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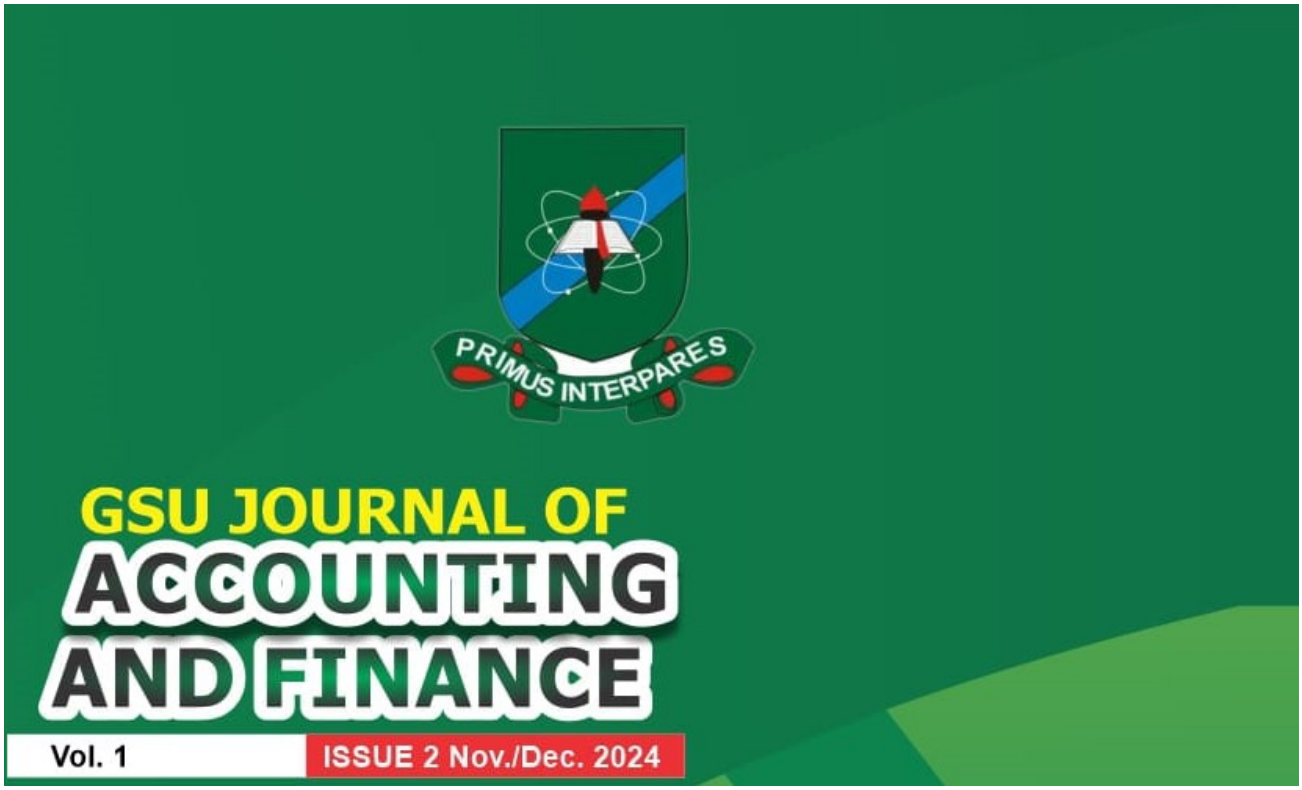

EFFECT OF ENTREPRENEURSHIP DEVELOPMENT ON CORPORATE ENTREPRENEURSHIP IN FEDERAL POLYTECHNIC BIDA NIGER STATE NIGERIA

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Abstract

Fostering an entrepreneurial attitude has become essential for individuals, organisations, and nations working towards sustainable development as the global economy grow more competitive and unpredictable. This study investigates the impact of entrepreneurship development on corporate entrepreneurship at Federal Polytechnic Bida (FPB). The research pursues three objectives: examining the effects of entrepreneurship workshops, assessing the impact of entrepreneurship vocational training and evaluating the influence of business plan competitions on corporate entrepreneurship. A total of 85 copies of questionnaires were purposively administered on students and staffs of the polytechnic undertaking training at the Directorate of Entrepreneurship Education Development (DEED) centre and thirty eight (38) were returned valid for analysis indicating 66% return rate. The collected data were descriptively analysed and presented in frequency tables and charts and the hypotheses were analysed with inferential statistics (ANOVA, correlation and regression matrix). The results indicate significant positive relationship between vocational training and corporate entrepreneurship while entrepreneurship workshop and business plan competitions has no significant effect on corporate entrepreneurship development at FPB. Moreover, the study demonstrates that these components are interconnected, highlighting the importance of a holistic approach to entrepreneurship development. The study recommends strengthening vocational training programs, optimizing entrepreneurship workshops, focusing on business plan competitions, and integrating entrepreneurship principles across academic disciplines. These recommendations aim to enhance graduates' practical skills, align them with entrepreneurial demands, stimulate innovation, and provide a platform for student-founded start ups to showcase their ideas.

Keywords: Corporate Entrepreneurship, Entrepreneurial Demands, DEED, FPB,Development.

1.1 Introduction

Entrepreneurship has emerged as a dynamic and transformative force that not only drives economic growth but also shapes societies and cultures in the twenty first century's fourth industrial revolution. Entrepreneurship is characterized by innovation, risk-taking, and the ability to seize opportunities in both established and emerging markets (Fabian et al., 2022). As the global economy becomes increasingly competitive and unpredictable, fostering an entrepreneurial mindset has become crucial for individuals, organizations, and nations striving for sustainable development (Juliana et al., 2021; Mintrom, 2019; Okoye et al., 2023). This has led to a growing emphasis on entrepreneurship education and development programs, aimed at nurturing and harnessing the entrepreneurial potential within individuals (Infante & Mardikaningsih, 2022).

In recent years, entrepreneurship has gained significant attention as a driving force for economic growth, innovation, and job creation (Zhang et al, 2023). The role of entrepreneurship in shaping economies and societies cannot be understated, particularly in regions where traditional employment opportunities might be limited (Mintrom, 2019). Entrepreneurship development programs have been implemented by various institutions to foster an entrepreneurial mindset, skills, and ventures (Otache, 2019; Li et al., 2020). Educational institutions, especially polytechnics and universities, have recognized the importance of instilling entrepreneurial attitudes and skills in students (Onyedikachi et al., 2022). One such institution is the Federal Polytechnic Bida, an academic establishment committed to equipping students with practical skills and knowledge to excel in the modern workforce. Acknowledging the transformative power of entrepreneurship, the polytechnic has initiated various entrepreneurship development programs to enable students to transition from job seekers to job creators.

However, while the theoretical underpinnings of entrepreneurship development programs are well-established, there is a pressing need for empirical investigations that assess their tangible impact, especially within the context of corporate entrepreneurship (Li et al., 2020; Salisu, 2020). Corporate entrepreneurship refers to the entrepreneurial activities and behaviours exhibited by individuals within established organizations (Juliana et al., 2021; Zhang et al., 2023). These individuals often referred to as corporate entrepreneurs or entrepreneurs, contribute to organizational innovation, identify new business opportunities, and facilitate growth.

The effectiveness of entrepreneurship development programs in shaping and enhancing the behaviours, skills, and attitudes of corporate entrepreneurs is a subject that warrants rigorous examination (Wagbara & Amadi, 2022). Organizations worldwide are increasingly recognizing the value of fostering an entrepreneurial culture from within (Khaw et al., 2023). This recognition has led to the integration of entrepreneurship development initiatives into corporate settings to encourage employees to think creatively, take calculated risks, and contribute to organizational rejuvenation (Onyedikachi et al., 2022).

Despite expectations for well-established entrepreneurship development frameworks and specific theories, the field still lacks comprehensive understanding and requires further research to yield

effective outcomes (Tsalis et al., 2020). Entrepreneurship programs in colleges and universities remain relatively new innovations (Ben Arfi & Hikkerova, 2021), prompting calls for a dditional research, particularly regarding the types, objectives, and outcomes of these courses (Onyedikachi et al., 2022). Thus, this research aims to address debates surrounding the role of experiential learning in shaping entrepreneurial intentions and to identify characteristics that may positively influence entrepreneurial intention.

The case of Federal Polytechnic Bida (FPB) provides a compelling backdrop for exploring this topic. The institution's efforts to instil entrepreneurial skills are aligned with broader national and international objectives aimed at fostering innovation and economic diversification. Nigeria, like many other developing nations, is actively seeking ways to reduce its dependence on traditional industries and promote entrepreneurship as a means to drive economic growth, alleviate unemployment, and address socio-economic challenges. As a result, this study aims to examine the effect of entrepreneurship development programmes on corporate entrepreneurship in FPB, Niger state, Nigeria

2.0 Literature Review

2.1 Concept of Entrepreneurship Development

Entrepreneurship development encompasses a multifaceted approach aimed at nurturing and fostering an entrepreneurial mindset and skill set among individuals and communities (Chien-Chi et al., 2020). At its core, it involves the cultivation of creativity, innovation, risk-taking, and the ability to recognize and seize opportunities. This process goes beyond merely starting new businesses; it encompasses empowering individuals to identify problems, develop innovative solutions, and create value in various contexts (Nuel et al., 2023; Rowell, 2023). Entrepreneurship development initiatives often encompass educational programs, mentorship, access to resources, and a supportive ecosystem that encourages experimentation and learning from failure (Egere et al., 2022). Promotion of entrepreneurship enables societies to stimulate economic growth, job creation, and societal progress, while also fostering a culture of resilience, adaptability, and continuous improvement (Okoye et al., 2023).

Moreover, entrepreneurship development plays a crucial role in addressing contemporary challenges such as technological disruption, globalization, and socioeconomic inequalities (Ufua et al., 2022). It serves as a catalyst for driving sustainable development by fostering inclusive growth and empowering marginalized communities. Through entrepreneurship, individuals from diverse backgrounds can transcend traditional barriers and create pathways for social mobility and economic empowerment (Chien-Chi et al., 2020; Fabian et al., 2022). Furthermore, entrepreneurship development contributes to the formation of vibrant ecosystems that attract investment, talent, and innovation, thereby fuelling economic dynamism and competitiveness on both local and global scales (Rowell, 2023).

Entrepreneurship development encapsulates the dynamic process of identifying, creating, and pursuing innovative opportunities that result in the establishment of new ventures or the transformation of existing entities (Georgescu & Herman, 2020; Infante & Mardikaningsih, 2022). It embodies the spirit of initiative, risk-taking, and resource mobilization to introduce

novel ideas, products, services, or processes into the market. Entrepreneurship involves recognizing unmet needs, envisioning solutions, and marshalling resources to bring these visions to fruition (Fabian et al., 2022). Entrepreneurs, central to this concept, exhibit a combination of visionary thinking, calculated risk assessment, innovation, and the ability to navigate complex business environments (Egere et al., 2022).

2.1.2 Forms of Entrepreneurship Development

Entrepreneurship development takes on various forms, each tailored to specific contexts and objectives (Tsalis et al., 2020).

i. **Formal Education and Training Programs**: These programs are often offered by universities, colleges, and business schools and are designed to equip aspiring entrepreneurs with the knowledge and skills needed to launch and manage successful ventures (Georgescu & Herman, 2020; Infante & Mardikaningsih, 2022). Formal education programs may include courses on business planning, finance management, marketing strategies, and even real-world case studies.
ii. **Business Incubation**: Business incubators provide start ups with physical office spaces, shared resources, and access to a network of experienced mentors and advisors (Lukosiute et al., 2019). This form of support is particularly valuable for early-stage entrepreneurs who benefit from guidance, networking opportunities, and the nurturing environment of an incubator.
iii. **Government Policies and Incentives**: Governments often create conducive environments for entrepreneurship by implementing policies that reduce bureaucratic hurdles, offer tax incentives, and provide funding opportunities for start ups and small businesses (Ahl& Marlow, 2021; Yeboah, 2023). These policies can stimulate economic growth and job creation while fostering a culture of entrepreneurship within a country (Tsalis et al., 2020).

Specifically, the Directorate of Entrepreneurship Education Development (DEED), Federal Polytechnic, Bida has the following entrepreneurship programmes: workshops, vocational training alongside business plan competition.

Workshops: A workshop is an opportunity for a group of individuals to exchange their knowledge and expertise via practical work or conversation on a specific topic (Otache, 2019; Bruni-Bossio & Delbaere, 2021). Periodically, the directorate of entrepreneurship development hosts an Entrepreneurship Educators Workshop to enhance and fortify the institution's entrepreneurial curriculum.

Vocational Training: The area of education known as vocational training focuses on preparing people for specialized, skill-focused schooling (Kenea, 2022). In order to give students the skills they need for economic independence, self-actualization, and a productive life as well as for societal progress and socioeconomic security; the DEED at polytechnics frequently organizes Vocational Education.

Business Plan Competition: Business plan competitions (BPCs) provide aspiring business owners with a platform to present their concepts and secure funding for their ventures. In an effort to encourage entrepreneurship and the growth of small businesses, academic institutions (universities, polytechnics, monotechnics and colleges) occasionally hosts business plan competitions with an emphasis on student-owned, run, and developed enterprises (Martín-Rojas et al., 2020; Dana et al., 2023).

2.2 Concept of Corporate Entrepreneurship

Corporate entrepreneurship at its core is a commitment to fostering innovation and creativity. It encourages employees to think outside the box, generate novel ideas, and develop inventive solutions to business challenges (Franco & Verde, 2022). This commitment to innovation is vital for organizations aiming to remain competitive in dynamic markets. Also, it emphasizes risk-taking within the organization. Entrepreneurs are encouraged to take calculated risks, challenge the status quo, and explore uncharted territories (Geradts& Alts, 2022).

Furthermore, employees are empowered through corporate entrepreneurship by granting them autonomy and decision-making authority (Yeboah, 2023). It recognizes that those closest to the front lines often have valuable insights and ideas. By delegating authority, organizations enable employees to take ownership of their projects and drive them forward. Similarly, successful implementation of this concept involves resource allocation (Martín-Rojas et al., 2020; Marx et al., 2022). Organizations must commit the necessary resources; financial, human, and time to support intrapreneurial ventures. This investment enables the development and nurturing of innovative ideas (Yun et al., 2020).

2.3 Review of Empirical Literature

Several studies have been conducted on entrepreneurship development and its contribution to national growth and development. For instance, Taiwo et al. (2022) examine the impact of entrepreneurship development programme (EDP) in curbing the menace of unemployment in Osun state, Nigeria. The study specifically focuses on the impact of National Directorate of Employment (NDE) on youth empowerment; and determines the effect of N-power on poverty reduction in the study area. A total of six hundred and fifty (650) questionnaires were administered on respondents. The collected data were analysed with the aid of multiple regression alongside analysis of variance (ANOVA) and findings revealed that NDE programmes have significant impact on job creation with the R^2 of 0.598 while N-power significantly address poverty reduction, with R^2 value of 0.687. The study is limited to Osun state and considers only the governments contribution to poverty alleviation, this gap is filled by the current study by focusing on another state in Nigeria and specifically outside the south-western part of Nigeria and localised in North-central, Niger state and the Federal Polytechnic Bida to be precise.

Furthermore, Su et al. (2021) adopted the theory of planned behaviour perspective coupled with perceived university support to extend the theory of planned behaviour to examine the effect of such support on student entrepreneurial intention. A total of 1856 questionnaires were distributed across 89 Universities in China. The collected data were analysed with inferential statistics and structural equation model (SEM). The results revealed that perceived university support

significantly affected student attitude toward entrepreneurship, which signalled universities' critical role in establishing entrepreneurial spirit in students. However, the study failed to use any scale to measure corporate entrepreneurship as it was limited to only individual behaviour and institutional supports for data analysis and hypotheses testing. This study intends to fill this gap by employing corporate entrepreneurship scale and multiple linear regressions for data analysis and hypotheses testing.

Furthermore, Ekong and Ekong (2016) undertook investigation into the National Directorate of Employment in Nigeria in order to examine the relationship between skill development and a decline in unemployment. It was studied between 1987 and 2012. The study, which was intended to be a descriptive survey, discovered a positive relationship between NDE skill acquisition and declining unemployment in Akwa Ibom State. Ekong and Ekong (2016) major sample size were unemployed youths selected from the study area in the Eastern part of Nigeria; also, the study adopted only correlation inferential statistics and frequency tables for data analysis. However, this current study focuses on both students and staffs of the polytechnic and data were analysed with descriptive and inferential statistics (means and regression).

In a similar effort, Okoye-Nebo et al. (2014) investigated how much entrepreneurship has contributed to lowering youth unemployment in Nigeria. The study found that "transformation question" has been impacted by government initiatives and policies. This is a result of the rise in corruption, bad governance, and inefficiency. They came to the conclusion that Nigeria's entrepreneurs have a long way to go before they can effectively drive changes in the economy and that entrepreneurship is a country's engine for job creation, innovation, and diversity. However, this gap is filled by the current study by adopting the survey monkey sample size calculator to draw sample size while questionnaire was the major instrument for data collection.

2.4 Conceptual Framework

The conceptual framework explores the relationship between workshops, vocational training, business plan competition, and corporate entrepreneurship as depicted in Figure 1 below.Workshops provide knowledge and skills, raise awareness, and foster an entrepreneurial mindset. Vocational training enhances technical proficiency, industry-specific knowledge, and empowerment. Completing a business plan involves strategic planning, feasibility assessment, and resource allocation. Corporate entrepreneurship encompasses initiative implementation, an innovation culture, and impact on organizational performance.

These elements are interconnected, as workshops and vocational training prepare individuals to create effective business plans, which serve as blueprints for corporate entrepreneurial projects. Corporate entrepreneurship initiatives often emerge from the skills acquired through vocational training and insights gained from workshops. Together, these factors contribute to the development of an entrepreneurial culture within an organization, empowering employees to identify, plan, and implement innovative ventures that drive organizational growth and competitiveness.

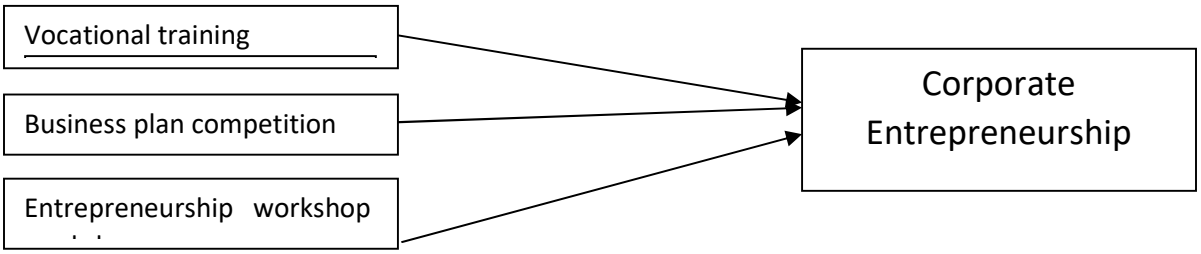

Figure 1: Relationship between Entrepreneurship Development and Corporate Entrepreneurship
Source: Author's Conceptualization (2023)

2.5 Theoretical Framework

2.5.1 Human Capital Theory

The theoretical framework guiding this study is rooted in Human Capital Theory, which asserts that individuals' investment in education, training, and skill development leads to increased productivity and economic returns (Tholen, 2022). The Human Capital Theory was developed by economist Theodore Schultz in the 1960s. Schultz's work focused on the idea that investments in education, training, and health contribute to the accumulation of human capital, which in turn enhances individual productivity and economic growth. When applied to entrepreneurship development, this theory suggests that participation in relevant programs fosters valuable skills, knowledge, and attitudes among corporate entrepreneurs, enabling them to contribute more effectively to their organizations (Zou, Ullah, Qazi, Naeem & Rehan, 2023). Human Capital Theory indicates that acquiring entrepreneurial human capital positively influences individual performance and organizational outcomes (Kodithuwakku & Priyanath, 2022).

Human Capital Theory highlights the significance of investing in human resources to enrich their knowledge, skills, and capabilities (Ajzen, 2011). In the context of entrepreneurship development, individuals gain specific skills, knowledge, and competencies essential for recognizing and leveraging opportunities within an organization. By applying the principles of this theory, the study aims to explore how investments in human capital through entrepreneurship development programs contribute to enhancing skills and competencies that promote corporate entrepreneurship within higher education institutions.

The adoption of Human Capital Theory in this study examining the impact of Entrepreneurship Development on Corporate Entrepreneurship in Federal Polytechnic Bida is justified because it provides a comprehensive framework for understanding how investments in human capital through entrepreneurship development programs influence the development of entrepreneurial skills, innovation, competitiveness, and economic growth within the institution (Al-Swidi et al., 2014; Forbes, 2020). This theory offers valuable insights that can inform both academic research and practical policy recommendations aimed at promoting corporate entrepreneurship in educational institutions like Federal Polytechnic Bida (FPB), in Niger State, Nigeria.

3.0 Methodology

The study adopts a survey research design, where questionnaire was used to elicit opinions of the respondents on effect of entrepreneurship development and corporate entrepreneurship. The survey design was considered suitable since the study seeks information from a sample that will be drawn from a population using a questionnaire. The targeted population of this study comprise of all staffs and students who had at a time or the other in the last five years willingly enrolled themselves to benefit from the various entrepreneurship programmes offered by the EDC of Federal Polytechnic Bida, Niger State, Nigeria. According to information available, the EDC had in the last years trained around 108 students in the five years. Thus, a total of 108 students is adopted as the targeted population for the study. The sample size for this research is determined using the Kothari sample size calculator. The specification for their sample size determination is as follow:

$$\mathbf{n} = \frac{N}{1+N(e)2}$$

Where;

n = sample size

N = Population of the study

e = level of significance/Error estimate at 5%

1 = Constant

$$n = \frac{108}{1+108\,(0.05)2}$$

$$n = \frac{108}{1+(108\,x\,0.0025)}$$

$$n = \frac{108}{1+0.27}$$

$$= \frac{108}{1.27} = 85.04 \text{ Approximately} = 85$$

The sample size determined was 85 which are based on the targeted population of the entire participants in the study area. The population is adopted as the sample size for more representative and realistic questionnaire administration. Random sampling technique was then adopted to administer the questionnaire to participants from the study area. The researcher adopts this method because most of the participants in the study area are engaged in their respective academic activities and the ones available at the EDC during the course of questionnaire administration were randomly sampled by the study. Questionnaire is the main instrument of data collection and is measured using 5-point Liker Scale.The collected data were thus analysed descriptively and presented in frequency tables and charts whilst the average mean score enables ranking of the challenges influencing performance of the DEED centre in enhancing corporate entrepreneurship at the institution. Using a regression model, corporate entrepreneurship was regressed on the three independent variables. Multiple Regression Analysis was equally adopted employed in the study. The regression model for the study is presented below:

$CED = \alpha + \beta_1 EW + \beta_2 VT + \beta_3 BPC + e$;

Where:

α: Constant; CED: Corporate Entrepreneurship Development; EW: Entrepreneurship Workshops; VT: Vocational Training; BPC: Business Plan Competition; e: Error Term

4.0 Results and Discussion of Findings

A total number of eighty five (85) questionnaires were randomly administered on students and staff of the Federal Polytechnic, Bida undertaking training at the DEED centre. Only thirty-eight (38) were filled and returned copies by the respondents were valid for analysis. This indicates sixty-six percent (44.7%) of the returned rate. Majority of the returned questionnaire are either wrongly filled with participants picking more than one option while some other questions were left unanswered

4.1 Bio-Data of the Respondents

From the data collected from the respondents, it indicate that 21(55.3%) of the respondents are male while 17(44.7%) of the respondents are female. Furthermore, that data also shows that 22(57.8%) of the respondents are below the age of 20 years, 3(7.9%) are between 22 – 25 years, 8(21.1%) are between 26 – 30 years and only 5(13.2%) of the respondents are above 30 years. The data also indicate that 33(86.8%) of the respondents are students and 5(13.2%) of the respondents are staff of the Federal Polytechnic, Bida.

4.2 Descriptive Statistics on the Research Variables

4.2.1 Entrepreneurship Workshops

The research findings in respect of workshops as a determinant of corporate entrepreneurship indicated that entrepreneurship workshops have significant effect on corporate entrepreneurship in Federal Polytechnic, Bida (grand mean = 3.466 > 2.49 as contained in Table 1 of Appendix I).

4.2.2 Entrepreneurship Vocational Training

The contribution of vocational training as a means of enhancing development of corporate entrepreneurship were presented in Table 4.2.2 with the aid of five points likert scale for mean value ranking. Results indicated that entrepreneurship vocational training has significant effect on corporate entrepreneurship in Federal Polytechnic, Bida (Grand mean = 3.326 > 2.49 as contained in Table 2 of Appendix I).

4.2.3 Business Plan Competition

Business plan competition is another factor that significantly influences the development of corporate entrepreneurship and this was further explored by the study results presented in Table 4.2.3 (Grand mean = 3.422 > 2.49 as contained in Table 3 of Appendix I).

4.2.4 Corporate Entrepreneurship

The development of corporate entrepreneurship and its determinant scale at DEED in Federal Polytechnic Bida were further examined by this study and presented in Table 4.2.4. Findings revealed that determinants of corporate entrepreneurship has significant effect o4 entrepreneurship development(Grand mean = 3.496 > 2.49 as contained in Table 4 of Appendix I).

4.3 Normality Test

The researcher utilized Skewness and Kurtosis to determine the normality of the data to make sure it met the assumption of normal distribution. Bryne (2010) states that for data to be deemed normal, the values of Kurtosis and Skewness must fall between -7 and +7 and -2 and +2, respectively. The datasatisfy the previously stated assumption of normality, as Table 5 below demonstrates.

Table 5: Normality Test

Variable	Skewness	Kurtosis	Decision
Entrepreneurship Workshop (EW)	-0.319	-1.137	Normal
Entrepreneurship Vocational Training (EV)	-0.249	-1.179	Normal
Business Plan Competition (BPC)	-0.208	-1.292	Normal
Corporate Entrepreneurship Development (CED)	-0.477	-0.882	Normal

4.4 Test of Hypotheses

H_o: Entrepreneurship development has no significant effect on corporate entrepreneurship in FPB.

Table 6: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.891[a]	.882	.880	1.399	.832

a. Predictors: (Constant), BPC, EV, EW

b. Dependent Variable: CED

A high degree of prediction is indicated by the multiple correlation of R, which in the regression result from Table 6 above is 0.891. The R Square value of 0.882 shows that the independent variable explains more than 88% of the variability of the dependent variable, corporate entrepreneurship. The corrected R square of 0.891 indicates that the independent variable accounts for 89.1% of the variation in the dependent variable.

Table 7: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3627.247	3	1209.082	617.536	.000[b]
	Residual	66.569	34	1.958		
	Total	3693.816	37			

a. Dependent Variable: CED

b. Predictors: (Constant), BPC, EV, EW

The model is shown to be statistically significant in Table 7 by the F value of 617.536 and the P-value < .001. A change in the dependent variables (corporate entrepreneurship) is correlated with the independent variables (entrepreneurship workshop, entrepreneurship vocational training, and business plan competition). Corporate entrepreneurship will be greatly impacted by an increase in entrepreneurship workshops, entrepreneurship vocational training, and business plan competitions.

Table 8: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	1.990	.646		3.079	.004	.676	3.303		
	EW	.558	.310	.364	1.801	.081	-.072	1.187	.013	77.093
	EV	1.077	.252	.696	4.282	.000	.566	1.589	.020	49.829
	BPC	-.101	.327	-.066	-.311	.758	-.765	.562	.012	86.198

a. Dependent Variable: CED

The assumptions are tested using the multiple linear regression findings, which are displayed in Table 8. The regression result illustrates the effect of business plan competitions, entrepreneurship workshops, and entrepreneurship vocational training on corporate entrepreneurship, as indicated by the following equation. Corporate Entrepreneurship (Y) 1.990 = 0.558X1 + 1.077X2 + (-0.101)X3.

The results of the regression analysis between the variables impacting corporate entrepreneurship and entrepreneurship development show a consistent β value of 1.990 and a standard error of 0.646. For the entrepreneurship workshop, the positive co-efficient β value is 0.558, with a t-value of 1.801, a standard error of 0.310, and a significance level of 0.081. Consequently, corporate entrepreneurship at Federal Polytechnic, Bida is not significantly impacted by the entrepreneurship workshop.

Additionally, the vocational training in entrepreneurship has a positive co-efficient β value of 1.077, a t-value of 4.282, a standard error of 0.252, and a significance level of 0.000. Consequently, corporate entrepreneurship and vocational entrepreneurship training at Federal Polytechnic, Bida, have a favorable and noteworthy impact. This indicates that corporate entrepreneurship will rise by 1.077 (107.7%) for every 1% increase in entrepreneurship vocational training.

Furthermore, the business plan competition has a positive co-efficient β value of -0.101, a t-value of -0.311, a standard error of 0.327, and a significance level of 0.758. Therefore, at Federal Polytechnic, Bida, corporate entrepreneurship is unaffected by business plan competitions.

4.6 Discussion of Findings

Analysis of research variables indicated significant effects on corporate entrepreneurship. Entrepreneurship workshops, vocational training, and business plan competitions were evaluated. Entrepreneurship workshops showed a significant influence (Grand mean = 3.466), as did vocational training (Grand mean = 3.326) and business plan competitions (Grand mean = 3.422). Further testing involved a normality check, which confirmed the normal distribution of the data. The hypotheses testing revealed a highly significant model ($F = 617.536$, $p < .000$) explaining 88.2% of the variability in corporate entrepreneurship. Regression analysis demonstrated that vocational training significantly impacted corporate entrepreneurship (Martín-Rojas et al., 2020), while workshops and business plan competitions did not have a significant effect (Otache, 2019). Result from the three hypotheses shows that only vocational training has significant effect on corporate entrepreneurship ($P < 0.05$) while entrepreneurship workshop and business plan competition have no significant effect on corporate entrepreneurship development among staffs and students of Federal Polytechnic Bida ($P > 0.05$). Hence, it is concluded that acquired entrepreneurial skills have significant effect and relationship with corporate entrepreneurship development. This finding agrees with the submission of Dana, Crocco, Culasso, and Giacosa (2023); Li et al. (2020) and Rowell (2023).

5.0 Conclusion and Recommendations

This study adopted a survey research method. The instrument used was structured questionnaire which was measured using 5-point Likert scale. The data collected through questionnaires were analyzed using Multiple Regression analysis. Result from the three hypotheses shows that only vocational training has significant effect on corporate entrepreneurship ($P < 0.05$) while entrepreneurship workshop and business plan competition have no significant effect on corporate entrepreneurship development among staffs and students of Federal Polytechnic Bida ($P > 0.05$). Hence, it is concluded that entrepreneurship development have significant effect and relationship with corporate entrepreneurship development.

Based on the analysis of data collected, the study recommended that an Entrepreneurship Educators Workshop should be held periodically by the Federal Polytechnic, Bida DEED, in order to strengthen and improve the school's entrepreneurial curriculum. Periodically, it need to provide Vocational Education courses in subjects like welding, carpentry, fish farming, poultry farming, and paint manufacturing, among others. Students will gain the skills necessary for self-actualization, economic freedom, leading productive lives that advance society, and socioeconomic stability as a result.

Finally, the institution needs to periodically hold business plan competitions that highlight startups that are founded, owned, and operated by students. Aspiring entrepreneurs will have a venue to showcase their ideas and get capital for their projects thanks to this.

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APPENDIX I

Table 1: Workshops

Determinants and Statements Items	1	2	3	4	5			
	SD	D	N	A	SA	Fx	mean	rank
Workshops enhances knowledge and skills needed to turn their business ideas into successful ventures	6	9	5	6	11	119	3.13	5th
It enables participants make informed financial decisions for their businesses	2	6	7	9	15	147	3.86	1st
Foster creativity and inspire participants to think outside the box	2	5	12	9	9	130	3.42	4th
Provide opportunities for participants to connect with mentors, fellow entrepreneurs, and potential collaborators	1	8	6	9	12	132	3.47	2nd
Equip participants with the resilience and adaptability needed to overcome business obstacles	3	6	8	9	11	131	3.45	3rd
Grand Mean	**17.33/5**						**3.466**	

Source: Field Survey, 2023

Table 2: Vocational Training

Determinants and Statements Items	SD	D	N	A	SA	Fx	mean	rank
Leads to industry-recognized certifications that can boost participants' employability	4	9	6	12	6	119	3.13	4th
Provision of practical, hands-on training to ensure participants gain real-world skills	3	7	9	9	9	126	3.32	3rd
Enhance participants' skills and open doors to new career opportunities	-	5	9	11	12	143	3.76	1st
Enable participant adapts to evolving technologies and industry changes	8	3	12	5	9	116	3.05	5th
Fosters an inclusive learning environment	5	4	9	8	11	128	3.37	2nd
Grand Mean	**16.63/5**						**3.326**	

Source: Field Survey, 2023

Table 3: Business Plan Competition

Determinants and Statements Items	SD	D	N	A	SA	Fx	mean	rank
Creates platform for aspiring entrepreneurs to showcase their innovative ideas	7	7	7	4	12	119	3.13	4th
Inspires participants to develop groundbreaking solutions and drive economic growth	-	10	9	6	12	132	3.47	3rd
Enables valuable support for participants in refining their business plans and connecting with mentors	2	2	11	7	15	143	3.76	1st
Provides avenue to win prizes and gain recognition for innovative business concepts through grants	1	6	9	12	9	134	3.52	2nd
Facilitates networking among entrepreneurs, investors, and industry leaders	4	9	7	6	11	123	3.23	5th
Grand Mean	**17.11/5**						**3.422**	

Source: Field Survey, 2023

Table 4: Corporate Entrepreneurship Scale

Statements	SD	D	N	A	SA	Fx	mean	rank
Innovation of ideas enhances Corporate entrepreneurship	3	-	6	11	17	151	3.97	1st
Risk-taking is a an attribute of Corporate entrepreneurship	-	7	14	10	6	127	3.34	5th
Corporate entrepreneurs should be Pro-active	4	7	7	10	9	125	3.29	6th
Successful corporate entrepreneurs needs to be creative	6	-	6	9	16	141	3.71	3rd
Corporate entrepreneurs should generate ideas	3	5	9	10	10	131	3.45	4th
Resource acquisition and allocation is a quality of good corporate entrepreneur	1	6	11	9	12	143	3.76	2nd
Project development is a virtue of corporate entrepreneurs	4	8	7	12	6	120	3.16	8th
Competitive aggressiveness benefits corporate entrepreneurs	3	9	6	10	9	125	3.29	6th
Grand Mean	27.97/8						3.496	

Source: Field survey, 2023