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**ENTREPRENEURSHIP EDUCATION AND
ENTREPRENEURIAL CAREER OPTION AMONG
POLYTECHNIC STUDENTS IN NORTHWESTERN NIGERIA:
THE MEDIATING EFFECT OF CREATIVITY**



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**DOCTOR OF PHILOSOPHY
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Abstrak

Objektif utama kajian ini adalah untuk menyelidik kesan pengantara kreativiti bagi hubungan antara komponen pendidikan keusahawanan (EE) dan pilihan kerjaya keusahawanan (ECO) dalam kalangan pelajar politeknik di Barat Laut Nigeria. Data kajian dikumpulkan melalui kaedah reka bentuk kajian keratan rentas. Kajian ini menggunakan pensampelan berstrata berbilang tahap untuk memilih enam politeknik dan menggunakan persampelan rawak bersandar untuk memilih 505 responden, manakala soal selidik pula ditadbir sendiri. Sebanyak 348 maklum balas telah diterima dan boleh digunakan untuk menilai 11 hipotesis secara langsung dan 5 hipotesis secara tidak langsung, manakala Partial Least Squares Structural Equation Modelling (PLS-SEM) telah digunakan untuk menguji hipotesis tersebut. Kajian ini mendapati bahawa objektif berkaitan pengetahuan tentang tahu-apa (KWT), tahu-bagaimana (KHW), tahu-siapa (KWO), tahu-mengapa (KWY), tahu-bila (KWN) dan kreativiti (CRT) mempengaruhi pelajar untuk terlibat dalam ECO di Barat Laut Nigeria. Dapatan kajian menunjukkan bahawa KWT, KHW, KWY, dan KWN bergantung kepada tahap CRT pelajar. Oleh itu, diharapkan agar KWO dan KWN akan dapat meningkatkan ECO pelajar, tetapi penemuan kajian ini bertentangan dengan harapan ini kerana hubungan antara KWO, KWN dan ECO adalah tidak signifikan. Namun, apa yang lebih menariknya ialah dapatan kajian ini menunjukkan bahawa kreativiti menjadi pengantara bagi hubungan antara KWT, KWO, KWY, KWN dan ECO, tetapi tidak kepada hubungan KHW dan ECO. Justeru, Institut Pengajian Tinggi (IPT) perlu memberi penekanan kepada KWT, KWO, KWY, dan KWN, tetapi penekanan lebih lanjut kepada KHW dapat menghasilkan kreativiti yang lebih rendah. Hasil kajian ini memberikan pandangan yang signifikan kepada pihak yang berkepentingan dan penyelidik EE untuk membuat kajian lanjut tentang hubungan EE, CRT, dan ECO. Kajian semasa memberi sumbangan kepada literatur tentang bagaimana CRT menjadi pengantara dalam hubungan semua komponen EE dan ECO, terutamanya dalam konteks Nigeria kerana kajian sedemikian jarang dilakukan. Kajian ini juga mencadangkan strategi dan hala tuju praktikal untuk penyampaian kursus EE yang berkesan sejajar dengan amalan terbaik di peringkat global. Akhir sekali, batasan kajian semasa dan kajian pada masa hadapan turut dibincangkan dalam kajian ini.

Kata kunci: pendidikan keusahawanan, pilihan kerjaya keusahawanan, kreativiti, politeknik, Barat Laut Nigeria.

Abstract

The study's primary objective is to examine the mediating effect of creativity on the relationship between components of entrepreneurship education (EE) and entrepreneurial career option (ECO) among polytechnic students in northwestern Nigeria. Data were collected from polytechnics through cross-sectional study design. The study adopted multistage stratified sampling to select six polytechnics and used proportionate random sampling to select 505 respondents, and questionnaires were self-administered. 348 usable responses were gathered to assess 11 direct and 5 indirect hypotheses and Partial Least Squares Structural Equation Modelling (PLS-SEM) was used in the hypotheses testing. This study found that know-what (KWT), know-how (KHW), know-who (KWO), know-why (KWY), know-when (KWN), and creativity (CRT) are essential EE components of EE objectives that influence students to engage in ECO in northwestern Nigeria. The findings revealed that KWT, KHW, KWY, and KWN depends on the CRT disposition of the students. It is expected KWO and KWN would increase students' ECO, but the findings of this study ran contrary to this expectation, as the relationship between KWO, KWN and ECO was not significant. Interestingly, the findings further showed that creativity significantly mediate the relationship between KWT, KWO, KWY, KWN and ECO, but not the relationship between KHW and ECO. Higher educational institutions (HEIs) should emphasise KWT, KWO, KWY, and KWN, but it is imperative to note that overemphasis on KHW may result in lower creativity. The results of this study provides significant insights to EE stakeholders and researchers to recognise that the EE, CRT, and ECO relationships need to be examined further. The current study contributes mainly to the current literature on how CRT mediates the relationship between all of the components of EE and ECO, especially in the Nigerian context where such studies are sparse. The study recommends strategies and practical road map for effective delivery of EE courses in line with global best practice. Lastly, limitations of the current study and avenues for future research were discussed.

Keywords: entrepreneurship education; entrepreneurial career option; creativity; polytechnics; northwestern Nigeria.

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List of Abbreviations

AVE	Average Variance Extracted
CMB	Common Method Bias
CMV	Common Method Variance
CRT	Creativity
DV	Dependent Variable
EC	European Commission
ECO	Entrepreneurial Career Option
EE	Entrepreneurship Education
EI	Entrepreneurial Intention
ESE	Entrepreneurial Self-Efficacy
F2	Effect size
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
GBSN	Global Business Network
GDP	Gross Domestic Product
GEM	Global Entrepreneurship Monitor
GoF	Goodness of Fit
HC	Human Capital
HCT	Human Capital Theory
HEIs	Higher Education Institutions
HND	Higher National Diploma
IFC	International Finance Corporation
ILO	International Labour Organisation
IV	Independent Variable
KHW	Know-how
KWN	Know-when
KWO	Know-who
KWT	Know-what
KWY	Know-why

MENA	Middle East and North Africa
MV	Mediation variable
NBS	National Bureau of Statistics
NBTE	National Board for Technical Education
NCCE	National Commission for Colleges of Education
ND	National Diploma
NHCT	Nicholas Holt Creativity Test
NIRP	Nigerian Industrial Revolution Plan
NPC	National Population Commission
NUC	National Universities Commission
NVC	New Venture Creation
PhD	Doctor of Philosophy
PLS	Partial Least Square
Q2	Construct cross-validated redundancy
R2	R-squared values
SEM	Structural Equation Modelling
SPSS	Statistical Package for the Social Science
TPB	Theory of Planned Behaviour
UIS	UNESCO Institute of Statistics
UK	United Kingdom
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USA	State of America United
VIF	Variance Inflation Factor
WBG	World Bank Group

CHAPTER ONE

INTRODUCTION

1.1 Background

Entrepreneurship is gradually and increasingly becoming pivotal for economic development through the medium of employment generation, wealth creation, and poverty alleviation (Bakar, Islam, & Lee, 2015; Bukar & Timothy, 2014; Ejiogu & Nwajiuba, 2012; Matlay, 2005; Sheriff & Mufatto, 2015). Entrepreneurship promotes economic and technological development by creating new industries, new markets, and net increase in real productivity of nations (Hisrich, Peters & Shepherd, 2005; Muhammad, Aliyu & Ahmed, 2015; Pérez-López, González-López, & Rodríguez-Ariza, 2016; Udu, 2014; Qosja & Druga, 2015).

Entrepreneurship is now an everyday catchphrase among academics, policy makers, economic analysts, and even students (Keat, Selvarajah, & Meyer, 2011). It is now being relied upon as a panacea to economic and social problems for both developed and developing nations (Adegun, 2013; Efi & Akpan, 2012; Basu & Virick, 2008; Bukar & Timothy, 2014; Sondari, 2014). It is considered as a motivating force behind economic, social progress, productivity, and innovation (Iglesias-Sanchez, Jambrino-Maldonado, Velasco, & Kokash, 2016).

Also, entrepreneurship is progressively being regarded as an excellent economic development strategy that is capable of promoting a country's economic growth as well as sustaining a nation's competitiveness in the face of increasing trends of globalization (Oghojafor, Olayemi, Okonji, & Olayiwola, 2011; Perez-Lopez,

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Appendix A

Questionnaire



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SURVEY QUESTIONNAIRE

Research Title: Entrepreneurship education and entrepreneurial career option among polytechnic students in Northwestern Nigeria: the mediating effect of creativity.

Objective: To investigate the mediating effect of creativity on the relationship between entrepreneurship education and entrepreneurial career option of polytechnic students in Northwestern Nigeria.

Target: HND II students of Polytechnics in Northwestern Nigeria.

Dear Respondent,

I am a PhD Entrepreneurship research fellow in the above-named university, currently conducting a survey on the above titled research. The following are self-explanatory questions that will not take much of your time to answer. Your kind and objective response would be appreciated by providing objective and sincere answers to all the questions. There is no right or wrong answer to the questions. Your identity and the information supplied will be used for the purpose of the research only. Your response will be treated as strictly confidential.

Please, refer to the researcher any enquiry about the research.

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Part I: Demographic Data

Information about the personal profile of the respondents. Please Tick (✓) in the box relevant to you.

A. Gender

☐ Male

☐ Female

B. Age

☐ Less than 20 years, ☐ 20-29yrs, ☐ 30-39yrs, ☐ 40-49yrs, ☐ 50yrs and above

C. Marital Status

☐ Married, ☐ Single, ☐ Widowed, ☐ Divorced

D. Previous work experience

☐ Employed ☐ Unemployed ☐ Self-employed

E. If self-employed, how long have you been in business?

☐ Young entrepreneur: Less than 3 years,

☐ Old entrepreneur: 3-5 years,

☐ Old entrepreneur: 6-10 years

☐ Old entrepreneur: 11 years and above.

Part II: Entrepreneurial career option (ECO)

Please rate the following items according to their perceived relevance in your decision to run your own business venture. Respondents are expected to make a "tick" in appropriate box for all responses, on a continuum of 7 points; in front of each of the under listed activities.

1. Strongly Disagree
2. Moderately Disagree
3. Disagree
4. Neutral
5. Agree
6. Moderately Agree
7. Strongly agree

CODE	Statement	Strongly Disagree							Strongly Agree	
		1	2	3	4	5	6	7		
ECO1	I trust my own instincts when solving entrepreneurial problems.									
ECO2	I believe in trial and error to solve problems rather than give up.									
ECO3	I have faith in success in my future career.									
ECO4	I have experiences that									

	strengthen my imaginations.							
ECO5	My instincts help me to work out entrepreneurial problems.	1	2	3	4	5	6	7
ECO6	The probability of doing well in the business is high.	1	2	3	4	5	6	7
ECO7	There is less uncertainty when predicting how well I do with the business introduction.	1	2	3	4	5	6	7
ECO8	The overall riskiness of the venture is low.	1	2	3	4	5	6	7
ECO9	The overall option of introducing the business is something positive to me.	1	2	3	4	5	6	7
ECO10	Introducing the business is considered as potential gain to me.	1	2	3	4	5	6	7
ECO11	Introducing the business will have positive effect on my own future.	1	2	3	4	5	6	7
ECO12	There is high probability of losing a great deal of money by introducing the business.	1	2	3	4	5	6	7
ECO13	I shall be an entrepreneur to increase my personal income.	1	2	3	4	5	6	7
ECO14	I shall be an entrepreneur to acquire personal wealth.	1	2	3	4	5	6	7
ECO15	I shall be an entrepreneur to be self-employed.	1	2	3	4	5	6	7
ECO16	I shall be an entrepreneur to control my destiny.	1	2	3	4	5	6	7
ECO17	I shall be an entrepreneur to acquire personal security.	1	2	3	4	5	6	7
ECO18	I shall be an entrepreneur to recognise and exploit opportunities.	1	2	3	4	5	6	7
ECO19	I shall be an entrepreneur to develop new ideas.	1	2	3	4	5	6	7
ECO20	I shall be an entrepreneur to develop innovative abilities.	1	2	3	4	5	6	7
ECO21	I shall be an entrepreneur to develop my initiatives.	1	2	3	4	5	6	7
ECO22	I shall be an entrepreneur to respond to change in the environment.	1	2	3	4	5	6	7
ECO23	I believe I can establish a position in the product market	1	2	3	4	5	6	7
ECO24	I believe I can develop new business ideas.	1	2	3	4	5	6	7
ECO25	I believe I can develop strategic plans.	1	2	3	4	5	6	7
ECO26	I believe I am good at making	1	2	3	4	5	6	7

	decisions involving uncertainty and risk.							
ECO27	I believe I can develop my own financial systems.	1	2	3	4	5	6	7
ECO28	I believe I can develop my own internal controls.	1	2	3	4	5	6	7

Part III: Components of entrepreneurship education

Know-what

To what extent do you agree or disagree with the learning from entrepreneurial courses?
Please tick one box only for each statement.

CODE	Statement	Strongly Disagree				Strongly Agree		
KWT1	The entrepreneurial courses increase my understanding of generating innovative ideas.	1	2	3	4	5	6	7
KWT2	The entrepreneurial courses increase my understanding of environmental assessment of entrepreneurial ventures.	1	2	3	4	5	6	7
KWT3	The entrepreneurial courses increase my understanding of financial preparation for entrepreneurial ventures.	1	2	3	4	5	6	7
KWT4	The entrepreneurial courses increase my understanding of planning a business.	1	2	3	4	5	6	7
KWT5	The entrepreneurial courses increase my understanding of market and feasibility studies for new entrepreneurial ventures.	1	2	3	4	5	6	7

Know-how

To what extent do you agree or disagree with the learning from entrepreneurial courses?
Please tick one box only for each statement.

CODE	Statement	Strongly Disagree				Strongly Agree		
KHW1	The entrepreneurial courses enhance my skills to develop a good business plan.	1	2	3	4	5	6	7
KHW2	The courses enhance my skills to handle an entrepreneurship project.	1	2	3	4	5	6	7
KHW3	The entrepreneurial courses enhance my skills to deal with the risks and uncertainties.	1	2	3	4	5	6	7
KHW4	The entrepreneurial courses enhance my skills to allocate resources (e.g., money, personnel,	1	2	3	4	5	6	7

	time etc.).							
KHW5	The entrepreneurial courses enhance my ability to identify and exploit a business opportunity.	1	2	3	4	5	6	7

Know-who

To what extent do you agree or disagree with the learning from entrepreneurial courses?
Please tick one box only for each statement.

CODE	Statement	Strongly Disagree				Strong Agree		
KWO1	The entrepreneurial courses enhance my ability to develop networks (e.g., obtaining useful advice/information from lecturers, guest speakers or classmates).	1	2	3	4	5	6	7
KWO2	The free atmosphere among students in the entrepreneurship classes inspire my entrepreneurial mind.	1	2	3	4	5	6	7
KWO3	Views of the lecturers inspire my entrepreneurial mind.	1	2	3	4	5	6	7
KWO4	Views of external speakers inspire my entrepreneurial mind.	1	2	3	4	5	6	7
KWO5	Success stories of local entrepreneurs inspire my entrepreneurial mind.	1	2	3	4	5	6	7
KWO6	Shared entrepreneurial experiences with real entrepreneurs enhances my understanding of entrepreneurial process.	1	2	3	4	5	6	7

Know-why

To what extent do you agree or disagree with the learning from entrepreneurial courses?
Please tick one box only for each statement.

CODE	Statement	Strongly Disagree				Strongly Agree		
KWY1	The entrepreneurial courses increase my understanding of the attitudes of entrepreneurs (i.e., how they view entrepreneurship and why they act).	1	2	3	4	5	6	7
KWY2	The entrepreneurial courses increase my understanding of the importance of entrepreneurship to the society.	1	2	3	4	5	6	7
KWY3	The entrepreneurial courses increase my understanding of the importance of entrepreneurship to the individual.	1	2	3	4	5	6	7
KWY4	The entrepreneurial courses increase my understanding of the personal	1	2	3	4	5	6	7

	characteristics of entrepreneurs (e.g., risk-taking, innovation, etc.).							
KWY5	The entrepreneurial courses gives me a sense that entrepreneurship is achievable.	1	2	3	4	5	6	7
KWY6	The entrepreneurial courses increases my understanding of the motives of engaging in entrepreneurial activities (e.g., money, self-achievement, social status, etc.).	1	2	3	4	5	6	7

Know-when

To what extent do you agree or disagree with the learning from entrepreneurial courses?
Please tick one box only for each statement.

CODE	Statement	Strongly Disagree					Strongly Agree	
		1	2	3	4	5	6	7
KWN1	The entrepreneurial courses encourage me to refer to my instincts before making final decision.	1	2	3	4	5	6	7
KWN2	The entrepreneurial courses encourage me to put all the pieces together when working on a problem.	1	2	3	4	5	6	7
KWN3	The entrepreneurial courses encourage me to rest over an issue before making final decision.	1	2	3	4	5	6	7
KWN4	The entrepreneurial courses encourage me to rely on instincts in my areas of expertise than areas I do not know well.	1	2	3	4	5	6	7
KWN5	The entrepreneurial courses encourages me to trust my intuitions in areas which I have much knowledge or experience.	1	2	3	4	5	6	7

Part IV: Creativity

To what extent do you disagree or agree with statement about your experience to engage in entrepreneurship? Please tick one box only for each statement.

CODE	Statement	Strongly Disagree					Strongly Agree	
		1	2	3	4	5	6	7
ICR1	I often make discoveries through trial and error.	1	2	3	4	5	6	7
ICR2	I often trust my hunches.	1	2	3	4	5	6	7
ICR3	I often have ideas arising whilst dreaming.	1	2	3	4	5	6	7
ICR4	I am a methodical and systematic problem	1	2	3	4	5	6	7

	solving person.							
ICR5	I often have sudden moments of inspiration in waking life.	1	2	3	4	5	6	7
ICR6	I often have a sense of communicating with a deeper sense of self.	1	2	3	4	5	6	7
ICR7	I often rational and logical in thought.	1	2	3	4	5	6	7
ICR8	I often careful in the selection of ideas.	1	2	3	4	5	6	7
ICR9	I often have moments of loose, playful, and unconstrained thinking.	1	2	3	4	5	6	7
ICR10	I often follow my intuitions.	1	2	3	4	5	6	7
ICR11	I often have ideas arising as falling asleep or waking up.	1	2	3	4	5	6	7
ICR12	I often pay attention to visual imagery.	1	2	3	4	5	6	7
ICR13	I often experience losing track of time when involved in creative work.	1	2	3	4	5	6	7
ICR14	I often play with ideas.	1	2	3	4	5	6	7
ICR15	I often have instance of luck, chance, and fortunate accidents.	1	2	3	4	5	6	7
ICR16	I often use analogy.	1	2	3	4	5	6	7
ICR17	I often have a sense of purpose that seems to come from beyond the self.	1	2	3	4	5	6	7
ICR18	I often recombine existing elements in new ways.	1	2	3	4	5	6	7
ICR19	I often work with a set goals or outcomes in mind.	1	2	3	4	5	6	7
ICR20	I often have a sense of channelling information.	1	2	3	4	5	6	7
ICR21	I often pay attention to auditory impressions.	1	2	3	4	5	6	7
ICR22	I often engage in day dreaming.	1	2	3	4	5	6	7
ICR23	I often release of negative emotions.	1	2	3	4	5	6	7
ICR24	I often use non-verbal modes of thinking.	1	2	3	4	5	6	7
ICR25	I often have positive emotions, e.g. joy, excitement, euphoria.	1	2	3	4	5	6	7
ICR26	I often pay attention to bodily feelings.	1	2	3	4	5	6	7
ICR27	I often have a sense of communicating with something else.	1	2	3	4	5	6	7
ICR28	A sense of being in tune with nature or the universe.	1	2	3	4	5	6	7

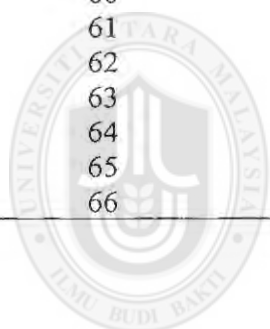
Thank you.

Appendix B

Treatment of Outlier

S/N	CASE	MAHALANOBIS D ²
1	7	137.199
2	16	147.027
3	33	134.572
4	39	147.608
5	40	133.278
6	41	136.264
7	43	139.217
8	45	170.201
9	46	170.747
10	50	142.830
11	51	170.259
12	52	175.867
13	53	196.712
14	68	167.534
15	89	172.738
16	104	231.678
17	111	144.869
18	113	151.151
19	114	147.093
20	141	129.071
21	142	134.264
22	143	131.222
23	148	159.832
24	165	138.599
25	173	133.684
26	178	139.525
27	186	209.298
28	193	197.547
29	200	163.104
30	201	140.803
31	203	198.775
32	206	142.043
33	266	200.759
34	267	168.482
35	274	141.741
36	275	138.192
37	276	147.171
38	317	175.134
39	321	130.561
40	327	147.854
41	330	137.801

42	334	187.086
43	337	180.122
44	340	136.943
45	345	161.626
46	351	132.180
47	356	181.545
48	362	142.051
49	375	203.430
50	376	215.737
51	383	144.183
52	385	141.321
53	387	130.070
54	400	149.509
55	401	195.660
56	402	203.665
57	405	185.603
58	406	151.232
59	409	161.058
60	413	135.702
61	415	134.610
62	416	142.752
63	417	151.541
64	418	179.274
65	420	203.148
66	425	160.326



UUN

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POLYTECHNIC ENROLMENT SUMMARY BY INSTITUTIONS: 2014/2015

S/N	Institution	Location	Pre-ND		ND 1		ND 2		ND 3		HND 1		HND 2		HND 3		Total		
			M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MF
1	Abdu Gusau Polytechnic Talata Mafara	Zamfara	90	35	378	113	419	116	0	0	250	70	287	71	0	0	1424	405	1829
2	Abia State Polytechnic Aba	Aba	0	0	756	847	892	575	0	0	505	605	454	579	0	0	2407	2406	4813
3	Abraham Adesanya Polytechnic, Ibadan	Ogun	0	0	298	300	225	232	0	0	27	53	28	42	0	0	580	627	1207
4	Abubakar Tafawa Polytechnic Bauchi	Bauchi	0	0	1990	381	1412	416	0	0	0	0	0	0	0	0	3402	797	4199
5	Adamawa State Polytechnic Yola	Adamawa	151	58	550	188	412	139	0	0	11	3	11	2	0	0	1135	398	1533
6	Akano Ibom Federal Polytechnic Umerua, Akko	Ebonyi	38	33	752	479	637	378	0	0	659	401	580	289	0	0	2566	1578	4244
7	Akwa Ibom State College of Arts and Science, Nung Udon	Akwa Ibom	0	0	43	30	38	47	0	0	0	0	0	0	0	0	81	77	158
8	Akwa Ibom State Polytechnic Ikot Osewa	Akwa Ibom	0	0	983	846	874	894	0	0	304	425	230	438	0	0	2401	2403	4804
9	Alkover Central Polytechnic Orta	Ogun	0	0	30	33	72	60	0	0	32	44	37	36	0	0	171	173	344
10	Auchi Polytechnic Auchi	Edo	0	0	4915	3402	2944	2703	0	0	2518	2205	1408	1330	0	0	11783	9640	21423
11	Bayelsa State College of Arts and Science, Ebebele	Bayelsa	0	0	37	31	35	11	0	0	0	0	0	0	0	0	72	42	114
12	Benue State Polytechnic, Ugbolele	Benue	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	0	0	0

13	College of Technology, Iresi	Osun	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	0	0	0
14	Covenant Polytechnic, Aba	Abia	0	0	107	69	117	73	0	0	46	21	12	6	0	0	282	189	451
15	Crown Polytechnic, Ado-Ekiti	Ekiti	0	0	358	227	386	248	0	0	83	50	83	57	0	0	910	582	1492
16	D.S. Adegbenro ICT Polytechnic, Ife-Ewekoro,	Ogun	0	0	168	128	175	133	0	0	0	0	0	0	0	0	344	261	605
17	Delta State Polytechnic Ovwashiokun	Delta	0	0	718	590	551	454	0	0	434	416	406	381	0	0	2109	1841	3950
18	Delta State Polytechnic Ofele	Delta	0	0	413	306	304	245	0	0	288	234	273	214	0	0	1278	999	2277
19	Delta State Polytechnic Ozoro	Delta	0	0	1220	932	1041	828	352	285	499	403	425	358	125	112	3662	2918	6580
20	Dorben Polytechnic, Abuja	FCT	0	0	117	119	220	182	0	0	75	66	94	74	0	0	506	461	967
21	Edo State Institute of Technology and Management, Usen	Edo	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	0	0	0
22	Federal Polytechnic Ado Ekiti	Ekiti	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	0	0	0
23	Federal Polytechnic Bauchi	Bauchi	0	0	2323	938	1812	991	0	0	1149	591	1346	623	0	0	6630	3143	9773
24	Federal Polytechnic Bida	Niger	36	12	1372	679	1107	579	0	0	702	444	628	261	0	0	3844	1975	5819
25	Federal Polytechnic Damaturu	Yobe	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	0	0	0
26	Federal Polytechnic Ede	Osun	NO DATA	NO DATA	1726	1310	1182	1018	304	250	580	436	519	414	0	0	4363	3292	7655
27	Federal Polytechnic Idah	Kogi	0	0	943	519	1115	654	0	0	779	384	817	371	0	0	3654	1924	5578

28	Federal Polytechnic Ilaro	Ogun	0	0	1714	1481	1523	1411	0	0	412	485	525	478	0	0	4174	3855	8029
29	Federal Polytechnic K/Nnamoda	Zamfara	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	0	0	0
30	Federal Polytechnic Mubi	Adamawa	85	27	1762	848	2340	1100	0	0	228	139	457	269	0	0	4872	2383	7255
31	Federal Polytechnic Nassarawa	Nasarawa	0	0	975	664	1015	805	0	0	420	347	622	458	0	0	3032	2274	5306
32	Federal Polytechnic Nkede	Imo	0	0	2189	2109	1904	1704	0	0	624	920	787	811	0	0	5504	5544	11048
33	Federal Polytechnic Offa	Kwara	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	0	0	0
34	Federal Polytechnic Oke	Anambra	0	0	889	863	797	849	0	0	790	801	714	776	0	0	3190	3289	6479
35	Federal Polytechnic, Bai	Taraba	72	26	272	109	251	110	0	0	0	0	0	0	0	0	595	245	840
36	Federal Polytechnic, Ekwere	Bayelsa	0	0	3	1	71	6	0	0	0	0	0	0	0	0	74	7	81
37	Federal Polytechnic, Gboko	Benue	0	0	375	221	334	201	0	0	174	164	121	136	0	0	1004	722	1726
38	Gateway ICT Polytechnic, Sapade	Ogun	0	0	326	367	260	307	0	0	109	69	87	58	0	0	782	799	1581
39	Grace Polytechnic Surulere-lagos	Lagos	0	0	168	132	156	191	0	0	13	10	14	11	0	0	351	344	695
40	Hassan Usman Katsina Polytechnic Katsina	Katsina	479	53	1172	182	1214	261	0	0	296	46	411	47	0	0	3572	589	4161
41	Heritage Polytechnic, Ikot Udoia, Ekot	Akwa Ibom	0	0	415	403	323	369	0	0	441	487	200	247	0	0	1379	1506	2885
42	Hussaini Adamu Polytechnic Kazaure	Jigawa	0	0	139	48	171	36	0	0	6	3	13	6	0	0	329	93	422

43	Ibarapa Polytechnic, Eruwa	Oyo	0	0	389	248	380	237	0	0	0	0	0	0	0	0	769	485	1254
44	Igbajo Polytechnic, Igbajo	Osun	0	0	109	95	95	97	0	0	18	17	13	11	0	0	235	220	455
45	Imo State Polytechnic, Umuagwo, Othaji	Imo	0	0	266	333	213	220	0	0	237	157	231	153	0	0	847	863	1810
46	Institute of Management Technology Enugu	Enugu	0	0	946	866	898	877	0	0	629	887	616	859	0	0	3089	3469	6578
47	Intorlink Polytechnic, Ijebu-Jesa	Osun	0	0	121	71	107	85	0	0	0	0	0	0	0	0	228	156	384
48	Jigawa State Polytechnic, Dutse	Jigawa	0	0	405	36	367	54	0	0	108	43	122	14	0	0	1002	147	1149
49	Kaduna Polytechnic Kaduna	Kaduna	0	0	3991	1875	2433	1547	0	0	1772	1182	2167	1551	0	0	9963	8185	18128
50	Kano State Polytechnic Kano	Kano	511	183	2438	670	2045	660	0	0	997	232	987	286	0	0	6978	2031	9009
51	Kings Polytechnic, Ubiaja	Edo	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	0	0	0
52	Kogi State Polytechnic Lokoja	Kogi	157	108	943	524	738	486	180	148	552	387	478	344	117	88	3165	2085	5250
53	Kwara State Polytechnic Ilorin	Kwara	0	0	291	349	323	363	0	0	458	356	304	409	0	0	1378	1477	2853
54	Lagos City Polytechnic Ikeja	Lagos	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	0	0	0
55	Lagos State Polytechnic Ikorodu	Lagos	0	0	3787	2567	3223	3154	0	0	3380	2161	1739	1677	0	0	12129	9569	21698
56	Lighthouse Polytechnic, Benin	Edo	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	0	0	0
57	Mai Idris Aloma Polytechnic, Gokadam	Yobe	0	0	356	89	360	79	0	0	0	0	0	0	0	0	716	188	884

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TECHNICAL EDUCATION

58	Moshood Abioja Polytechnic Abeokuta	Ogun	0	0	655	524	807	447	0	0	460	375	401	361	0	0	2523	1707	4230
59	Nacaba Polytechnic, Aloranga	Nasarawa	0	0	137	82	134	82	0	0	0	0	0	0	0	0	271	164	435
60	Nasarawa State Polytechnic Lafia	Nasarawa	0	0	1959	1444	2135	1584	0	0	62	34	40	29	0	0	4196	3091	7287
61	Niger State Polytechnic Zungeru	Niger	0	0	561	211	589	171	0	0	312	127	317	132	0	0	1779	641	2420
62	Nogak Polytechnic, Ikom, Cross River State	Cross River	0	0	0	0	98	26	0	0	0	0	0	0	0	0	98	26	122
63	Nuhu Bamali Polytechnic Zaria	Kaduna	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
64	Ogun State Institute of Technology, Igbessa	Ogun	0	0	347	245	339	204	0	0	121	85	94	80	0	0	901	614	1515
66	Oke-ogun Polytechnic, Shaku	Oyo	0	0	726	621	698	660	0	0	17	5	19	10	0	0	1460	1296	2756
66	Osun State College of Tech. Esa-Oke	Osun	0	0	570	355	393	246	0	0	506	270	387	230	0	0	1858	1101	2959
67	Osun State Polytechnic Irede	Osun	0	0	775	538	617	436	0	0	635	815	758	689	0	0	3085	2478	5563
68	Our Saviour Institute of Technology Emene-Enugu	Enugu	0	0	134	187	109	155	0	0	109	183	71	200	0	0	423	725	1148
69	Petroleum Institute, Effuru	Delta	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	0	0	0
70	Plateau State Polytechnic B/Ladi	Plateau	0	0	889	481	864	506	0	0	506	354	444	329	0	0	2703	1670	4373
71	Ramot Polytechnic Maiduguri	Borno	0	0	913	369	908	352	0	0	410	115	408	121	0	0	2639	957	3596

72	Rivers State Polytechnic, Boni	Rivers	0	0	533	418	528	412	0	0	574	374	560	354	0	0	2195	1598	3793
73	Rivers State College of Arts and Science, Port Harcourt	Rivers	0	0	98	130	39	54	0	0	0	0	0	0	0	0	137	184	321
74	Ronik Polytechnic Lagos	Lagos	0	0	78	82	66	76	0	0	16	17	15	17	0	0	175	192	367
75	Rufus Gies Polytechnic, Owo	Ondo	0	0	1099	732	965	557	0	0	523	419	509	452	0	0	3102	2160	5262
76	Shaka Polytechnic, Benin City	Edo	0	0	51	42	50	41	0	0	0	0	0	0	0	0	101	83	184
77	Sokoto State Polytechnic, Sokoto	Sokoto	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	0	0	0
78	Taraba State Polytechnic, Jalingo	Taraba	484	323	483	319	453	319	0	0	483	319	483	319	0	0	2416	1595	4015
79	Templegate Polytechnic, Abe	Abe	0	0	256	160	178	78	0	0	105	96	64	36	0	0	613	372	985
80	The Ibadan Polytechnic, Ibadan	Oyo	0	0	1263	1058	1470	1174	0	0	1308	1068	939	743	0	0	4960	4053	9013
81	The Polytechnic, Ife-Ife	Osun	0	0	101	59	85	61	0	0	69	33	65	37	0	0	320	190	510
82	The Polytechnic, Inase-Ife	Osun	0	0	28	23	47	35	0	0	0	0	0	0	0	0	75	58	133
83	Tower Polytechnic, Ibadan	Oyo	0	0	32	22	33	22	0	0	0	0	0	0	0	0	65	44	109
84	Uyo City Polytechnic, Uyo	Akwa Ibom	0	0	184	152	0	0	0	0	0	0	0	0	0	0	184	152	336
85	Waziri Umaru Polytechnic, B/Kabbi	Kabbi	0	0	865	352	843	337	0	0	757	306	721	297	0	0	3196	1282	4478
86	Wokea Polytechnic two	Osun	0	0	66	71	73	61	0	0	20	15	0	0	0	0	179	147	326

87	Yaba College of Technology Yaba	Lagos	0	0	3400	2626	3447	2757	1434	1181	1358	976	1285	791	250	206	11174	8537	19711
88	Zamfara State College of Arts and Science, Gusau	Zamfara	0	0	24	6	28	2	0	0	0	0	0	0	0	0	52	8	60
Total			2184	911	60703	38552	53308	36838	2270	1864	29263	21760	28827	19414	492	406	174047	119745	293782



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POLYTECHNIC ENROLMENT SUMMARY BY INSTITUTIONS IN NORTHWEST GEOPOLITICAL ZONE, NIGERIA: 2014/2015

S/No	Institution	Location	Pre-ND		ND 1		ND 2		ND 3		HND 1		HND 2		HND 3		Total		
			M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MF
1	Abdu Gusau Polytechnic Talata Mafara	Zamfara	90	35	378	113	419	116	0	0	250	70	287	71	0	0	1424	405	1829
2	Federal Polytechnic Kano	Zamfara	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	0	0	0
3	Hassan Usman Katsina Polytechnic Katsina	Katsina	479	53	1172	182	1214	261	0	0	296	46	411	47	0	0	3572	589	4161
4	Hussaini Adamu Polytechnic Kazaure	Jigawa	0	0	139	48	171	36	0	0	6	3	13	6	0	0	329	93	422
5	Jigawa State Polytechnic, Dutsa	Jigawa	0	0	405	36	367	54	0	0	108	43	122	14	0	0	1002	147	1149
6	Kaduna Polytechnic Kaduna	Kaduna	0	0	3591	1875	2433	1547	0	0	1772	1192	2167	1551	0	0	9983	6155	16128
7	Kano State Polytechnic Kano	Kano	511	183	2438	670	2045	660	0	0	997	232	987	286	0	0	6978	2031	9009
8	Nuhu Bamali Polytechnic Zaria	Kaduna	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
9	Sokoto State Polytechnic, Sokoto	Sokoto	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	0	0	0
10	Waziri Umaru Polytechnic B/Kabbi	Kebbi	0	0	865	352	843	337	0	0	757	306	721	297	0	0	3166	1292	4458
11	Zamfara State College of Arts and Science, Gusau	Zamfara	0	0	24	6	28	2	0	0	0	0	0	0	0	0	52	8	60
Total			1080	271	9012	3282	7520	3013	0	0	4186	1862	4708	2272	0	0	26506	10730	37236

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NATIONAL BOARD FOR TECHNICAL EDUCATION

Executive Secretary

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21st December, 2017

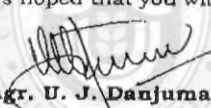
Mallam Umar,
UUM, University,
Malaysia.

RE: REQUEST FOR STATISTICAL DATA OF STUDENT ENROLMENT AND OUT-TURN.

Above subject refers.

Please find attached herewith, 2013/14 and 2014/15 statistical data on student enrolment by in the polytechnics in Nigeria, by institution, levels of study and gender, as requested.

It is hoped that you will find them useful for your purpose.


Engr. U. J. Danjuma
DAPRS/ICT

Universiti Utara Malaysia

Scanned by CamScanner

Appendix D

Harman's Single Factor

Component	Initial Eigenvalues			Extraction Sums of Squared		
	Total	Loadings		Total	Loadings	
		% of	Cumulative		% of	Cumulative
	Variance	%		Variance	%	
1	25.335	30.524	30.524	25.335	30.524	30.524
2	6.318	7.612	38.136	6.318	7.612	38.136
3	3.246	3.911	42.046	3.246	3.911	42.046
4	2.265	2.729	44.775	2.265	2.729	44.775
5	2.076	2.501	47.276	2.076	2.501	47.276
6	1.824	2.197	49.473	1.824	2.197	49.473
7	1.627	1.960	51.433	1.627	1.960	51.433
8	1.569	1.890	53.324	1.569	1.890	53.324
9	1.463	1.763	55.086	1.463	1.763	55.086
10	1.407	1.695	56.781	1.407	1.695	56.781
11	1.266	1.525	58.306	1.266	1.525	58.306
12	1.169	1.409	59.715	1.169	1.409	59.715
13	1.162	1.400	61.115	1.162	1.400	61.115
14	1.113	1.342	62.456	1.113	1.342	62.456
15	1.090	1.314	63.770	1.090	1.314	63.770
16	1.060	1.277	65.047	1.060	1.277	65.047
17	1.023	1.233	66.280	1.023	1.233	66.280
18	1.014	1.221	67.502	1.014	1.221	67.502
19	.974	1.174	68.676			
20	.926	1.115	69.791			
21	.870	1.048	70.839			
22	.839	1.011	71.850			
23	.806	.971	72.822			
24	.754	.908	73.730			
25	.747	.900	74.629			
26	.737	.888	75.517			
27	.712	.858	76.375			
28	.702	.845	77.220			

29	.681	.821	78.041
30	.669	.806	78.847
31	.642	.774	79.621
32	.623	.750	80.371
33	.600	.722	81.093
34	.581	.700	81.794
35	.570	.687	82.481
36	.557	.671	83.152
37	.548	.660	83.812
38	.526	.634	84.446
39	.521	.628	85.074
40	.499	.601	85.675
41	.477	.575	86.250
42	.463	.558	86.808
43	.446	.538	87.345
44	.435	.524	87.870
45	.431	.520	88.389
46	.418	.503	88.892
47	.408	.491	89.383
48	.402	.484	89.867
49	.394	.474	90.342
50	.371	.447	90.789
51	.360	.434	91.223
52	.356	.429	91.652
53	.350	.422	92.075
54	.331	.399	92.473
55	.323	.389	92.862
56	.319	.384	93.246
57	.308	.371	93.617
58	.300	.361	93.979
59	.297	.358	94.337

60	.281	.339	94.675
61	.276	.333	95.008
62	.267	.322	95.330
63	.261	.315	95.644
64	.256	.308	95.953
65	.255	.307	96.260
66	.240	.289	96.548
67	.233	.281	96.830
68	.222	.268	97.098
69	.211	.254	97.352
70	.201	.243	97.595
71	.200	.241	97.836
72	.188	.227	98.063
73	.182	.219	98.282
74	.171	.206	98.488
75	.167	.201	98.689
76	.156	.188	98.877
77	.149	.180	99.057
78	.141	.170	99.226
79	.139	.167	99.394
80	.133	.161	99.554
81	.128	.155	99.709
82	.123	.149	99.857
83	.118	.143	100.000

Appendix E

Measurement Model

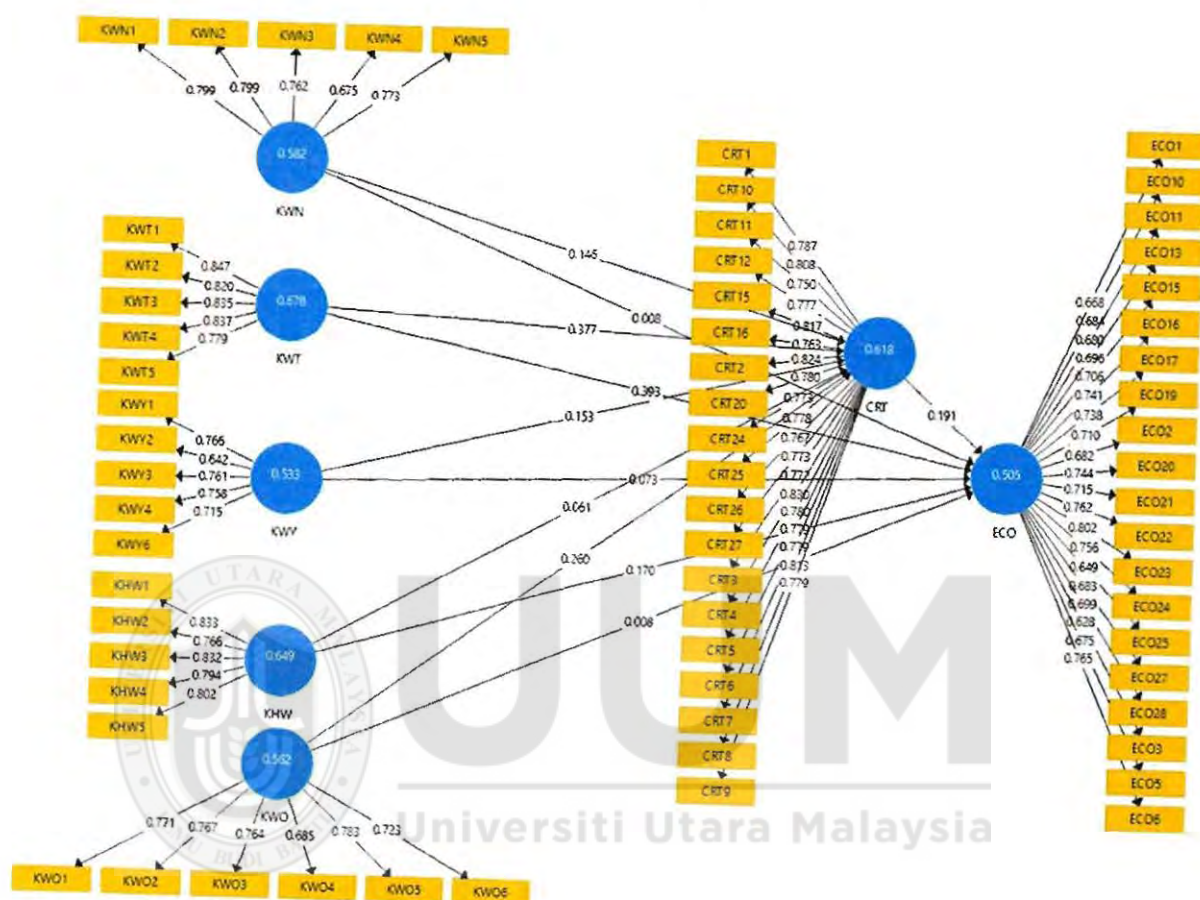


Figure 4.2
Measurement Model