

Influence of Entrepreneurial Programmes on the Establishment of Small-Scale Business among Polytechnic Graduates in EDO North Senatorial District

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Abstract:- The study examined the influence of entrepreneurial programmes on the establishment of small-scale business among polytechnic graduates in Edo North Senatorial district. It employed descriptive survey design, using purposive and snowball sampling methods to select relevant respondents for the study. A total of 289 respondents selected through purposive and snowball sampling techniques were used. Four research questions raised and four hypotheses were formulated for the study. The questionnaire were validated using Cronbach Alpha, which ranges between .550 and .746. This indicated that the item satisfied the requirements of internal consistency at 68%. Data collected were analysed using statistical means to answer the research questions and one sample t-test was used to test the research hypotheses. The results showed that there is no significant difference on the relevance of entrepreneurial programmes in Polytechnics. It also revealed that attitudes of polytechnic graduates towards the establishment of small-scale business differs due to government policy, political and insecurity. It was recommended among others that grant should be given to Polytechnic graduates by the Federal Government through a particular agency that would be functional and Private businesses should patronize polytechnic graduates for proper training on business set up and partnership among others.

I. INTRODUCTION

The key element of entrepreneurial development programmes are infrastructural provision and skill acquisition which in turn would enhance human capital development in competitive entrepreneurship, technological development, risk management and economic growth. Graduates needs a broad range of skills to contribute to the economic growth and development in a society. These skills form basis for performance, competence, critical thinking in identifying the strength and weakness, opportunities and alternative solution or approaches to a given economic problem. Entrepreneurial Programmes refers to learning activities that assist students in reinforcing their entrepreneurial motives, ideas and attaining competencies and skills essential for performing an entrepreneurial role successfully.

The value of entrepreneurial programmes to any nation cannot be over emphasized especially in Nigeria today where graduates are roaming the streets without job. Entrepreneurial skills would enable a potential businessman to turn ideas into action. Hence Kilby (1971), stated that, entrepreneurial skills encompasses the perception of economic opportunities, technical and organizational innovations, gaining command over scarce resources and taking responsibilities of management for advancement in all aspects of life. The following are some of the reasons why entrepreneurship programmes are necessary in higher institutions:

- To develop entrepreneurial quality, i.e., motivation or need for achievement.
- To develop small scale enterprises in order to generate employment.
- To understand the benefits of becoming an entrepreneur.
- To prepare individuals to accept the uncertainty involved in running a business.
- To develop managerial skills among small entrepreneurs for improving the performance of small-scale industries.
- To offer employment opportunities to youths in the society.

(<https://www.toppers4u.com/2021/04/entrepreneurial-development-programme.html>)

Opafunso & Adepoju (2014), stated that small enterprises are the major tools adopted by developed nations to enhance social-economic development and it is the backbone of modern economy and technological development. In Nigeria, 27% of the country's trade balance comes from small businesses, but more importantly they employ 60m Nigerians and contribute 48% of the GDP. Without small businesses, the unemployment rate would soar from 14% to 50%, and this would mean much trouble for the country (Vanguard, 2018). Small businesses help stimulates economic growth by providing employment opportunities to people who may not be employable by larger corporations.

Due to the recognition of the roles of small business, the Nigerian government since 1970 initiated programmes for the assistance of small businesses, especially in the areas of finance, extension and advisory services including training and provision of infrastructures. Successive governments in Nigeria have for the past years shown interest in the financing for small scale businesses by establishing specialized banks and other credit agencies/schemes to provide funding.

II. OBJECTIVE OF THE STUDY

This study sought to identify the impact of entrepreneurial programmes on polytechnics graduates.

It also aims at finding out why Polytechnic graduates are not establishing small scale business upon graduation to reduce unemployment. The study is

- To assess the relevance of entrepreneurial programmes in Polytechnics education.
- To determine why Polytechnic, graduates are not setting up small scale enterprise upon graduation.
- To ascertain if government policy is favourable to young graduates to establish small-scale enterprises.
- To find out the attitude of polytechnic graduates toward the establishment of small-scale business.

Small scale enterprise is an important sub-sector of the national economy and its contribution has been recognized as very critical to national development as it has great potentials for employment generation, output diversification and development of indigenous entrepreneurship. There may not be a universally accepted definition of small scale enterprise as it depend on the nature of business, industrial capacity and the level of development in the country. However, the numbers of workers, assets and turnover have been based on measure used to classify small or medium scales entrepreneur. Small scale entrepreneurial Development Agency of Nigeria (SMEDAN 2016) posited that, the definition of small scale enterprises can be based on the following criteria:

- Ten to forty-nine workers
- Turnover of five to forty-nine million

The European Union has standardized enterprises with not less than ten employees as micro and with lower than fifty employees as small-scale business and those fewer than two hundred and fifty employees as medium. Federal Ministry of commerce and Industry (2015) in Nigeria defined small and medium scale enterprises as firms with a total investment cost of land and capital up to seven hundred and fifty million naira and paid employment of not less than fifty person. Despite the differences in view of small scale enterprise, it has some characteristics which are

- It is sole proprietorship in nature;
- Small-scale enterprises are prone to high mortality due to low capital and attitude of the proprietor toward the business and
- Small-scale business always lack collateral securities which hinders them from getting loan.

Government policy on establishment of small-scale business varies from one economy to another, this is due to some social values. It is obvious that Government regulations and procedures sometimes complicates issue to prospective entrepreneur. Seth (2006), said that government bureaucratic regulation can hinder or facilitate the establishment of small-scale businesses. Government hinders the growth of small-scale business when its policy restrict autonomy and freedom of entrepreneurial in some ways. In another way, when agencies mandated to given out loan are not functional to expectation and this can lead to failure on the part of entrepreneur. This is as a result of political policies of a country in which prospective businessmen and women are compelled to always change their plans in line with the new political policy. This, most times have negative impact on the attitudes and competitiveness of small-scale businesses.

The theoretical framework for this study is adopted from Lüthje, C.&Franke, N. (2003) Model of Entrepreneurial.

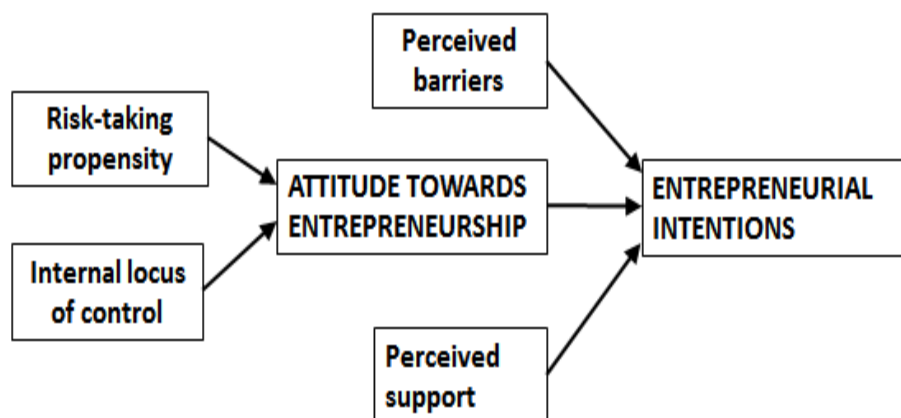


Fig. 1: The framework for this study is adopted from Lüthje, C., &Franke, N. (2003) model of entrepreneurial

Firstly the model explain the risk-taking propensity on the side of the prospective entrepreneur and individual's orientation to take risk. It reflects individual's tendency or readiness to take risks in business undertaking. Risk-taking propensity show the strength of an individual's willingness to face uncertainty and negative consequences which can change over time as a result of experience (Sitkin and Pablo, 1992). An individual's willingness to avoid risks may have a significant impact on setting up business and on established business. Risk taking is critical to any business venture and ought to be in any entrepreneurial programmes curriculum.

Locus of control refers to the degree to which an entrepreneur believes that he or she have control over internal forces, as opposed to external forces. The concept of locus was developed by Julian B. Rotter in 1954 and conceptualized as internal locus which shows that an individual believed that, he can control everything around him. Locus is external, when an individual belief that life is controlled by some factors outside his control that cannot be changed. Locus is the extent to which people believe they have control over situations in their lives. An internal locus of control refers to the belief that actions and consequences are under control of individual, whereas an external locus of control refers to consequences occurring as a result of external factors. (<https://www.monash.edu/business/marketing/marketing-dictionary/l/locus-of-control>)

Attitude can predict the likelihood of feelings about something. Attitude towards entrepreneur refers to feelings and values towards setting up a business. Individual's development of attitudes toward establishing a small-scale enterprise may be based on earning of money, gaining personal satisfaction, being an entrepreneur, improving quality of life as well as establishing positive influence. However, Nabil Al-Qadasi, Gongyi Zhang and Ibrahim Al-Jubari (2021) listed five key attitudes that are necessary for setting up a business and they are: passion, bravery, flexibility, work ethic and integrity on the part of the prospective entrepreneur.

Nevertheless, attitudes do not automatically translate to action sometime. The degree to which people's attitudes translate to action depends on conducive atmosphere and the importance of such venture. A positive entrepreneurial attitude could fail to translate into action in some cases as a result of some challenges which ranges from, passion to integrity of individual involved. Meanwhile, Fleming, (1996) & Venesaar V. Liiv, S. Liiv, I. Pihlak, M. (2008) stated the following hindrances; lack of experience and necessary skills, lack of finance, fear of failure among others, hinders the translation of attitudes into action.

Perceived support refers to how an individual receives cooperation from family members, friends and other agencies toward achieving a set goal. Students with support are active and more likely to have favourable attitudes towards entrepreneurship. In a study among young researchers, Feola et al. (2017) found that support have a direct impact on graduate entrepreneurial intentions

towards establishment of business. Support provides techniques and methods, market analysis and business ideas that are valuable to prospective business entrepreneurs.

Is creating a broad vision for a business. Business intention guides attitudes towards specific goal in order to achieve results. It is also a recognition of individual's actions to develop business or create new values in existing business. Krueger (2000), interpret business intention as a subjective attitude and expectation of potential business entrepreneurs. Graduates must have positive attitudes such as passion, determination and liability towards their intentions. (Trivedi, 2016)

III. STATEMENT OF THE PROBLEM

Small scale enterprise create wealth and employment opportunities for both the educated and less educated at the lower levels, thus, reducing poverty among the populace. However, despite the contribution of small scale enterprise to the economy, the problem of unemployment has gone up unabated in the country. Polytechnics graduates now look forward to having a white collar job that are not readily available thereby abandoning the skills acquired in schools. Polytechnic graduates are supposed to be distinguished from others because, they are products of Technical and Vocational Education and the hand on practical training they received from entrepreneurial training as well as industrial training, would have given them edge over other graduates. It is disheartening in recent past to observe that, polytechnic graduates are hooked in the net of unemployment in Nigeria. This gap has been obvious that, Iroha (2016), highlighted that lack of skilled labour among graduates has been an obstacle to development of small-scale businesses. This attested to the increase in number of unemployed youth in the recent past in Nigeria. Onah (2022) in Classified National Accord reported that, the Executive Secretary of TET-Fund has called on the Centers of Excellence in the polytechnics in Nigeria to focus on skills development, entrepreneurship and starts-up. Executive Secretary observed that, the low and medium skilled jobs in the country are being handled by foreign expatriates, hence he further emphasized that polytechnics must focus on skills training before 2023. Therefore, this study will determine the influence of entrepreneurial programmes on establishment of small scale enterprise among polytechnic graduates in Edo North Senatorial District.

IV. RESEARCH QUESTIONS

- Why are Polytechnic graduates not establishing small-scale business upon graduation?
- Is entrepreneurial program relevant to Polytechnic education?
- Are government policies favourable to young graduates to embark on businesses?
- What is the attitude of Polytechnic graduates toward the establishment of small-scale business

V. HYPOTHESES

- Ho 1: There is no significant difference as to why Polytechnic graduates are not setting up small-scale enterprise upon graduation.
- Ho 2: There is no significant difference in the relevance of entrepreneurial programmes in polytechnic education.
- Ho 3: There is no significant relationship between Government policy and establishment of small-scale enterprise by polytechnic graduates.
- Ho 4: There is no significant difference in the attitude of polytechnic graduates towards establishment of small-scale business.

VI. METHOD

This study adopted descriptive survey design to seek information from respondents on how entrepreneurship programmes influence graduates of polytechnics to establish small-scale enterprise. The population of the study comprises of all polytechnic graduates in Edo North Senatorial District. The researcher used the non-probability sampling techniques such as Convenience Sampling method and Purposive sampling techniques in which the researcher only includes those individuals who are most accessible and available to participate in the study. The study targeted five hundred (500) respondents as regards preliminary studies but Snowball Sampling method was used to build two hundred and twenty-eight (228) respondents which formed sample of the study.

A close-ended questionnaire and research interview questions that covered research questions were developed for the study. The instrument was statistically validated using Cronbach’s Alpha. Cronbach’s Alpha value of all individual items for each of the five dimensions of factors range between .550 and .746 as shown below in table 1.

Table 1: Reliability of the Questionnaire.

DIMENSIONS	Composite Cronbach’s Alpha	Items Cronbach’s Alpha
	0.680	
1. Why are polytechnic graduates’ not establishing small-scale business upon graduation?	0.550	
2. Is entrepreneurial program relevant to Polytechnic education?	0.680	
3. Are government policies favourable to young graduates to embark on business?	0.746	
4. What is the attitude of Polytechnic graduates toward the establishment of small-scale business?	0.740	

Source: SPSS Results Extract, 2022

Cronbach’s Alpha values are greater than 0.50, therefore, it suffices to say that the constructs satisfy the requirements of the internal consistency at 68%. The researchers engaged the services of research assistants to

distribute and retrieve questionnaire from respondents in each of the Local Government Area. Descriptive statistics was used to analyze data collected using SPSS.

VII. ANALYSIS AND RESULT

A total of 400 questionnaire based on preliminary survey were distributed by the researchers and research assistants to the targeted participants in targeted areas, only 228 questionnaires were retrieved.

Table 2: Age Group Distribution of Respondents

Age	Frequency	Percent
Below 25years	59	25.9
25-29years	73	32.1
30-34years	76	33.3
35-40years	20	8.7
Total	228	100.0

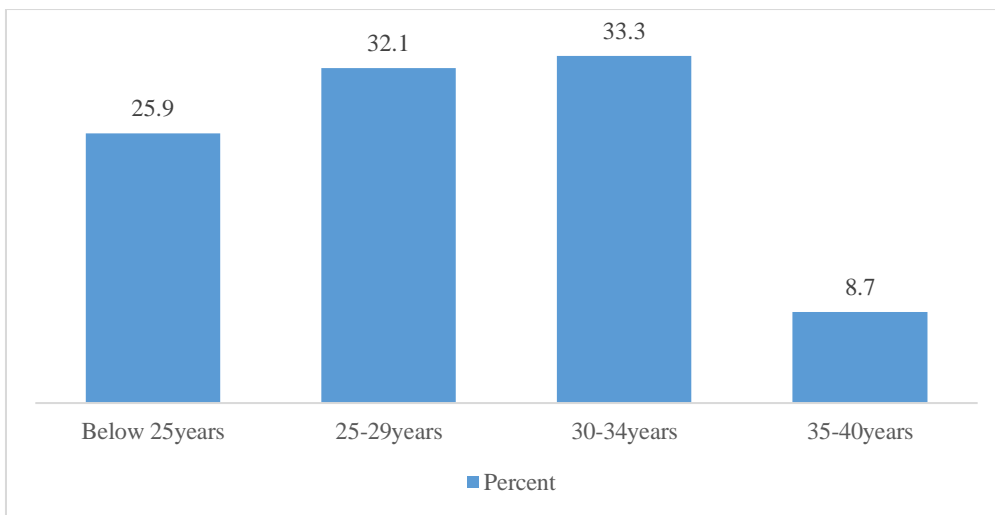


Fig. 2: Age distribution of respondents

Age distribution of respondents was divided into four groups, and the largest age group for the study were those between the ages of 30-34years comprised of 33.3% of the sampled population. The analysis further showed that about 32.1% of the respondents were within the age of 25-29years, while those below the age of 25years were about 25.9%. In addition, 35-40years of age represents 8.7%.

The finding shows that majority of respondents for the study have their age range within 30 to 34 years, followed by those with age bracket 25 to 29 years of age. The least percentage of the sampled of the study were between 35-40years. This implies that graduates that are mostly involved in using Motor Cycle popularly known as ‘Okada Rider’ in Edo North Senatorial District are young people.

Table 3: Gender Distribution of Respondents

Gender	Frequency	Percent
Male	183	80.3
Female	45	19.7
Total	228	100.0

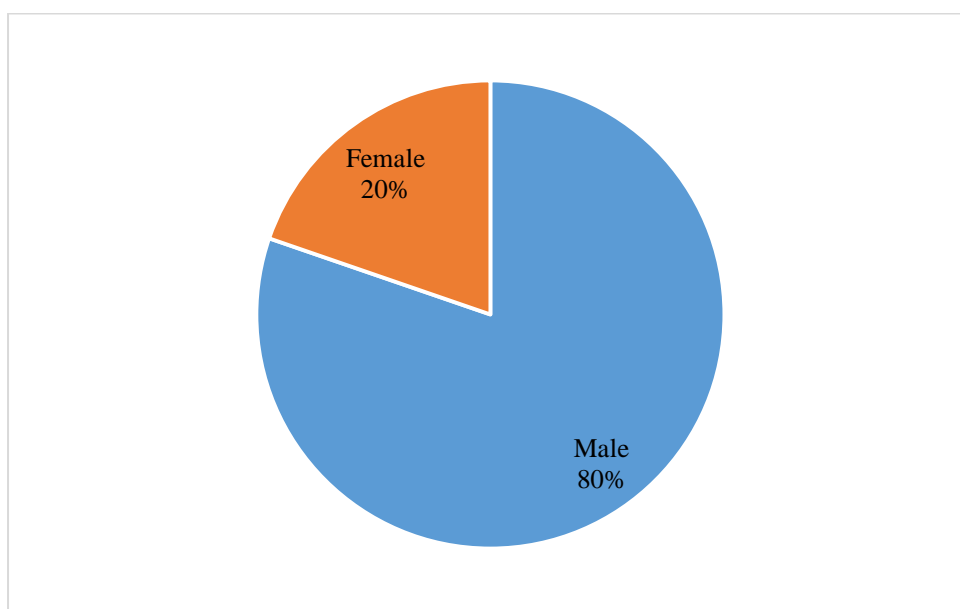


Fig. 3: Gender Distribution of Respondents

Gender distribution of respondents in the study includes 80% males and 20% females in the study. This shows that majority of the respondents were males.

Table 4: Marital Status Distribution of Respondents

Marital Status	Frequency	Percent
Married	90	39.4
Single	99	43.4
Divorced	39	17.2
Total	228	100.0

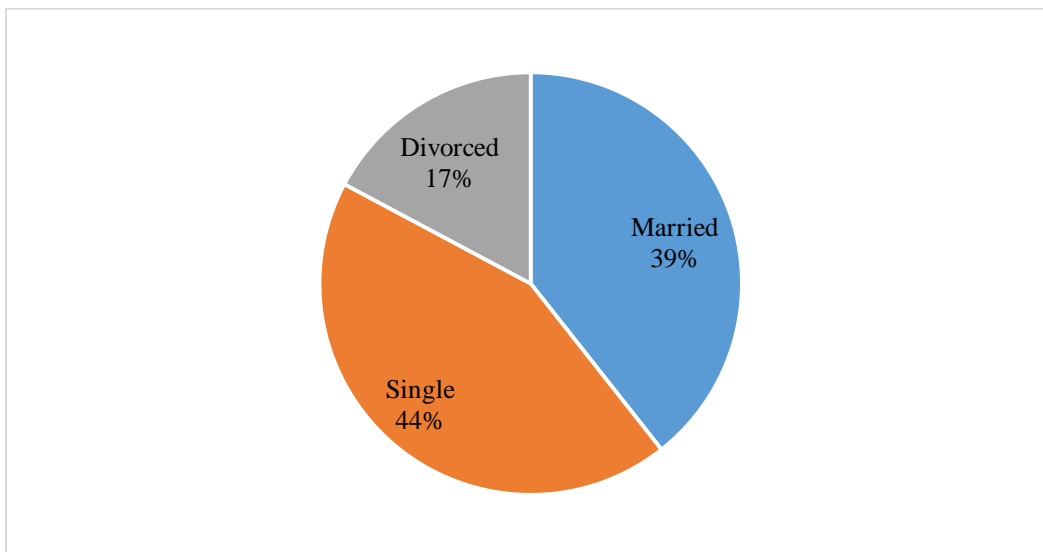


Fig. 4: Marital Status Distribution of Respondents

Distribution analysis of marital status of respondents on the influenced of Entrepreneurial program on the establishment of small-scale business among polytechnic graduate in Edo North Senatorial District, Edo State, Nigeria shows that 39% of the respondents are married, 44

% are single, 17% are divorcee. This implied that majority of the respondents in this study are single and are young people. This further buttressed the fact that young people in who are finding it difficult to get white color job result to Okada riding.

Table 5: Qualification Distribution of Respondents

Qualification	Frequency	Percent
HND	123	53.9
ND	35	15.5
Others	70	30.6
Total	228	100.0

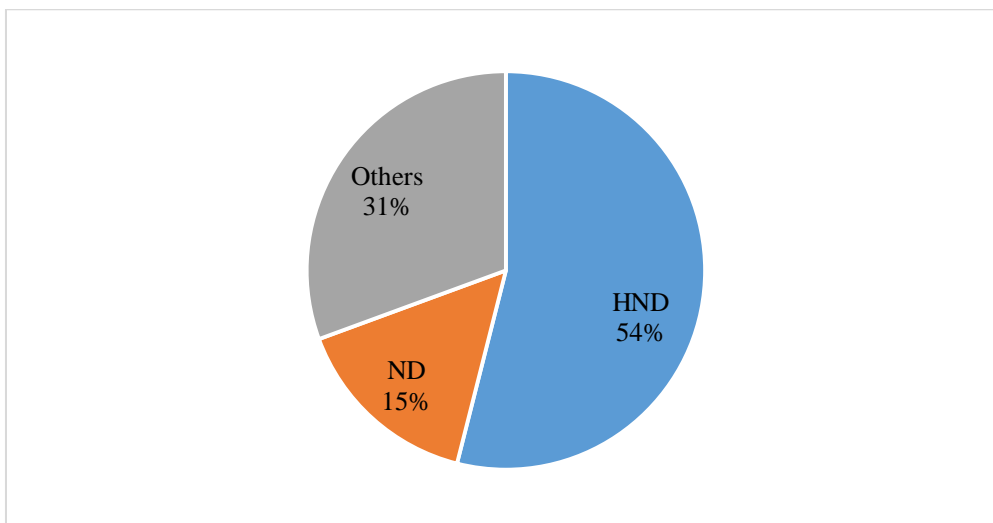


Fig. 5: Qualification Distribution of Respondents

Educational qualifications of respondents were divided into three groups, and the largest group of respondents are those with HND qualifications which comprised 54%. The

analysis further shows that, about 31% of the respondents had other qualification, while those with ND comprises 15%. The finding shows that majority of respondents in the

study have HND qualifications, followed by those with other qualifications. This goes to show that majority of *Okada Riders* in Edo North Senatorial District are

unemployed Higher National Diploma graduates that have resulted to *Okada Riders*.

Table 6: Location Distribution of Respondents

Location	Frequency	Percent
Akoko-Edo	61	26.7
Etsako	100	43.9
Owan	67	29.4
Total	228	100.0

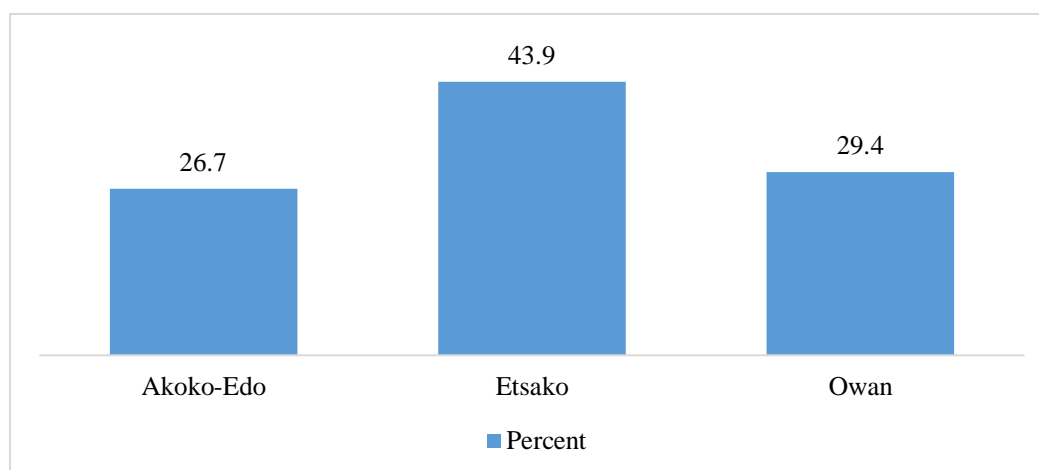


Fig. 6: Location Distribution of Respondents

The analysis of the location of the study reveals that, about 26.7% of the respondents were from Akoko-Edo, Local Government Area of the Edo North, while, 43.9% respondents from Etsako, which comprised of Estako East, Estako Central and Estako West and lastly, Owan Local Government Area which comprises of East and west made up 29.4%. The finding shows that respondents were dominated by the Etsako Local Government Area. This is

because, the polytechnic is situated in Estako local government area and it has lots of business than Owan and Akoko-edo local government areas.

The following table shows the mean score of the items that was used to gather information from respondents concerning research question one.

Table 7: Respondents mean score on why are Polytechnic graduates not establishing small-scale business upon graduation?

	SD	D	A	SA	Mean Score	Overall Mean Score	Ranking
1.I was not serious with entrepreneur program in the polytechnic, because I was not aware that, I will be independent and become employer of labour	17.121	132.928	92.744 th				
2.Entrepreneurial program in the polytechnic did not expose us to practical case study of start-up business	26.325	429.818	42.405 th				
3. Entrepreneurial program in the polytechnic has no enough period for practical so I could not assimilate its ethics	16.213	632.038	22.922	771 st			
4.As a graduate, I am not financially stable to start small-scale enterprise	15.820	625.038	62.863 nd				
5. No one to assist me financially to start small scale business	17.112	235.135	12.902 nd				

Overall mean score= 2.77 Scale: Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1

Percentage item and mean score analysis of research items measuring, why are polytechnic graduates not establishing small-scale business upon graduation? shows that, 32.9% and 28.9% of the respondents agreed and strongly agreed, while 21.1% and 17.1% disagree and strongly disagree with mean score of 2.74 indicating that, majority of the respondents of the study, were not serious with entrepreneur program in the polytechnic, this might be because, they were not aware that, it will enable them become independent and become employer of labour.

Item number 2. “Entrepreneurial program in the polytechnic did not expose us to practical study on business start-up”, 18.4% and 29.8% of the respondents agreed and strongly agreed, while 25.4% and 26.3% disagree and strongly disagree. The mean score value of 2.40 suggests that majority of the respondents generally were not satisfied with entrepreneurial program in the polytechnic. As they believe that, the programs did not expose them to practical on steps of business start-up.

Item number 3. Entrepreneurial program in the polytechnic have no enough period for practical, so I could not assimilate, 32.0% and 38.2% agreed and strongly agreed while 13.6 and 16.2% disagree and strongly disagree. The mean score of 2.92 reveals that, the respondents majorly agreed that entrepreneurial program in the polytechnic have little period for practical so majority of the graduates did not actually focus on entrepreneur while in school.

Item number, 4. As a graduate, I am not financially stable to start small-scale enterprise”, 25.0% and 38.6% agreed and strongly agreed while 20.6% and 15.8%

disagree and strongly disagree with mean score of 2.86 indicating that, majority of the respondents general believe that as graduates, they are not financially stable and ready to start small-scale enterprise.

Item number 5. “No one to assist me financially to start small scale business”, 35.1% and 35.1% agreed and strongly agreed respectively while 17.1% and 12.2% disagree and strongly disagree. The average score of 2.90 shows that majority of the respondents agreed that, they do not have any one to assist them financially to start small-scale business.

Table 8: Respondents mean score on;Is entrepreneurial program relevant to Polytechnic education?

	SD	D	A	SA	Mean Score	Overall Mean Score	Ranking
1. Entrepreneurial program in the polytechnic equipped me with skills to enable me start small-scale business	19.3	18.0	25.4	37.3	2.81		1 st
2. Entrepreneurial programs relevant to polytechnic education because it is a vocational school	22.8	18.9	35.5	22.8	2.58		3 rd
3. There is no white collar job, Polytechnic education should focus on practical instead of entrepreneurial programs	28.9	15.4	23.2	32.5	2.59	2.53	2 nd
4. The environment is not conducive for me to start business	34.6	24.6	24.6	16.2	2.22		5 th
5. The teaching strategy of teaching entrepreneurial courses do not allow students to comprehend and know what they are to face after graduation	28.9	19.3	31.6	20.2	2.43		4 th

Overall mean score= 2.53 Strongly Agree=4, Agree=3. Disagree=2, Strongly Disagree=1

Percentage of item and mean score analysis of research items measuring Entrepreneurial program in the polytechnic equipped me with skills to enable me start small-scale business in table 8, shows that, 25.4% and 37.3% of the respondents agreed and strongly agreed that Entrepreneurial program in the polytechnic equipped students with necessary skills to enable them start small-scale business while, 18.0% and 19.3% disagreed and strongly disagreed with mean score of 2.81 confirming that entrepreneurial program in the polytechnic equipped students with skills to enable them establish small-scale business.

Item 2. “Entrepreneurial programs relevant to polytechnic education because it is a vocational school”, 35.5% and 22.8% of the respondents agreed and strongly agreed, while 18.9% and 22.8% disagree and strongly disagree. The mean score value of 2.58 suggests that majority of the respondents generally believe that Entrepreneurial programs are relevant to polytechnic education because it is a technical and vocational oriented.

Item 3. “There is no white collar job, Polytechnic education should focus on practical instead of entrepreneurial programs”, 23.2% and 32.5% agreed and strongly agreed, while 15.4% and 28.9% disagree and strongly disagree. The mean score of 2.59 reveals that, the respondents agreed that there is no white-collar job

currently in Nigeria. Polytechnic education should focus on practical instead of entrepreneurial programs. Emphasis should be placed on art and craft as it is in art and industrial design, engineering and technology courses along with entrepreneurship.

Item number 4. “The environment is not conducive for me to start business”, 24.6% and 16.2% agreed and strongly agreed while 24.6% and 34.6% disagree and strongly disagree. The mean score of 2.22 indicates that, most of the respondent agreed that the environment is not conducive for graduates to start business. This conducive environment has to do with insecurity and the high rate of inflation and uncertainties in business.

Item number 5 “The teaching strategy of entrepreneurial subjects do not allow students to comprehend and know what they are to face after graduation”, 31.6% and 20.2% agreed and strongly agreed while 19.3% and 28.9% disagreed and strongly disagreed. The average score of 2.43 shows that the respondents believed that the teaching strategy of entrepreneurial courses do not allow students to comprehend and know what they are to face after graduation. Strategies for teaching entrepreneur programs should be more encompassing and practical in nature, in order to allow students know what to face upon graduation.

Table 9: Respondents mean score on government policies favourable to young graduates to embark on businesses?

	SD	D	A	SA	Mean Score	Overall Mean Score	Ranking
1. Government policies enable young graduates to start small-scale enterprise	24.6	19.7	27.2	28.5	2.60		5 th
2. I have tried to take loan from the government agencies and banks but I find it difficult	22.4	21.5	21.1	35.1	2.69		4 th
3. I do not know government agencies that assist graduates to get finance for business	20.6	13.6	32.9	32.9	2.78	2.72	3 rd
4. Government support graduates financially to start-small scale enterprise	27.2	21.5	23.2	28.1	2.52		6 th
5. The policies enable young graduate to be independent	14.5	21.9	29.8	33.8	2.83		2 nd
6. If I have resource I would like to start a business immediately	15.8	17.5	25.0	41.7	2.93		1 st

Overall mean score= 2.72 Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1

Table 9. Item 1 depicts mean score analysis of research items measuring government policies favourable to young graduates to embark on business. The research statement, “Government policies enable young graduates to start their small-scale enterprise. Analysis shows that, 27.2% and 28.5% respondents agreed and strongly agreed, while 19.7% and 24.9% disagree and strongly disagreed with mean score of 2.60 indicating that most of the respondents agreed that Government policies enable young graduates to start their small-scale enterprise.

Item 2. “I have tried to take loans from the government agencies and banks but I find it difficult. 35.1% and 21.1% of the respondents agreed and strongly agreed. While, 21.5% and 22.4% disagreed and strongly disagreed. The mean score value of 2.69 suggests that majority of the respondents generally agreed that it is difficult to get financial assistance from government agencies, as they have tried to take loan from the government agencies and bank but unable.

Item number 3 “I do not know government agencies that assist graduates to get finance for business”, 32.9% respectively agreed and strongly agreed, while 13.6% and 20.6% disagreed and strongly disagreed. The mean score of 2.78 reveals that, majority respondents agreed to the fact

that they do not know government agencies that assist graduates to get finance for business.

Item number 4. Government support graduates financially to start small scale enterprise”, 23.2% and 28.1% agreed and strongly agreed while 21.5% and 27.2% disagreed and strongly disagreed. The mean score of 2.52 indicates that, most of the respondent believe the government support graduates financially to start small scale enterprise.

Item number 5 “The policies enable young graduate to be independent”, 29.8% and 33.8% agreed and strongly disagreed, while 21.9% and 14.5% disagree and strongly disagree. The average score of 2.83 shows that the respondents agreed that the policies enable young graduate to be independent.

Item number 6 “If I have resource I would like to start a business immediately” reveals that 25% and 41.7% agreed and strongly agreed while 15.8% and 17.5% disagreed and strongly disagreed. The mean score of 2.93 shows that majority of respondents agreed that, if they have resources they would start business immediately. This is due to the rate of unemployment in the country.

Table 10: Respondents mean score on what is the attitude of Polytechnic graduates toward the establishment of small-scale business

	SD	D	A	SA	Mean Score	Overall Mean Score	Ranking
I am emotional ready to start a small-scale business	16.2	18.0	31.6	34.2	2.84		1 st
I have passion for business and have business intention	17.1	27.2	28.9	26.8	2.65		3 rd
I have business idea and all it takes to become a business manager and employer of labour	17.5	21.9	30.3	30.3	2.73	2.55	2 nd
I think my gender would influence my intention to start small-scale business	27.6	22.4	18.0	32.0	2.54		4 th
I am not interested in establishing small-scale business	48.2	18.4	13.2	20.2	2.05		6 th
I prefer a white-collar job	28.5	21.1	21.9	28.5	2.50		5 th

Overall mean score=2.55 Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1

Table 10, depicts percentage and mean score analysis of research items measuring what is the attitude of Polytechnic graduates toward the establishment of small-scale business.

Item number 1. I am emotional ready to start a small-scale business, the analysis shows that, 31.6% and 34.2% of the respondents agreed and strongly agreed while 18.0% and 16.2% disagreed and strongly disagreed with mean score of 2.84 suggesting that most of the respondents

agreed they are emotionally ready to start a small-scale businesses.

Item number 2. "I have passion for business and have business intention", 28.9% and 26.8% of the respondents agreed and strongly agreed, while 27.2% and 17.1% disagreed and strongly disagreed. The mean score value of 2.65 suggests that majority of the respondents agreed that, they have passion for business and have business intention.

Item number 3. "I have business ideas and all it takes to become a business manager and employer of labour", 30.3% agreed and strongly agreed while 21.9% and 17.5% disagreed and strongly disagreed. The mean score of 2.73 reveals that, the respondents agreed they have business ideas and all it takes to become a business manager and employer of labour.

Item number 4. "I think my gender would influence my intention to start small-scale business", 18.0% and 32.0% agreed and strongly agreed while 22.4% and 27.6% disagreed and strongly disagreed. The mean score of 2.54 indicates that, most of the respondent believed that, gender can influence business intention with regards to types of business.

Item number 5 "I am not interested in establishing small-scale business", 13.2% and 32.0% agreed and strongly agreed while 18.4% and 48.2% disagreed and strongly disagreed. The average score of 2.05 shows that the respondents agreed that, they are not interested in establishing small-scale business. The statement, "I prefer a white-collar job", 28.5% and 21.9% agreed and strongly agreed while 21.1% and 28.5% disagreed and strongly disagreed. The mean score of 2.50 shows that the respondents agreed they prefer a white-collar job.

VIII. FINDINGS

In line with the study of objectives, the findings are as follow:

- The findings reveals that majority of respondents were males between 25-34years of age and holders of Higher National Diploma dominating the respondents and are residence of Estako Local Government Area.
- The finding reveals that, entrepreneurial program in the polytechnic equipped graduates with relevant skills but not enough to enable them start small-scale business because of the short period allocated to practical.
- The study also reveals that entrepreneurial courses are relevant to polytechnic, as it is educationally, technically and vocationally oriented but teaching strategy not comprehensive enough to propel graduates into setting up business.
- Graduates are not financially buoyant and are unable to get financial grant from government financial agencies to start small-scale.
- The findings also showed that graduates are emotionally ready, with positive attitudes towards becoming an entrepreneur and employer of labour, but are constraint because of unconducive environment.

- Government policies encourages students to access fund for businesses but it is usually very difficult for young graduates to get financial assistance from bank or any government agency.

IX. DISCUSSION

The study reveals that, majority of graduates involved in motorcycle riding in Edo north senatorial district are between the ages of 25-34 years and mostly male. The finding reveals that entrepreneurial program in the polytechnic has a short period for practical and this has made it difficult for students to comprehend and assimilate ethics of setting up business. Emphasis is not laid on the time and period of teaching entrepreneurial subjects in the Polytechnics and Kilby (1971), stated that, entrepreneurial skills encompasses the perception of economic opportunities, technical and organizational innovations, gaining command over scarce resources, and taking responsibilities of management for advancement in all aspects of life. Hence attention must be focus on these entrepreneurial subjects so as to give enough time and period to entrepreneurship practical in the polytechnic.

Graduates are not financially buoyant to embark on entrepreneurship, as stated by Feola et al. (2019) that, support have a direct impact on graduate entrepreneurial intentions and establishment support can provide techniques and methods, such as market analysis, business idea that are valuable to prospective business entrepreneurs. Entrepreneurial programme in polytechnic equipped graduates with skills of various business but emphasis is not focus on engineering technologies considering the digital economy. This corroborate with Vanguard (2018).which state that small businesses help to stimulates economic growth by providing employment opportunities to people who may not be employable by larger corporations in digital economy and Onah (2022) who called on polytechnics in Nigeria to focus on skills development, entrepreneurship and starts-up. As it was observed the executive secretary of NBTE that, the low and medium skilled jobs in the country are being handled by foreign expatriates, hence he further emphasized that polytechnics must focus on skills training before 2023. The findings also pointed to unconducive environment responsible for graduates not establishing business, this may not be unconnected with the issue of insecurity in the country.

This study also reveal that graduates most time find it difficult to get grant or loan from bank of government agency even when they are emotionally ready to start business after the school programme. Seth (2006) and Naude, et al (2011) confirm that Government regulations and procedures sometimes complicates issue to prospective entrepreneur and that government bureaucratic regulation can hinder the growth of small scale business when its policy restrict support aids and grants for graduates.

The findings also shows that, graduates are emotionally ready and have business ideas to start a small-scale businesses but agreed that environment not conducive

for businesses, this confirms the state of insecurity in Nigeria which has hindered many businesses in recent time.

This finding corroborates Okwelle et al (2016) studies that revealed that government does not create an enabling environment for the unemployed Nigerians to create a job or small-scale business for themselves.

X. PART OF METHODOLOGY

One sample t-test statistic was used to test the research statement hypotheses.

Table 11: Test of Research Statement Hypotheses

S/No	Research Statement	t	df	Sig	P<0.05	Remark
1.	Ho: There is no significant relationship as to why Polytechnic graduates are not setting up small-scale enterprise upon graduation.	25.88	4	.000	Sig.	Accept H1
2.	Ho: There is no significant difference in the relevance of entrepreneurial programmes in polytechnic education.	28.73	4	.000	Sig.	Accept H1
3.	Ho: There is no significant relationship between Government policy and establishment of small-scale enterprise by polytechnic graduates	47.26	4	.000	Sig.	Accept H1
4.	Ho: There is no significant difference in the attitude of polytechnic graduates towards establishment of small-scale business.	18.69	4	.000	Sig.	Accept H1

** Sig, if the p<0.05 at 5%

Investigating the hypotheses of the research, statistical significance of the statement hypotheses were tested based on one-sample t-test statistic using the P-values (0.000) less than 0.05 at 5% significant level as decision rule. For research hypothesis one, the result suggests that, there is a significant relationship as to why Polytechnic graduates are not setting up small-scale enterprise upon graduation. Hence, Ho is rejected in favour of H1 is accepted, which implies that there are numerous reasons why graduates are not setting up small-scale enterprise after graduation which could be due to funding, problem of easy of doing business, policy and poor start-up training, amongst other factors. For test of hypothesis two, the result confirms that there is a significant difference in the response on accessing the relevance of entrepreneurial programmes in polytechnic education as the associated probability of t-stat (28.73) is 0.000 less than 5% level. Therefore, the null hypothesis (H0) is rejected in favour of alternative hypothesis (H1). This implies that in the polytechnic education system access to entrepreneurial programmes differs.

scale business differs due to some factors such as policy, political and social unrest, absence of up takers especially in production ventures.

XI. CONCLUSION

The study of influence of entrepreneurial Programmes on the Establishment of small-scale business among polytechnic graduates in Edo North Senatorial District, indicates that all the research hypothetical statements were statistically significant at 5% level. There are challenges of unemployment among polytechnic graduates despite the teaching of entrepreneurship development, this is due to access financial resources and attitudes of graduates are factors hindering the establishment of small scale business among polytechnics graduates in Edo North Senatorial District in Edo State Nigeria.

XII. RECOMMENDATIONS

- That grant should be given to Polytechnic graduates by the Federal Government through a particular agency that would be functional.
- Private business should patronize polytechnic, graduates for proper training on business set up and partnership
- NBTE should ensure that proper implementation of entrepreneurial curriculum in the polytechnics
- Lecturers handling entrepreneurship subjects should improve on their teaching strategies to impact critical steps on establishment of small-scale business to students.
- Government and stakeholders should support and provide financial assistance to polytechnic graduates who are will and ready to set up business.

In testing the research hypothesis three, There is no significant relationship between Government policy and establishment of small-scale enterprise by polytechnic graduates. The pvalue of the associated t-test statistics (47.26) is 0.000 < 0.05 at 5% indicates that the null hypothesis (H0) is rejected in favour of alternative hypothesis (H1). Therefore, government policy is likely favourable to young graduates to establish small-scale enterprise. This may be true of the Nigerian government but lopsided implementation may have contributed into none visibility of government policy in support of young graduates to establish small-scale enterprise.

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Hypothesis four, There is no significant difference in the attitude of polytechnic graduates towards establishment of small-scale business was tested based on one-sample t-statistic and the result shows that, the associated p-value was less than 0.05 at 5% level which infers that the attitude of polytechnic graduates towards establishment of small-

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