interest on entrepreneurship while schooling and it also established that educated business owners acquire the knowledge and build the intention right from school. A reasonable number of students develop business idea from school bearing in mind some of the problems that hinders the operation of business in the country. The growing numbers of young graduates on the streets looking for jobs do not discourage youth from enrolling into schools, but rather, it motivates them to learn to be self-reliant which give rise to the development of entrepreneurship education.

Most students whose parents already established business will not have to pass through the steps of starting new business. Sometimes, they even help the parents in running the business in which they will only have to modify or expand it when they might have graduated. Despite governments numerous policies and initiatives aimed at fostering entrepreneurship, those policies become fruitless since business owners still complain about lack of enabling environment especially infrastructural facilities.

3.8 CONCLUSION

Career in entrepreneurship offers significant opportunities for individuals to achieve financial independence and benefits the economy by contributing to job creation, innovation and general economic growth. Entrepreneurship should be looked at as work attitude that emphasizes innovativeness, initiative and risk taking. An entrepreneur then is a person or group of person involved in exploitation of business opportunities, sourcing, directing and combining factors of production in order to produce for profit. This study contributes to research on entrepreneurial education by revealing the effect of the specific benefits the students derived from the program on entrepreneurship. Student's exposure to entrepreneurship in practice both direct and indirect through their family background in business is significantly linked to their intention on entrepreneurship. This study also observed that though Kano state polytechnic student's entrepreneurship intention is high to a great extent, there is need to have more support from the government side and well-meaning citizens who are achievers in the field.

3.9 RECOMMENDATIONS

Based on the findings of this research, the following recommendations we've made in order to encourage and build entrepreneurship spirit among student.

- . Polytechnic should design special program or packages that will encourage more females to develop interest on entrepreneurship. This will go a long way boosting the morale of the students as well as attracting more who will take it as a challenge seeing females becoming entrepreneurs.
- . The teaching of entrepreneurship education should be given most priority in order to have more educated business owners in the society and country at large. At the same time, more emphasis needs to be given to the practical aspects of entrepreneurship.
- . Undergraduate students should be mandated to develop business ideas both at individual and group basis so that the practical aspect of the knowledge is ensured.
- . Governments at different levels should also encourage the practice in order to reduce the pressure on them for providing jobs to graduates on the streets who because of inadequate white-collar jobs some of them become nuisance in the society

. Parents also have a great role that they can play in boosting entrepreneurship spirit among their children. They should send the children to schools at the same time encourage them to learn to be self-reliant. They can as well start showing them the business while schooling so that it will not be a new thing them when they graduate.

. A problem known is a problem half solved. If student are aware of the problems of entrepreneurs, it will help them in proffering solutions. Therefore, they should be taken out on industrial visits to actually see the problems and then challenge them to come to up with possible solutions.

. Soft loans at much lower interest rate need to be provided to prospective entrepreneurs.

. Above all, there is need for government to create a favourable and conducive enabling environment through provision of steady power supply, good roads as well as devising means that will ensure sustained peace and tranquillity.

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CONFLICTS OF INTEREST

The research was conducted with no financial conflict or other factors which is considered to be declared as conflict.

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