# The Influence of Entrepreneurship Workshop Programme on Entrepreneurial Intentions of Technology and Vocational Education Students in Public Universities in Anambra State

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## Abstract

The growing concern for innovation, job creation and economic growth has led to the inclusion of entrepreneurship education into Nigerian tertiary institutions' curriculum. Does the programme achieve the aim necessitated by the study? This study investigates the influence of the entrepreneurship workshop programme on entrepreneurial intentions of technology and vocational education students in public universities in Anambra State Nigeria. One research question guided the study, and one hypothesis was tested. The study employed a correlational research design, and 104 Technology and Vocational Education students in the 400 level were sampled. The instrument for data collection was a 5-point rating scale questionnaire titled "Entrepreneurship Workshop Programme and Entrepreneurial Intentions Questionnaire". The instrument contains 15 items of Strongly Agree (SA), Agree (A), Neutral (N), Strongly Disagree (SD) and Disagree(D). The instrument was validated by two experts in business education. The reliability of the instrument was obtained using Cronbach's Alpha and a reliability coefficient of 0.79 was obtained. The data collected were analyzed using Pearson Product-Moment Correlation Coefficient (PPMCC) and Simple Linear Regression. PPMCC statistics were performed to answer the research questions. Simple linear regression statistics were performed to test the hypothesis on the relationship and prediction. The decision criteria for the use of PPMCC were based on the range of coefficient value (r), and when a coefficient r-value was positive correlation; it meant that as one variable increases, the other increases. The null hypothesis was determined using regression estimates, 0.05 level of significance. Findings revealed that a low positive relationship exists between the entrepreneurship workshop programme and entrepreneurial intentions among TVE students in public universities in Anambra State, Nigeria. Also, the findings revealed that the entrepreneurship workshop programme has a significant positive relationship with entrepreneurial intentions of TVE students in public universities in Anambra State, Nigeria. Based on the findings, it is concluded that the more students are exposed to the entrepreneurship workshop programme, the more they develop the desire to become an entrepreneur. It was therefore recommended among others that management of public universities should ensure that entrepreneurship programmes are regularly organized for students to develop EI for the establishment of their businesses upon graduation.

**Keywords**: Entrepreneurship workshop programme, Entrepreneurial Intention, TVE students

## Introduction

The growing need for innovation, job creation and economic growth has led to an increased focus on entrepreneurship education globally. The driving force of economic growth and innovation in today's world of digitalization and global economy is entrepreneurship. Entrepreneurship according to Croci (2016) is an autonomous discipline that operates independently and recognized across all discipline. Hessels (2019) opines that entrepreneurship is the process of recognizing, assessing and capitalizing on the possibility to generate economic and social value by combining resources, expertise, and creativity in novel and creative ways. It is a career option that increases the economic growth of national economies and reduces the chronic problems of unemployment and poverty (Zacharias, Yusriadi, Firman, & Rianti, 2021). Rodriguez (2017) opined that entrepreneurship have caught the attention of different stakeholders due to globalization and constant increase in both social and economic challenges particularly in unemployment. Government, investors, educators and policy makers believe that entrepreneurship is a potential solution for job creation, innovation, economic growth and social impact.

The prevailing economic conditions and policies can predict entrepreneurship and self-employment as effective for nation's economic growth and development (Gohman, 2012). Without any doubt, Lawal & Omoregbe (2021) citing Inegbenebor opine that no nation in the world whose social and economic drivers are not geared towards achieving sustainable and beneficial economic advancement. This is why entrepreneurship is integrated in the educational curriculum, so that knowledge and skill be impacted in a large number of students. Concurrently, Lawal and Omoregbe (2021) assert that government and educators are developing approach towards re-adjusting educational needs to meet the challenges of today's globalization, thereby building formidable and sustainable frameworks on entrepreneurship as a practical alternative to handle the challenges facing unemployment. Also, from the angle of Fourth Industrial Revolution (4IR) arising, the need for vital competencies such as agility, creativity, persistency, innovation etc to start up business can only be possible through entrepreneurial education or training programme organized in form of workshop programme (Culduz, 2024). Supporting the view, Obidile, Obi and Ikpat (2023), assert that skill mismatch could occur as a result of change in nature of jobs and businesses even the channels of carrying out business as a result of advancement in technology in the fourth industrial revolution. Education is expected to prepare students for future opportunities this 4IR will bring. This is why all angles should be in place both theory and practice for proper education to take place.

Entrepreneurial workshop programme (EWP) according to Nugroho, Widiastuti, Putri, and Tarigan (2024), is a training platform that provides students with the ability to foster creativity and entrepreneurial spirit so that they are better prepared to start and manage their business. It is a programme that helps in developing entrepreneurial abilities of its receivers (eship Simplified, 2019). Furthermore, observation revealed that at times students may have skills, but requires polishing and incubation. Entrepreneurship workshop programme is a great way to gain valuable insights and it holds a significant value. Workshop programme always provides valuable materials, toolkits and guides that will help the participants experiment what has been taught. This is also applicable to entrepreneurship workshop programme which provides necessary material that will enable students execute and manage business plans effectively after the programme. Other benefits of the EWP include post-session mentoring which provides continuous support and help in clearing hurdles as they arise in the

entrepreneurial journey. It provides perfect springboard for launching a successful startup; provide a combination of theoretical knowledge, practical insights, a supportive network and resources that can be instrumental in the entrepreneurial journey in universities education. These benefits align with the assertion of Rivani, Halim, Fadhil, Sitepu, Hanidah, and Zikran (2015) stating that quality entrepreneurship education including WP supports the achievement of sustainable Development Goals (SDGs), especially in the area of improving the quality of education, encouraging inclusive economic growth and promoting innovation and sustainable infrastructure. This points at SDGs goal 4 (quality education), goal 8 (decent work and economic growth) and goal 9 (industry, innovation and infrastructure). The benefits of entrepreneurship

University education is currently making provision for entrepreneurship training programmes with the belief that entrepreneurship will cub unemployment issues. To ensure that entrepreneurship curriculum is been imparted, entrepreneurship education has been into general courses offered in the university. This is because it is believed that the knowledge and skills needed to become entrepreneur can be taught in schools (O'Connor; Walter & Block in Nwachukwu, Obisanma, Kuromiema, Potoprepha, Obatola; 2021) especially, in Technology Vocational Education.

Technology and Vocational Education (TVE) is a training programme which equips its recipients with the required skills and competencies needed within or for a particular job for self-reliance (Obidile, 2014). The authors further explained that TVE is an avenue that could be used to take many people out of poverty and thereby reduce social vices. The author further explained that TVE facilitates the advancement or creation of legal business or profit oriented activities. According to Oladinjo (2019), TVE is a type of training that provides its recipient with the competencies necessary to start and succeed in an occupation. In the same vein, Edokpolor and Owenvbiugie (2017) opined that TVE is a programme for acquisition of skills needed in the world of work to raise prospects for productive work, personal empowerment and socio-economic development, for sustainable livelihood in the speedily changing work milieu. TVE according to Obidile, Obi and Ikpat (2020) is concerned with the impartation of the labour market skills for creation or sustenance of jobs and wealth generation. It is therefore expected that anyone who receives the TVE should be engaged, either as an employer or an employee in a profit-making venture. In the context of this study, TVE programme aims at developing in an individual the desire and ability to become an entrepreneur thereby successfully contribute to the national economic growth. TVE not only equips students with skills to become an entrepreneur but also the entrepreneurial intentions to make it realizable.

Entrepreneurial intentions according to Veledar (2018) is a decision or plan made by an individual either formally or informally to begin a new venture creation at any point mainly for future purpose. Zain, Akram and Ghani in Lawal (2021) assert that entrepreneurial intention is an impression of internal strength, desire and feeling of autonomy. EI is a key determinant of entrepreneurial behaviour which represents an individual's planned and conscious effort to start a new venture in the future (Chen, 2022). It is an act of creating awareness in students to not only focused on finding a job but to create one. In support, Loan, Doanh, Thang, Viet Nga, Van and Hoa (2021) found that people with high levels of entrepreneurial intention are more likely to launch a firm than those who have lower levels of entrepreneurial intentions. Thus, it is important for entrepreneurial spirit of students be developed through the program students undergo in school.

Regrettably, Ejere and Tende (2012) observed that institutions in Nigeria are constantly producing university graduates that best suited for white collar jobs and have little or no basic skills of any other vocational relevancies to fit-in in developing or starting up business, this have constituted and increased the unemployment rate. In support, Nwachukwu et al (2021) noted that one of the numerous challenges of Nigerian educational system has been on its theoretical penchant. For this reason, there is a dilemma if the entrepreneurship program offered in school develops the expected entrepreneurial intentions in its students especially technology and vocational education students. It is based on this background that this study was conceived.

**Statement of Problem**

It has been observed that graduates roam the street in search of white-collar jobs even after all the training received in schools. Due to this challenge of unemployment, EWPs have been proposed a potential solution to address this issue, but there is a limited understanding of the relationship between this EWPs and EI of TVE students. It is unclear whether participation in EWPs can increase EI and Ultimately lead to the creation of new businesses among TVE students. This study aims at determining the influence of entrepreneurship workshop programme on entrepreneurial intentions of technology and vocational education students in public universities in Anambra State

**Hypothesis:** The null hypothesis was tested at 0.05 level of significance:
Entrepreneurship workshop programme does not significantly predict Entrepreneurial intentions of TVE students in public universities in Anambra State.

**Method**

Correlational research design was used for the study because it expresses the degree to which the independent variable (EWP) predicts the dependent variable (EI). The study was carried out in Anambra State which was located in eastern part of Nigeria. The population for the study consisted of 260 Technology and Vocational Education students in 400 level, comprising of 170 TVE students from Nnamdi Azikiwe University, Awka and 90 from Chukwuemeka Odumegwu Ojukwu University, both in Anambra State. The sample used was 114 respondents determined based on Taro Yamane formular. Out of 114 questionnaires distributed, 104 questionnaires were realized. The instrument was validated by two experts in business education. The reliability of the instrument was obtained using Cronbach's Alpha and reliability coefficient of 0.79 was obtained. The instrument for data collection was a 5-point rating scale questionnaire titled "Entrepreneurship Workshop Programme and Entrepreneurial Intentions Questionnaire". The instrument contains 15 items of Strongly Agree (SA), Agree (A), Neutral (N), Strongly Disagree (SD) and Disagree(D).

The data collected were analyzed using Pearson Product Moment Correlation Co-efficient (PPMCC) and Simple Linear Regression. PPMCC statistics was performed to answer the research questions. Simple linear regression statistics was performed to test hypothesis on relationship and prediction.

The decision criteria for the use of PPMCC were based on the range of coefficient value (r). This was adapted from Hauke and Kossowskiy (2011) in the following order: coefficients r-value between ±.8 and ±1.0 meant very high correlation; ±.6 and ±.79 means high correlation; ±.4 and ±.59 means moderate correlation; ±.2 and ±.39 meant low correlation; ±.0 and ±.19 meant very low correlation; ± 1.0 means perfect correlation; and coefficient r-value of 0 meant

no correlation. Note that when a coefficient r-value was a negative. It meant also that as one variable increased the other decreased. When a coefficient r-value was positive correlation; it meant that as one variable increases the other increases

For regression estimates, the p-values less than or equal to 0.05 implied significant (Reject *H0*) while probability p-value greater than .05 implied not significant (Accept *H0*). The IBM Statistical Package for Social Sciences (SPSS) version 23.0 and Process Macro plugging for SPSS version 34.1 by Hayes (2018) were used as the statistical packages for data analyses.

**Results**

**Table 1: Pearson Correlation Coefficient between Entrepreneurship Workshop Programme and Entrepreneurial Intentions. N= 104**

| Source of variation | N | MC | CR | Remark |
|---|---|---|---|---|
| Entrepreneurship Workshop Programme | 104 | .001 | .375 | Low Positive Relationship |
| Entrepreneurship Intentions | 104 | .375 | .001 | |

As shown on Table 1, the Pearson co-efficient, r=0.375. This is an indication that a low positive correlation exists between entrepreneurship workshop programme and entrepreneurship intentions. This implies that as participation in entrepreneurship workshop programme increases, entrepreneurial intentions also tend to increase.

**Table 2**: **Coefficients of Simple Linear Regression for the Aggregated Entrepreneurship Workshop Programme on Entrepreneurial Intentions. N= 104**

| | Correlations | EWP | EI |
|---|---|---|---|
| EWP | Pearson Correlation | 1 | .375** |
| | Sig. (2-tailed) | | .000 |
| | N | 104 | 104 |
| EI | Pearson Correlation | .375** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 104 | 104 |

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

The results in Table 2 shows the simple linear correlation of entrepreneurship workshop programme on entrepreneurial intentions (*r=0.375)*, the p-value at 2-tailed is .000 less than alpha level of 0.05 (p-value=0.000<alpha level=0.05). The null hypothesis is rejected indicating that entrepreneurship workshop programme has a significant relationship with entrepreneurial intentions on TVE students in public universities in Anambra State, Nigeria.

**Discussion**

The findings of the study revealed that there was a low positive relationship between entrepreneurship workshop programme and entrepreneurial intentions on TVE students in public universities in Anambra State, Nigeria. This indicates that the more TVE students undergo workshop programme, the more these students develop entrepreneurial intentions to grow a business. The test of the corresponding hypothesis showed that entrepreneurship workshop programme has a significant relationship with entrepreneurial intentions on TVE students. The

findings of this study suggest that entrepreneurship workshop programme have a significant positive relationship with entrepreneurial intentions of TVE students in public universities in Anambra State, Nigeria. This signifies that the more students are exposed to entrepreneurship workshop programme, the more they develop intentions for entrepreneurship. The finding of the study supports the findings of Bello (2015) and Lawal and Omoregbe (2021) which revealed that entrepreneurship education has a positive relationship with entrepreneurial intentions.

The study also found out that a significant difference exists between entrepreneurship workshop programme and entrepreneurial intentions. The finding collaborates Lawal and Omoregbe (2021) which revealed that there is a significant relationship between entrepreneurship education which incorporates entrepreneurship programme and entrepreneurial intentions. These findings imply that effective entrepreneurship programme enhances students' capacity and knowledge to develop positive behaviour towards developing intention.

## Conclusions

The study focused on ascertaining the influence of the entrepreneurship workshop programme on the entrepreneurial intentions of technology and vocational education students in public universities in Anambra State. Based on the findings, it is concluded that the more students are exposed to the entrepreneurship workshop programme, the more they develop the desire to become an entrepreneur.

## Recommendations

Based on the findings of the study, the following recommendations are made:

1. Curriculum planners should integrate an entrepreneurship workshop into TVE curricula to foster entrepreneurial intentions.
2. Management of public universities should ensure that entrepreneurship programmes are regularly organized for students to develop EI to establish their own business upon graduation.
3. Proper mentorship programs and resources for entrepreneurship training should be made available.

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