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Relationship between Pedagogic and Business Start-up Skill among Polytechnics' Students in Nigerian (A Case Study of North-Eastern Nigeria)

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Abstract: *The paper examined the Relationship between Pedagogic and Business Start-up Skill Among Polytechnics Students in Nigeria, study adopted cross-sectional survey method. Primary data were collected from a sample of six polytechnics within the Northeast using structured questionnaire. The data collected were prepared using four-point rating scale and the hypothesis was detected using SPSS 23.0. The findings indicate the relationship between pedagogic and business start-up that polytechnics have physical structure, curriculum, pedagogical, and human resource constraints, making the broad goals of encouraging self-reliance, creating jobs, and driving economic growth through entrepreneurial education nearly impossible to achieve. To overcome the identified difficulties, recommendations were advanced for economic.*

Keywords: *Polytechnic Students, Entrepreneur Intention, Pedagogic, Business Start-up and Polytechnic Students.*

1.0 INTRODUCTION

The field of new business start-ups has been the subject of increasing interest. In this context, many different expectations have been articulated which functionally aim for the macroeconomic goal of growth: the primary concern is to increase the potential number of people interested in starting new businesses (start-up intentions), to stimulate as many business start-ups as possible (start-up realization) and finally to secure the survival and/or growth of these start-ups (business success). The complexity of these sub-areas (intention, decision, success) and the interplay of their processes have been the topic of many research papers aiming to generate theory. These works have made a substantial contribution tore-orienting entrepreneurship and start-up research, and they can be summarized in the phrase 'from the entrepreneurial The field of new business start-ups has been the subject of increasing interest. In this context, many different expectations have been articulated which functionally aim for the macroeconomic goal of growth: the primary concern is to increase the potential number of people interested in starting new businesses (start-up intentions), to stimulate as many business start-ups as possible (start-up realization) and finally to secure the survival and/or growth of these start-ups (business success). The complexity of these sub-areas (intention, decision, success) and the interplay of their processes have been the topic of many research papers aiming to generate theory. These works have made a substantial contribution tore-orienting entrepreneurship and start-up research, and they can be summarized in the phrase 'from the entrepreneurial.

In Nigeria, higher technical education is mainly provided in Polytechnics (and in some few technical universities). Technical education is essentially entrepreneurial; it seeks to equip students with functional knowledge, skills, attitudes and related competences that they may readily apply in creating value, i.e., goods and services (Idogho and Ainabor, 2011). Therefore, Polytechnics are established to produce the highest possible levels of technical manpower to enhance national development (FGN, 2004). The unarticulated caveat is that the Polytechnic system is aligned well enough to achieve the desired objectives. Over the years however, it was realized that products of the Polytechnic system though fairly equipped with the requisite knowledge and skills are most often incapable of using the acquired competences to initiate value adding economic ventures that will contribute to the overall drive of the country at fighting poverty and fostering economic growth and development (Bubou and Okrigwe, 2016).

One of the major gaps in the success potentials of the entrepreneurship programmes of Nigeria's HEIs lies not only in the use of the wrong pedagogy but also in the blurring of the distinction between small business management and entrepreneurship. The two fields are often erroneously treated as one and the same (Solomon, Duffy and Tarabishy, 2002). A cursory perusal of the entrepreneurship curriculum current in all the Polytechnics reveals that the courses offered are variously titled Small Business Management, Business Entrepreneurship, Small Business Start Up, Entrepreneurship, Entrepreneurship Development Programme, and similar nomenclatures. However, the contents of the courses remain virtually identical, and were designed not for entrepreneurship education but obviously about entrepreneurship education and delivered to students via the lecture mode. Furthermore, evaluation of students' performance in the entrepreneurship courses is by written examination, an evaluation approach equally as inappropriate as the pedagogy used in.

2.0 Statement of Problem

The principle of entrepreneurial education has long been to equip the students with functional knowledge and skill to build up their character, attitude and vision towards starting and managing their businesses during and after graduation from tertiary institution. Sadeghi et al(2013) pronounced that the program should aim at stimulating critical thinking in partakers for generating innovative and creative business ideas. In the same vein, Eugene et al (2013) have suggested that higher institution through entrepreneurial education should be able to produce job creating and self-reliant graduates and not job seeking graduate so as to give alternative to being employed by government or private firms.

Unfortunately, it has been discovered that higher institutions in Nigeria have failed in inculcating entrepreneurial skills to students (Middleton, 2010). Student lack motivation and thus unable to translate entrepreneurial intentions into the achievement of entrepreneurial goals and search, signifying that the exposure to entrepreneurship education is currently not positively motivating students 'learning orientation. It is based on this background that the study to seek for the relationship between pedagogic and business start-up skill among polytechnics students in Nigerian (a case study of north-eastern Nigeria)

3.0 Objectives of the study

The main objective of the study is to delve into the Relationship Between Pedagogic and Business Start-up Skill Among Polytechnics Students in Nigerian. The specific objectives are:

1. Examine the Relationship Between Pedagogic and Business Start-up Skill Among Polytechnics Students in North-East Nigeria.

2. Examine the entrepreneurship skills available for Business start-up Among Polytechnics Students in North-East Nigeria.
3. To examine the extent of institutional support on student's entrepreneurial intention Among Polytechnics Students in North-East Nigeria.

3.1 Research Questions

1. What are the teaching methods used in identifying the Relationship Between Pedagogic and Business Start-up Skill Among Polytechnics Students in North-East Nigeria.
2. What are the entrepreneurship skills available for Business start-up Among Polytechnics Students in North-East Nigeria.
3. What is the adequacy of the entrepreneurship units in the institution to support students intention in tertiary institutions in Nigeria.

4.0 RESULTS

The researchers uses three hundred and fifty one (n=351) questionnaires distributed randomly across institutions, three hundred and twenty three (n=323) was found useable, due to the fact that some questionnaires were not completely filled rendering it useless. Nevertheless, the return rate is 88.5%, which is an acceptable rate. Thus, the analysis would be carried out base on the returned number of questionnaires.

4.1 Demography of respondents

Table 4.1 Students Record

Survey	Reactions	Frequency	Percentage
What is gender ?	Male	219	68.2%
	Female	104	31.8%
What is your age ?	16-20	70	19.2%
	21-24	180	58.0%
	26-30	50	15.8%
	30 and above	23	7.0%
What is your Marital Status ?	Marriage	60	15.1%
	Single	250	81.4%
	Divorce	13	3.5%
What is your Department ?	Department of OTM	35	10.7%
	Department of Science Lab Tech.	81	26.5%
	Department of Survey and Geo-infor.	70	22.9%
	Department of Marketing	45	12.6%
	Department of Accountancy	52	14.7%
	Department of Banking & Finance	40	12.6%
What level are you ?	HND II	184	61.33%
	ND II	139	38.67%
Total		323	100%

Source: Field survey, 2024

Table 4.1 above shows the student's record that there were more Male (68.2%) students than Female (31.8%). In terms of age, more than half of the students (58.0%) reported to be within the ages of 21-24. Further results from the sample showed there were more single students (81.4%) than married students (15.1%), and this could be due to the fact that the sample is undergraduate students. Six departments that participated in the assessment, department of science laboratory technology students participated more (26.5%) than any other

departments, and this could be due to the fact that they have more students than other departments in the institution.

Main Goals of Entrepreneurship Education Programmes

According to Interman's (1992) typology of entrepreneurship to present our respondents with four main goals of entrepreneurship education: namely, entrepreneurship awareness, business creation, small business development, and training of trainers. Our respondents differ widely as to what is or are the main objectives of entrepreneurship education.

Research Question 1: What are the teaching methods used in identifying the Relationship Between Pedagogic and Business Start-up Skill Among Polytechnics Students in North-East Nigeria.

Table 4.2. Teaching methods used in identifying the Relationship Between Pedagogic and Business Start-up Skill Among Polytechnics Students in North-East Nigeria. Source Field

S/N	Variables	SA	A	D	SD	∑FX	X	Remarks
1	Students centered method of teaching is used in teaching entrepreneurship education	680	390	40	3	1113	3.44	Accepted
2	Lecturer method is used in teaching entrepreneurship education	640	360	60	13	1073	3.32	Accepted
3	Interactive method of teaching is used in teaching entrepreneurship education.	240	189	216	92	737	2.28	Rejected
4	Instructional method of teaching used in teaching entrepreneurship education.	320	345	154	51	870	2.69	Accepted
5	Practical method of teaching used in teaching entrepreneurship education..	444	147	196	65	852	2.63	Accepted
Total Mean score				3.59				

Source: Field Survey 2024

Table 4.2. These indicate that students-centred teaching methods are used in teaching entrepreneurship education with the mean score of 3.44, lecture method is also used with a highest mean score of 3.32, interactive teaching method are used with a mean score of 2.28 which totally rejected the idea. The respondents also agreed that instructional and practical methods are used in teaching entrepreneurship education with mean scores of 2.68 and 2.63. Respondents strongly agreed that practical methods are used as it has the mean score. Furthermore, the total mean score of the respondent is 3.59.

Research Question 2: What are the entrepreneurship skills available for Business start-up Among Polytechnics Students in North-East Nigeria.

Table 4.3 Entrepreneurship skills available for Business start-up Among Polytechnics Students in North-East Nigeria.

S/N	Variables	SA	A	D	SD	∑FX	X	Remarks
6	Office system skill to enable the entrepreneur take wise financial decision	312	255	240	40	847	2.62	Accepted
7	Basic management skill essential to the everyday running of business.	560	339	32	54	985	3.04	Accepted
8	Ability to source for fund for a running of a business	256	162	300	55	773	2.39	Rejected
9	Marketing strategies skill for breaking into the market with the new product.	736	168	82	42	1028	3.18	Accepted
10	Ability to acquire proprietorship and high productive skill.	384	285	144	60	873	2.70	Accepted
11	Ability to develop broad base investment planning and implementation skill.	600	315	104	16	1035	3.20	Accepted

12	Economic business skill behavioral skill and evaluating skills.	640	330	38	34	1042	3.22	Accepted
13	Developing human and public relation skills.	480	303	78	63	924	2.86	Accepted
14	Skills for effect supervision and coordinating of both human materials resources.	520	96	240	41	897	2.77	Accepted
15	Skills for maintaining law relating to the registration and running of small or medium scale business.	588	216	126	43	973	3.01	Accepted
16	Knowledge of why small-scale business fail.	272	216	216	75	779	2.41	Rejected
Total Mean Score				3.14				

Source Field Survey 2024

The result in Table 3.4 proves that the eleven item statements on the entrepreneurship skills available for students for start-up business Among Polytechnics students in north-east, items 6,7,9-15 with mean scores of 2.62, 3.04, 3.18, 2.70, 3.20, 3.22, 2.86, 2.77 and 3.01 respectively, indicate the entrepreneurship skills available to start-up business among polytechnics students. However, item 8 and 14 with mean scores of 2.39 and 2.41 which is below the cut-off mark of 2.50 reveals that Ability to source for fund for a running of a business and Knowledge of why small scale business fail among polytechnics students in north-east. Furthermore, the total mean score of indicates closeness in the opinions of the respondents.

Research Question 3: What is the adequacy of the entrepreneurship units in the institution to support student's intention in tertiary institutions in Nigeria.

Table 4.4 Adequacy of the entrepreneurship units in the institution to support for student's intention in tertiary institutions in Nigeria

S/N	Variables	SA	A	D	SD	∑FX	X	Remarks
17	Entrepreneurship unit in Polytechnics in North-east has good instructors in different skills.	200	240	240	73	753	2.33	Rejected
18	Polytechnics in north-east have adequate entrepreneurship unit building.	256	261	188	78	783	2.42	Rejected
19	Entrepreneurship center in north-east Polytechnics have table water producing unit	472	246	148	49	915	2.83	Accepted
20	Engage in bakery services.	256	336	162	66	820	2.53	Accepted
21	Engage in skills such as shoe making, dying hair dressing and home economics.	304	297	154	81	836	2.58	Accepted
22	Engage in other skills such as Computer training ,electrical installation tailoring hair barbering and so on.	520	312	130	24	986	3.05	Accepted
23	Ensures good supervision during training.	624	291	104	18	1037	3.21	Accepted
Mean Score				3.79				

Source Field Survey 2024

The result of Table 4.4 reveals that the seven items on adequacy of the entrepreneurship units in the institution to support for students intention in tertiary institutions in Nigeria items 19, 20,21, 22, and 23 with mean scores of 2.83, 2.56, 2.58, 33.05 and 3.21 respectively, indicate the adequacy of the entrepreneurship units in the institution to support their intention. However, items 17 and 18 with mean scores of 2.33 and 2.42 reveal that polytechnics in north-east do not have Entrepreneurship unit in Polytechnic good instructors in different skills and Polytechnics in inadequate entrepreneurship unit building.

Furthermore, the mean score is about 3.79 which indicate closeness in the mean responses of the respondents.

5.0 Hypotheses Testing

Hypothesis 1: There is no significant relationship in the ways students perceive the teaching methods used in entrepreneurship education for Business Start-up Among Polytechnics Students in North-East Nigeria.

Table 4.5 t-test on teaching methods used in entrepreneurship education for Business Start-up Among Polytechnics Students in North-East Nigeria.

Variables	N	Mean	SD	DF	T-cal	t-crit	Decision
Male	219	2.57	0.73	118	0.74	1.96	NS
Female	104	2.85	0.84				

Significant at 0.05 level of significance

Table 4.5 reveals the analysis of teaching methods used in entrepreneurship education for start-up business among polytechnics students in north-east. The t-calculate is 0.74 while the t-critical is1.96 at 118 degree of freedom. This means that since the calculated t-test is less than the t-critical the hypothesis was not rejected. The explanation is that there is no significant difference in the way male and female students perceive the teaching methods used in entrepreneurship education for start-up business among polytechnics students in north-east. This implies that teaching methods have high significant impact on entrepreneurship education among students of Polytechnics in north-east Nigeria.

Hypothesis 2: There is no significant difference in the ways students perceive entrepreneurship skills available for students in Business Start-up Among Polytechnics Students in North-East Nigeria.

Table 4.6 t-test on entrepreneurship skills available for students in Business Start-up Among Polytechnics Students in North-East Nigeria.

Variables	N	Mean	SD	DF	T-cal	t-crit	Decision
Male	219	2.98	0.91	118	0.75	1.96	NS
Female	104	3.08	1.07				

Significant at 0.05 level of significance

The analysis of test of hypothesis in Table 4.6 shows the result of z-test of the difference in the way male and female students perceive entrepreneurship skills available for students among polytechnics in north-east Nigeria. The t-cal value is 0.75 and t-crit value is 1.96 which indicates that the hypothesis was accepted. The explanation is that there is no significant difference in the way male and female students identify entrepreneurship skills available among students of Polytechnics in north-east Nigeria. This implies that

entrepreneurship skills have significant impact in entrepreneurship education among Polytechnic students in north-east Nigeria.

Hypothesis 3: There is no significance difference in the ways students perceive the adequacy of the entrepreneurship units in the institution to support students intention in tertiary institutions in Nigeria.

Table 4.7 t-test on Adequacy of the entrepreneurship units in the institution to support students' intention in tertiary institutions in Nigeria.

Variables	N	Mean	SD	DF	T-cal	t-crit	Decision
Male	219	3.57	1.21	118	2.65	1.96	NS
Female	104	2.89	0.96				

Significant at 0.05 level of significance

The analysis of test of hypothesis in Table 6 shows the result of z-test of the difference in the way male and female students identify the adequacy of the entrepreneurship units among student of polytechnics in north-east Nigeria. The t-cal value is 2.65 and t-crit value is 1.96 which indicates that the hypothesis was rejected because the t-cal value is greater that the t-crit value. The explanation is that there is significant difference in the way male and female students identify the adequacy of entrepreneurship units among student of Polytechnics in north-east Nigeria. This implies that adequacy of entrepreneurship units has significant impact in entrepreneurship education among Polytechnic students in north-east Nigeria.

Findings in Table 4.5 revealed that students-centred teaching methods are used in teaching entrepreneurship education among student of polytechnics in north-east Nigeria. The findings indicated that lecture method is also used in teaching entrepreneurship education business start-up among student of polytechnics in north-east. The students also revealed that interactive teaching method are used in teaching entrepreneurship education business start-up among student of polytechnics in north-east. The respondents strongly agreed that instructional and practical methods are used in teaching entrepreneurship education business start-up among student of polytechnics in north-east. The findings of the study is in agreement with the study of OECD (2011) who noted that teachers need to help students acquire not only "the skills that are easiest to teach and easiest to test" but more importantly, ways of thinking (creativity, critical thinking, problem-solving, decision-making and learning); ways of working (communication and collaboration).

The results of Table 4.6 show that the respondents in this study indicated that accounting system skill to enable the entrepreneur take wise financial decision is required in entrepreneurship education business start-up among student of polytechnics in north-east.. Students agreed that basic managerial skills are essential to everyday running of the business. Ability to source for fund for the running of a business is a skill required, ability to acquire proprietorship and high productive skills is also required. Ability to develop broad base investment planning and implementation skills. Economic business skills, behavioural skills and evaluating skills. Developing human and public relation skill, skills for effective supervision and coordinating of both human and material resources, skills for maintaining of law relating to the registration and running of small or medium scale business, skills for

organization of office administration suitable for the type of business and proper record keeping essential for the survival of any small business. These findings concur with the study of Ezeoyi (2011) who identified four entrepreneurial skills which are economic business skills, behavioural skills, implementing skills and evaluating skills. The findings also lend credence with the view of Agomuo (2012) Ubulum (2013) who also identifies specific technical skills required of every prospective entrepreneur to any chosen area of business as simple accounting system skill to enable the entrepreneur take wise financial decision. Basic managerial skills essential to the everyday running of the business at maximum profit. Knowledge of why small business fails. Knowledge of the business environment. Marketing strategies for breaking into the market with the new product(s) and remaining competitive. Organization of office administration suitable for the type of business, proper record keeping essential for the survival of any small business.

Findings in Table 4.7 on the adequacy of Entrepreneurships units for business start-up among student of polytechnics in north-east Nigeria revealed that entrepreneurship units in north-east Polytechnic have good instructors in different skills, north-east Polytechnics, have adequate entrepreneurship units building, entrepreneurship units in these polytechnics engage in skills such as shoe making, dying, hair dressing, home economics and in other skills such as computer training, electrical, tailoring, hair barbering and ensures good supervision during students training. In line with the findings of Akujo and Akele (2017) entrepreneurship is a key driver of our economy; wealth and a high majority of jobs are created by small business started by entrepreneurially-minded individuals, many of whom go on to create big businesses through their skills.

Findings of hypotheses proved that there is no significant differences in the way students perceive teaching methods used in entrepreneurship education and entrepreneurship skills available for business start-up among student of polytechnics in north-east. Hypotheses 1 and 2 were not rejected while hypothesis 3 was rejected because there was significant difference in the way male and female students perceive the adequacy of entrepreneurship units for business start-up among student of polytechnics in north-east Nigeria.

6.0 Conclusion

The study was on Relationship Between Pedagogic and Business Start-up Skill Among Polytechnics. The study revealed that the teaching methods were useful in entrepreneurship education, the skill available for entrepreneurship education and adequacy of the entrepreneurship units among student of Polytechnics in north-east Nigeria. It is concluded that if the proper teaching methods are used to teach the skills available in entrepreneurship training and adequate entrepreneurship units are provided for proper entrepreneurship education the students will be well equipped for creative entrepreneurship and stand on their own that is to build self-business start-up.

7.0 Recommendations

The following recommendations are extended by the researchers:

1. Entrepreneurship lecturers should be constantly empowered by the government and management of tertiary institutions through workshops in entrepreneurship programmes in order to work successfully in foremost and controlling students in entrepreneurship skills.

2. Proper teaching methods should be utilized by entrepreneurship educators so that students will acquire the right entrepreneurship skills required for start-up business.

3. Adequate entrepreneurship building should be provided by the government in all tertiary institutions in order to give the students the influence of choosing and learning the skills of their choice in order to build entrepreneurial mind-set on the students.

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