

Assessment of Students' Interest Related Factors in Entrepreneurship Programme in Taraba State Polytechnic, Suntai

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Abstract- The study assessed students' interest related factors in entrepreneurship programme in Taraba State Polytechnic, Suntai. Four specific purposes and research questions guided the study. Descriptive research design was adopted for the study. The Population of the study comprised 2552 (male and female) Diploma II students of the Taraba State Polytechnic 2024/2025 academic session. The sample size of the study comprised three hundred and forty-six (346) Diploma II students of the Taraba State Polytechnic. This was determined using Taro Yamane's formula. Researcher's designed four scale rating instrument title: Students Interest Rating Scale on Vocational Entrepreneurship Programmes (SIRSVEP) was used in the collection of data. The instrument was tested for reliability using Cronbach Alpha reliability coefficient. Results obtained were as follows: cluster 1 (0.88); cluster 2 (0.82); cluster 3 (0.85) and cluster 4 (0.89). However, the overall reliability coefficient was 0.93. Data collected was analysed using mean and standard deviation to answer the four research questions that guided the study. Results indicated that interest related factors including curiosity, motivation, personal and emotional involvement are essential in entrepreneurship programme in Taraba State Polytechnic, Suntai. It was recommended among others that entrepreneurship educators should prioritize creating interactive, experiential learning experiences that sparks curiosity, motivation, personal and emotional involvement of the students in entrepreneurship.

I. INTRODUCTION

Entrepreneur which the word entrepreneurship is extended from refers to someone who has the ability and desire to establish, administer and succeed in a start-up venture along with risk entitled to it, to make profits. Entrepreneurs are often known as sources of new ideas or innovators. They brings new ideas in the market by replacing old with a new invention. Entrepreneurship is the ability to see an opportunity and initiate action or programme to exploit such opportunity for the benefit of an individual, group of

individuals or society. Byjus (2025) described entrepreneurship as the ability and readiness to develop, organize and run a business enterprise, along with any of its uncertainties in order to make a profit. The most prominent example of entrepreneurship is the starting of new businesses. Kollie, (2025) referred to entrepreneurship as the process of identifying business opportunities, allocating resources, and taking risks to produce goods and services of value, through creative and innovative processes, to satisfy unmet consumer demands.

Sequel to the increasing level of youth unemployment in Nigeria, governments at all levels; institutions and organizations have introduced schemes aimed at combating and ameliorating unemployment through the provision of practical skills to individuals, students as well as artisans. As a way of helping students acquire practical skills, the Taraba State Polytechnic, Suntai, has declared every Thursday of every week throughout the semester as a day for entrepreneurship. Students are asked to choose trades they have interests in. The available trades are tailoring, shoe-making, computing, bricklaying, garri processing and poultry. Students are enrolled into these programmes according to their choices. There are available equipment and personnel in all these skill areas for efficiency and effectiveness. The essence of the scheme is to provide recipients with skills that will enable them create employment for themselves and for others as the case may be. The goal is hoped to be achieved if the students are interested in what they have chosen for themselves in the vocational skill areas.

A vocation applies to a job or career that is related to specific kind of work. Vocational entrepreneurship is the acquisition of skills such as in tailoring, show-making, computer, welding, plumbing, automotive

repair and so on which enable an individual start up in a trade in order to earn a living through its proceeds. These skills are highly demanded in Nigeria. Vocational training can only achieve its purpose in Nigeria, if the teeming youths see it as the key to self-development and employment opportunity to live fulfilling and productive life. The success of vocational training is mainly attributed by the desire of participants to put into practice what they have learnt after the training. This can be demonstrated when the students start up one's business which in a way can contribute to economic development of the country. By extension, entrepreneurship can contribute to the achievement of a wide range of development objectives, including attainment of income distribution and poverty reduction. Ogidi and Okonkwo (2021) claimed that entrepreneurship can be a means to alleviate poverty. For Anekwe et al. (2018), entrepreneurship can serve as an alternative way to tackle some of the socio economic problems that bedevilled some countries presently, especially problem of high unemployment and poverty. Vocational training can help students learn to innovate and create value if they show interest.

Interest in a thing or something means what one likes or has flare for and is ready to do what it takes to achieve what he/she has in mind. Interest is the bedrock of all forms of success. It gingers a person to pursue a course with vigour and resilience. According to Ravinder and Krismam (2024), the concept of interest refers to a state of engagement, curiosity, or enthusiasm towards a particular subject, activity, or experience. It involves both cognitive and affective dimensions, encompassing factors such as attention, motivation, enjoyment, and personal relevance. Interests can be broad or specific, and they often drive individuals to seek out information, engage in learning, or pursue activities that they find meaningful or enjoyable. Interests can evolve over time and are influenced by factors such as personal experiences, social influences, and intrinsic motivations. Understanding and nurturing interest are essential in various domains, including education, psychology, marketing, and user experience design, as they play a crucial role in shaping individuals' behaviour, learning outcomes, and overall well-being. Interest can be measured to determine the extent to which an

individual carries out activities in what he is engaged in.

It is expected that students should show high level of interest in line with what they have chosen especially that the training is given for free by presenting themselves regularly and punctually for such programmes when it is time. It is by so doing, the requisite skills can be acquired. This will be an addition to theoretical knowledge acquired in class. Where high level of interest is shown and commitment, the students can acquire the skills which they can use to establish their own business on graduation from school and make a living in the absence of salaried work. Unfortunately, the reality speaks the opposite as the number of graduates' unemployment rate in Taraba State and Nigeria as a whole is alarming. A typical instance is a report that more than 2,095 candidates applied for one sales representative role, as competition for jobs in the country stiffens (Roam, 2020). Furthermore, Ibikunle et al. (2019) attested that there is unemployment in the country and it poses a threat to national development, security and peaceful coexistence, and donned an emblem of poverty on most citizenry turning the nation to a poverty-ridden society where most families no longer feed properly due to the high cost of basic staples such as garri, rice, yam and beans among others. It seems the students study entrepreneurship for academic assessment purpose and may not have been interested in the programme. This study therefore seeks to determine students' interest factor in the learning of entrepreneurship programme in Taraba State Polytechnic, Suntai.

II. STATEMENT OF THE PROBLEM

Students' interest plays a pivotal role in the efficacy of entrepreneurship education, directly influencing learning outcomes and the entrepreneurial mind-set of graduates. In higher education, particularly in polytechnic contexts such as Taraba State Polytechnic, Suntai, fostering students' engagement and sustained interest in entrepreneurship programmes is critical for equipping them with the skills and motivation necessary for entrepreneurial activity. However, despite the integration of entrepreneurship education in curricula, the Taraba State Polytechnic, Suntai, continue to experience suboptimal students'

motivation and low entrepreneurial intent among graduates. The persistent challenge is the apparent mismatch between the entrepreneurship programme's objectives and the actual interest and participation levels among students. This contributes to the high level of unemployment associated with the students upon graduation. Interest related factors such as curiosity, motivation, personal, emotional involvement, and desire to learn may contribute to this gap. Understanding the factors that shape and impede students' interest is essential for improving programme effectiveness and addressing the broader objectives of entrepreneurship education. It is on this bases that the study seeks to determine students' interest factor in the learning of entrepreneurship programme in Taraba State Polytechnic, Suntai.

III. PURPOSE OF THE STUDY

The major purpose of the study is to determine students' interest related factors in entrepreneurship programme in Taraba State Polytechnic, Suntai. Specifically, the study seeks to assess the extent of students':

1. Curiosity in entrepreneurship programme in Taraba State Polytechnic, Suntai
2. Motivation in entrepreneurship programme in Taraba State Polytechnic, Suntai
3. Personal relevance attached to entrepreneurship programme in Taraba State Polytechnic, Suntai
4. Emotional involvement in entrepreneurship programme in Taraba State Polytechnic, Suntai

IV. RESEARCH QUESTIONS

1. What is the extent of students' curiosity in entrepreneurship programme in Taraba State Polytechnic, Suntai?
2. What is the extent of students' motivation in entrepreneurship programme in Taraba State Polytechnic, Suntai?
3. What is the extent of students' personal relevance attached to entrepreneurship programme in Taraba State Polytechnic, Suntai?
4. What is the extent of students' emotional involvement in entrepreneurship programme in Taraba State Polytechnic, Suntai?

V. REVIEW OF RELATED LITERATURE

Entrepreneurship

Entrepreneurship has become a subject of priority to individuals, governments and institutions due to the rising rate of unemployment in Nigeria leading to high rate of poverty among youth. Entrepreneurship can be defined as identifying and exploiting a hitherto untapped or not-properly tapped opportunity in order to create wealth. Stevenson & Jarillo in Google.com (2025) defined entrepreneurship as the process of pursuing opportunities without regard to current resources. This definitions emphasizes pursuing opportunities before having regard for resources that will be needed for exploiting opportunities. According to Frank (2025), entrepreneurship involves risk taking as one dares into an enterprise or vocation without knowledge of success. Entrepreneurship involves a wide range of areas on which a series of decisions are required which can be grouped into three categories (a) perception of an opportunity (b) organizing an industrial unit and (c) running the industrial unit as a profitable, going and growing concern (Pathak, 2025). Vocational-driven entrepreneurship is guided by vocation and not by a mere desire of earning money. (Jose & Alicia, 2025). Entrepreneurship is the use of skills to produce goods and services to establish a business enterprise (Oke 2009 in Google.com, 2025). Generally, the essence of entrepreneurship is to exploit an opportunity that has been identified for the creation of wealth. It is also a way of one getting himself employed after graduating from training. Entrepreneurship entails interest and enthusiasm for success.

Students' Interest

Interest is the show of desire or like for something. It is an important factor in the life of every entrepreneur. Bingham 2019 in Google.com, (2025) defines interest as a tendency to become absorbed in an experience and to continue it. James and Charles 2018 in Google.com (2025) on the other hand see Interest as favourable attitude towards objects. Interest determines the success of any human activities. The absence of interest in students for the vocational entrepreneurship programme of Taraba State Polytechnic will herald lack of success. On the other hand, the presence of it can bring about meeting objectives by both the institution and students. Interest is a factor that can be

assessed psychologically. Rodney and Andrew (2023) defines interests as relatively stable psychological characteristics of people that identify the personal evaluation attached to particular groups of occupational or leisure activity clusters.

Students' interest in entrepreneurship plays a pivotal role in shaping entrepreneurial intentions and capabilities, which are vital for innovation, economic growth, and societal advancement. Although entrepreneurship education has gained prominence, especially in polytechnic settings, there remains a need to understand how interest, motivation, and educational approaches foster entrepreneurial mindsets, particularly among diverse student populations and at pre-tertiary institution levels (Shahin et al., 2020). Studies on students' gender interest in entrepreneurship has consistently shows that women are less likely than men to express interest in entrepreneurial activities, a gap exacerbated in male-dominated fields such as technology and engineering (Samuel et al., 2018; Shahin et al., 2020). Contributing factors include a lack of visible female role models, stereotypical beliefs about entrepreneurship, and structural barriers to resources and networks (Shahin et al., 2020). Students' interest related factors in entrepreneurship considered in the study include curiosity, motivation, personal, and emotional involvement

Curiosity

Curiosity is the zeal displayed or shown by an individual towards understanding something properly. Curiosity is an element of interest because it drives attention to a thing. Curiosity is a drive state for information, which can be observed in organisms as simple as nematode worms (Celeste & Benjamin, 2015). This definition of curiosity places emphasis on information seeking. Students who are curious in what they do, tend to learn faster and enough information obtained can lead to high interest in pursuing a course in life. When people are curious, they search for ways to ask questions and get solutions. Everyone is born with inherent skills and the potential to grow with curiosity. A curious person will be willing to find out how things work and therefore try to learn more about the details. Curiosity is searching for quality information. Curiosity allows an individual to see new and creative ways to resolve problems. It is a talent that individuals regularly overlook as a result of its

capacity to make the mind look for knowledge and a willingness to be taught new things.

Curiosity is crucial for entrepreneurship, as it drives the search for new information, leading to opportunity recognition and innovative ideas. This aligns with Adomako et al. (2024) that entrepreneurs' curiosity has a positive association with process innovation and product innovation which are core aspect of entrepreneurship. It enhances entrepreneurial intentions and actions by fostering a tolerance for uncertainty, increasing resilience, and motivating perseverance toward goals. As noted by Kashdan et al. (2018), curious individuals are recognized as having more motivation to explore and search for information in order to find answers for a particular issue. A curious mind-set also improves creative problem-solving, enabling entrepreneurs to transform challenges into opportunities and adapt to new situations. A curious is pushed by strong motivation to find out solution to problems.

Motivation

Motivation is an element of interest which deals with both the inner (intrinsic) and the external (extrinsic) push to behave or act in a particular way. It arouses individuals into behaving in a particular way in order to achieve specific objective. Motivation is the process that initiates, guides, and maintains goal-oriented behaviours (verywellmind, 2025). Motivation is the driving force behind human actions. For instance, motivation is what helps one lose extra weight, or push him or her to get promotion at work. In short, motivation causes one to act in a way that get closer to the person's goals. Motivation plays important role in interest. It is by it that interest is put into action towards a particular goal.

Student motivation has emerged as a key determinant in fostering entrepreneurial attitudes and behaviors, particularly at the pre-tertiary institutions level (Shahin et al., 2020). This suggests that motivation is an integral factor to the formation of entrepreneurial intention, which is widely recognized as an antecedent to entrepreneurial action. Empirical evidence indicate that student motivation has a significant positive effect on entrepreneurship, as it drives entrepreneurial intention and behaviour (Zahara & Slame, 2023). This explain that motivation has effect on students' interest

in entrepreneurship. Higher motivation is linked to increased interest, greater effort, persistence, creativity, and a stronger desire to start a business. Both intrinsic factors, like a passion for learning, and extrinsic factors, such as the expectation of income, play a role, though intrinsic motivation may lead to better long-term outcome. Kuswanto et al. (2023) confirmed that the motivational variables for learning entrepreneurship and income expectations significantly affect student interest in entrepreneurship.

Personal

The concept of “personal” pervades academic and practical discourse, yet its meaning is often context-dependent and multidimensional. This could be that personal factors are not static; they can be developed through education, mentorship, and experience. They can be shaped by an entrepreneur's social capital, human capital, and a person-organization fit. Understanding the personal dimension is thus essential for fostering entrepreneurship, designing effective educational programmes, and supporting diverse participation in innovation-driven fields. As Martín-Navarro et al. (2023) noted, the formation of entrepreneurial intention is greatly influenced by personal propensities, such as causal logic, proactivity, and creativity. Personal in entrepreneurship research encompasses values, competences, intentions, timing, and propensities that drive individual behaviour and shape outcomes. Contextually, the term personal encompasses psychological, demographic and behavioural factors that makes a person unique.

Personal traits like self-efficacy, perseverance and risk aversion could significantly influence entrepreneurship, affecting everything from an individual's initial intention to start a business to the success and growth of their venture. Among the traits, Ramos-Rodríguez et al. (2019) found personal attitude, the degree to which an individual has a favourable evaluation of becoming self-employed, as having being consistently identified as a strong predictor of entrepreneurship intention. In the same vein, Tshikovhi and Shambare (2015) confirmed that personal attitudes were observed as having a greater influence on entrepreneurship intentions. Concerning perseverance, Teryima et al. (2020) maintained that perseverance, persistence or determination is a key

traits of successful people. Noting that entrepreneurs may encounter problems in different ways (technical or financial), the more complex the problem, the more critical thinking and perseverance is required. Furthermore, Armuña et al. (2024) claimed that entrepreneurial competencies, comprising opportunity recognition, commitment, decision-making, and organisational skills are personal attributes that directly influence entrepreneurship intention. This may be the case with students in Taraba State Polytechnic, Suntai as their entrepreneurship intention could be subject to various personal factors.

Emotion

Emotion is how an individual reacts or respond to experience around him. It may be pleasant; it may also be unpleasant. Emotions are reactions that human beings experience in response to events or situations. The type of emotion a person experiences is determined by the circumstance that triggers the emotion(verywellmind, 2025). For instance, a person experiences joy when they receive good news and fear when they are threatened. Emotions have a strong influence on individuals' daily lives. This is because individuals makes decisions based on whether they are happy, angry, sad, bored, or frustrated. They also choose activities and hobbies based on the emotions they incite. Understanding emotions can help navigate life with greater ease and stability.

Emotions could significantly impact entrepreneurship, especially in decision-making, risk-taking, and leadership. There are two main types of emotions, positive and negative. Positive emotions like passion, confidence, and excitement can drive innovation and opportunity-seeking, while negative emotions like fear and anxiety may lead to risk aversion. Othman and Othman (2021) revealed that both positive and negative entrepreneurial emotions had a significant effect on the business start-up process behaviour among the students. Positive emotions of students towards the business start-up process motivated them to engage in entrepreneurial activities, while negative emotions were found to give the opposite result. Strategic emotional intelligence is crucial for navigating the highs and lows of entrepreneurship, motivating teams, persuading stakeholders, and adapting to challenges, but excessive or unmanaged emotions can be detrimental. Emotions are integral to

human cognition and decision-making, especially in contexts characterized by uncertainty and risk, such as entrepreneurship.

Among the multitude of factors influencing Entrepreneurship Intention (EI), emotions has been confirmed to be one. Othman et al. (2020) confirmed that although entrepreneurship education helps improve students' capabilities to adapt to new environments, and recognizes the potential of business opportunities, a stable emotion is crucial throughout the entire entrepreneurship process. The decision of whether the students may want to venture into a business is greatly influence by their emotional disposition. Emotions impact not only the decision to pursue entrepreneurship but also the persistence and resilience required throughout the entrepreneurial journey. Understanding the interplay between emotions and EI is critical for designing effective educational programmes, fostering innovation, and enhancing economic development at both individual and societal levels.

The aforementioned interest factors to a large extent have been evidenced to influence entrepreneurship. It is in line with this, the Taraba State Polytechnic Suntai introduced practical vocational entrepreneurship programme with the main purpose of helping its students acquire practical skills that will be used after graduation. The institution allows students to choose freely and based on individual interest, trades every student is interested in. It is expected that with this choice making by students not based on any external interference or influence, the students will be serious with what they each have chosen. However, observation tilts towards low interest by students. This scenario gives room for non-achievement of the objectives of the institution about the programme. This study, therefore, seeks to identify the level of interest of students for the programme.

VI. METHODOLOGY

Design of the Study

Descriptive research design was adopted for the study. It is used when a sample is drawn from the population to study the interested characteristics. The design was adopted since selection was necessary in the

population of the study which comprised all Diploma II students of the Taraba State Polytechnic.

Scope of the Study

The study was carried out in Taraba State Polytechnic, Suntai. It was delimited to Diploma II students of the institution who had passed through the programme and were still in school.

Population of the Study

The Population of the study comprised 2552 (male and female) Diploma II students of the Taraba State Polytechnic 2024/2025 academic session.

Sample and Sampling Technique

The sample size of the study comprised three hundred and forty-six (346) Diploma II students of the Taraba State Polytechnic. This was determined using Taro Yamane's formula expressed thus:

$n =$

Where n = Sample

N = Total Population

e = Standard Error Allowed

Furthermore, proportionate sampling technique was used to determine the sample size from each of the departments under study.

Instrument for Data collection

Data was collected with the help of a researcher's designed four scale rating instrument titled: Students' Interest Rating Scale on Vocational Entrepreneurship Programmes (SIRSVEP). The instrument consists of four clusters of ten items each covering interest factors of curiosity, motivation, personal and emotional involvement.

Reliability of the Instrument

The instrument was tested for reliability using Cronbach Alpha reliability coefficient. Results obtained were as follows: cluster 1 (0.88); cluster 2 (0.82); cluster 3 (0.85) and cluster 4 (0.89). However, the overall reliability coefficient was 0.93.

Method of Data Analysis

Data collected was analysed using mean and standard deviation to answer the four research questions that guided the study.

VII. RESULTS

Table 1: Mean and Standard Deviation Rating of Students' Curiosity in Entrepreneurship Programme in Taraba State Polytechnic, Suntai

S/N	Curiosity in Entrepreneurship Programmes	X	SD	DECISION
1	I often wonder what it would be like to start a business of my own	3.58	0.49	Strongly Agree
2	I am curious about the different types of vocational entrepreneurship programmes available	3.56	0.49	Strongly Agree
3	I do not enjoy learning about new innovations in the field of vocational entrepreneurship	3.53	0.49	Strongly Agree
4	I would learn more about the experiences of entrepreneurs in vocational entrepreneurship field	3.51	0.54	Strongly Agree
5	I am not interested in exploring the potentials of vocational entrepreneurship to address social needs	3.53	0.49	Strongly Agree
6	I often think about how I could apply my vocational skills to create services that meet peoples' needs	3.58	0.49	Strongly Agree
7	I am not curious about the financial aspects of starting a vocational venture	3.46	0.49	Agree
8	I would not like to learn more about the marketing strategies used by successful vocational entrepreneurs	3.60	0.49	Strongly Agree
9	I am not interested in learning about the regulatory requirements for starting a vocational entrepreneurial venture	3.44	0.49	Agree
10	I often imagine myself as a successful vocational entrepreneur who contribute positively to the society	3.65	0.47	Strongly Agree
Grand Mean		3.54		Strongly Agree

In table 1, the individual item means scores range between 3.44 and 3.65; the standard deviation ranges between 0.47 and 0.54, this reveals that the means are much closer to each other. More so, the grand mean of 3.54 is greater than the criteria mean of 2.50 on a four-

rating scale. This suggests that the respondents strongly agree that curiosity is essential in entrepreneurship programme in Taraba State Polytechnic, Suntai

Table 2: Mean and Standard Deviation Rating of Students' Motivation in Entrepreneurship Programme in Taraba State Polytechnic, Suntai

S/N	Students' Motivation in Entrepreneurship Programme	X	SD	DECISION
11	I am motivated to learn new skills in vocational entrepreneurship	3.58	0.49	Strongly Agree
12	Starting my own business is not a goal that I am committed to achieve	3.58	0.49	Strongly Agree
13	I am willing to take calculated risk to pursue opportunities in vocational entrepreneurship	3.66	0.47	Strongly Agree
14	I believe do not that vocational entrepreneurship is a way for me to make positive impact in the society	3.66	0.47	Strongly Agree
15	I am motivated to overcome challenges in order to succeed in vocational entrepreneurship	3.58	0.49	Strongly Agree
16	I am not excited about the prospect of being my own boss	3.50	0.54	Strongly Agree

17	I believe that vocational entrepreneurship will give me the flexibility to pursue my passion	3.60	0.53	Strongly Agree
18	I am not motivated to learn from my mistakes and use them as opportunities for improvement	3.55	0.54	Strongly Agree
19	I am committed to putting required effort to succeed in vocational entrepreneurship	3.57	0.49	Strongly Agree
20	I don't believe that vocational entrepreneurship will provide me with a sense of personal fulfilment	3.63	0.48	Strongly Agree
Grand Mean		3.59	Strongly Agree	

Table 2 indicates that the individual item mean scores range between 3.50 and 3.66; the standard deviation ranges between 0.47 and 0.54, this reveals that the means do not vary much to each other. Also, the grand mean of 3.59 is greater than the criteria mean of 2.50

on a four-rating scale. This suggests that the respondents strongly agree that motivation is crucial in entrepreneurship programme in Taraba State Polytechnic, Suntai.

Table 3: Mean and Standard Deviation Rating of Students' Personal relevance attached to Entrepreneurship Programme in Taraba State Polytechnic, Suntai

S/N	Students' Personal Relevance in Entrepreneurship Programme	X	SD	DECISION
21	I don't believe that vocational entrepreneurship aligns with my personal values	3.56	0.49	Strongly Agree
22	I see myself using the experiences gained from vocational entrepreneurship programmes in my future career	3.62	0.48	Strongly Agree
23	I am not interested in vocational entrepreneurship because it will allow me to express my creativity	3.64	0.48	Strongly Agree
24	I believe that vocational entrepreneurship will help me develop skills that are relevant to my community	3.58	0.49	Strongly Agree
25	I am not motivated to participate in vocational entrepreneurship programmes because I want to make a positive impact on the society	3.58	0.49	Strongly Agree
26	I see vocational entrepreneurship as a way to achieve my personal financial goals	3.63	0.48	Strongly Agree
27	I don't believe that vocational entrepreneurship aligns with my personal interest	3.58	0.49	Strongly Agree
28	I am interested in vocational entrepreneurship because it offers me the opportunity to work independently	3.46	0.54	Agree
29	I don't believe that vocational entrepreneurship will help me develop skills that are transferable to other areas of my life	3.69	0.46	Strongly Agree
30	I am committed to participate in vocational entrepreneurship programmes because I believe they will help me achieve my long-term personal goals	3.58	0.49	Strongly Agree
Grand Mean		3.59	Strongly Agree	

Table 3 reveals that the individual item means scores range between 3.46 and 3.69; the standard deviation ranges between 0.46 and 0.54, this reveals that the

means do not vary much each other. More so, the grand mean of 3.59 is greater than the criteria mean of 2.50 on a four-rating scale. This suggests that the

respondents strongly agree that personal relevance is critical in entrepreneurship programme in Taraba State Polytechnic, Suntai.

Table 4: Mean and Standard Deviation Rating of Students' Emotional Involvement in Entrepreneurship Programme of Taraba State Polytechnic, Suntai

S/N	Students' Emotional Involvement in Entrepreneurship Programme	X	SD	DECISION
31	I feel a strong sense of enthusiasm when thinking about starting my own business through vocational entrepreneurship programmes	3.51	0.50	Strongly Agree
32	I am not deeply invested in the success of my vocational entrepreneurship venture	3.68	0.46	Strongly Agree
33	I experience feelings of pride when I achieve milestone in my vocational entrepreneurship journey	3.52	0.50	Strongly Agree
34	I don't feel a strong emotional connection to the products I am developing through vocational entrepreneurship programmes	3.50	0.54	Strongly Agree
35	I am willing to take risk in vocational entrepreneurship because I am passionate about my business idea	3.48	0.50	Agree
36	I don't feel a sense of belong with others who are also participating in vocational entrepreneurship programmes	3.60	0.48	Strongly Agree
37	I am not motivated to preserve through difficulties in vocational entrepreneurship because I believe in potential of my business to make a positive impact	3.58	0.49	Strongly Agree
38	I experience feelings of anxiety when faced with uncertainty or setbacks in my vocational entrepreneurship venture	3.63	0.48	Strongly Agree
39	I feel a strong sense of commitment to my vocational entrepreneurship project	3.70	0.45	Strongly Agree
40	I am not inspired by the potential of vocational entrepreneurship to create positive change in the society	3.49	0.54	Agree
Grand Mean		3.56		Strongly Agree

Table 4 shows that the individual item means scores range between 3.48 and 3.70; the standard deviation ranges between 0.45 and 0.50, this reveals that the means do not vary much from each other. More so, the grand mean of 3.56 is greater than the criteria mean of 2.50 on a four-rating scale. This suggests that the respondents strongly agree that emotional involvement is vital in entrepreneurship programme in Taraba State Polytechnic, Suntai

VIII. DISCUSSION

Curiosity was found to be essential in entrepreneurship programme in Taraba State Polytechnic, Suntai. The findings suggest that curiosity is being increasingly recognized as a foundational driver of entrepreneurial

intention and success. In the context of entrepreneurship education and practice, curiosity not only motivates individuals to seek new opportunities but also enhances creative problem-solving and adaptability in uncertain environments. It is important to understand the extent of curiosity in assessing the extent of interest students have for the vocational entrepreneurship programme of the Taraba State Polytechnic. When students are curious about something, they engage, focus, and are more likely to remember information about the thing. When they are faced with a problem, those with curious mind will definitely work out the problem and develop a solution for the problem. This aligns with Kashdan et al. (2018) that curious individuals are recognized as having more

motivation to explore and search for information in order to find answers for a particular issue.

Curiosity emerges as a pivotal influence on entrepreneurship, acting as both a motivator and a skill that can be intentionally cultivated through educational practices. In this respect, Adomako et al. (2024) found that entrepreneurs' curiosity has a positive association with process innovation and product innovation which are core aspect of entrepreneurship. Programmes that harness curiosity by promoting creative inquiry, experiential learning, and confidence-building can significantly enhance entrepreneurial intention and capacity, particularly among underrepresented groups. The findings in this regard aligns with Birenbaum et al. (2019) that curiosity strongly promotes the development of knowledge, skills and experiences. As the entrepreneurial landscape continues to evolve, integrating curiosity-driven approaches in education and practice will be essential for fostering innovation and inclusive participation.

Motivation was revealed to be crucial in entrepreneurship programme in Taraba State Polytechnic, Suntai. Motivation provide reinforcement for an action. Economic benefit for instance can push individuals to undertake entrepreneurial ventures. This applies to the students, when they perceive benefits in entrepreneurship they will become interested in it. The findings agrees with Kuswanto et al. (2023) that the higher the motivation of students to study entrepreneurship and the higher their expectations of the income that will be generated from entrepreneurship, the higher their interest in becoming entrepreneurs. By extension, the findings aligns with Zahara and Slame (2023) that motivation has a significant positive effect on students' interest in entrepreneurship.

Motivational factors operate through several pathways to influence entrepreneurship. This is in line with Shahin et al.(2020) that First, it provide exposure to entrepreneurship education that emphasizes active, problem-based learning which can inspire students by making the entrepreneurial process tangible and relevant. Second, motivational support structures such as positive role models and collaborative peer environments reinforce self-confidence and perceived

behavioral control, both of which are critical for entrepreneurial action. Third, aligning entrepreneurship education with real-world challenges increases students' intrinsic motivation by demonstrating the societal value of entrepreneurial endeavours. In other words, the findings supports Neethling (2024) that students choose to enrol in courses for various reasons, their levels of motivation for enrolment differ, which could be expressed in their perceptions of their levels of (entrepreneurial) self-efficacy at the start of the entrepreneurship course.

Personal relevance was found to be critical in entrepreneurship programme in Taraba State Polytechnic, Suntai. The findings amplify the unique nature of individuals. The findings is in line with Reissová et al. (2020) that the willingness to run a business, which forms an integral part of entrepreneurship intention, is to a large extent influenced by relatively stable variables such as personal characteristics, gender, and environment of the person. Personal factors including attitudes, competencies, proactively, creativity, and values are foundational in shaping entrepreneurial intention. Proactively and creativity are prominent personal factors linked to entrepreneurship intention. This aligns with Martín-Navarro et al. (2023) that proactive individuals, who anticipate and initiate changes, and creative individuals, who generate novel ideas, are more likely to form entrepreneurial intentions. Additionally, causal propensity which is an individual's tendency to use prediction and planning in decision-making serves as an antecedent to entrepreneurship intention, suggesting that students with a higher inclination toward causal behaviour are more likely to intend to start a business of their own. The findings also agree with Teryima et al. (2020) who revealed a high effect between entrepreneurial personality traits and business performance among the surveyed organizations in Makurdi.

Emotional involvement was found to be vital in entrepreneurship programme in Taraba State Polytechnic, Suntai. People are emotionally different. The findings suggests that emotions are essential element in human behaviour, and can influence various aspects of individuals' lives, especially in the business decision-making. Emotions do not only shape how entrepreneurs feel, it influence how others

respond to them. The ability to recognize, understand and regulate emotions is an essential skill for entrepreneurs. To an entrepreneur, emotions play a critical role in determining success or failure in business ventures. Positive emotions of students towards the business start-up process could motivate them to engage in entrepreneurial activities, while negative emotions could be the opposite. This aligns with Othman and Othman (2021) that both positive and negative entrepreneurial emotions had a significant effect on the business start-up process behaviour among the students. Positive emotions of these students towards the business start-up process motivated them to engage in entrepreneurial activities, while negative emotions were found to give the opposite result. The findings further agrees with Musiwa et al. (2019) that the activated unpleasant emotion negatively and significantly influenced an individual's entrepreneurial attitude and entrepreneurial self-efficacy, both of which significantly influenced entrepreneurial intention. In other words, the relationship between the activated unpleasant emotion and entrepreneurial intention was significantly mediated by both entrepreneurial attitude and self-efficacy. Emotions exert a profound influence on entrepreneurship, permeating every stage from intention formation to action, resilience, innovation, and networking. Positive emotions such as inspiration, confidence, and hope can catalyze entrepreneurial attitudes and intentions, while negative emotions like fear and anxiety may inhibit entrepreneurial behavior. The impact of emotions is mediated by educational experiences, crisis contexts, fiscal policies, social media networks, and cultural environments. Effective entrepreneurship support systems must therefore integrate emotional considerations by promoting positive emotional climates, supporting emotional resilience, and reducing emotional barriers to foster vibrant, inclusive, and innovative entrepreneurial ecosystems.

CONCLUSION

Students' interest related factors including curiosity, motivation, personal relevance and emotional connection, significantly influence their engagement and performance in entrepreneurship programmes. Providing a supportive environment that encourages curiosity, autonomy and emotional investment is

crucial for nurturing entrepreneurship skills and mindsets. More so, creating interactive, experiential learning experiences will spark curiosity and motivate students to pursue entrepreneurship ventures. By so doing, the Taraba State Polytechnic, Suntai can cultivate a new generation of innovative entrepreneurs equipped to drive economic growth and social progress

RECOMMENDATIONS

It was recommended that:

1. Entrepreneurship educators should prioritize creating interactive, experiential learning experiences that spark curiosity, motivation, personal and emotional involvement of the students.
2. Curiosity-driven approach such as experimental learning should be integrated in the entrepreneurship education and practice to foster innovation and inclusive participation among students
3. The polytechnic management should strive to develop entrepreneurial personality traits that would yield positive and significant effect on starting and running a business among the students.
4. Educators should strive to inculcate positive emotions such as inspiration, confidence, and hope in their teaching in order to catalyze entrepreneurial attitudes and intentions
5. Management should integrate emotional considerations by promoting positive emotional climates, supporting emotional resilience, and reducing emotional barriers to foster vibrant, inclusive, and innovative entrepreneurial ecosystems.

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