RELATIONSHIP BETWEEN DEMOGRAPHIC VARIABLES, ENTREPRENEURIAL INTENTIONS AND ACADEMIC ENGAGEMENT OF METALWORK TECHNOLOGY STUDENTS IN NIGERIAN UNIVERSITIES

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Abstract
The study investigated the relationship between demographic variables, academic engagement and entrepreneurial intentions of metalwork students in Nigerian universities. Two research questions were answered, while two hypotheses formulated were tested at 0.05 level of significance. The study adopted a correlational research design and was carried out in South Western States of Nigeria. The population for the study was 101 students of metalwork technology. The total enumeration was used because of manageable size of the population. The instrument for data collection was questionnaire titled 'Demographic Variables, Entrepreneurial Intention and Academic Engagement Questionnaire' (DVEIAEQ). Three experts face- validated the instrument. The internal consistency of the questionnaire items was determined using Cronbach alpha reliability method and the reliability coefficients of 0.84 was obtained for items on academic engagement, 0.82 for items on entrepreneurial intentions while the overall reliability coefficient of the items in the questionnaire was 0.88. Out of 101 copies of questionnaire administered, 100 copies were completed representing 99.00 percent return rate. Hypotheses were tested using the correlation matrix of the multiple regression analysis. The findings on hypotheses revealed that (i) there was no significant relationship between the socio-demographic variables and entrepreneurial intentions of metalwork students (ii) there was a significant relationship among demographic variables, academic engagement of metalwork students. Recommendations include that metalwork lecturers should be trained through workshops and seminars on how academic engagement of students can be improved to enhance their academic performance.

Keywords: Demographic variables, Metalwork, Academic engagement, Intentions, Technical education

Introduction

Entrepreneurial intention (EI) is an important step in the entrepreneurship process, the most immediate/ important antecedent of behaviour and a strong predictor of entrepreneurial activity. Entrepreneurial Intention is one's willingness in undertaking entrepreneurial activity, or become self-employed which often guts, ambition and the feeling to stand on one's feet (Gulruh, 2010). The opposition of self-employment is becoming a waged or salaried individual. From this perspective, measuring entrepreneurial intentions may be regarded as measuring latent entrepreneurship sphere a student might be productive in. Entrepreneurial intention is said to be a reliable predictor or measure of entrepreneurial behaviour and entrepreneurial activity (Krueger & Carsrud, 2003). Generally, entrepreneurial intentions are a state of mind which directs and guides the actions of the individual towards the development and implementation of new business concepts with the plan of an individual creating a new venture within the technological field (Grundsten, 2004). It is based on the unavailability of government paid-jobs that metal work/automobile technology students at university level now offer entrepreneurship as a course, which is compulsory (Abdullahi, 2014). This is done to avoid over dependence on paid jobs so that with adequate metalwork technology skills, one is likely to succeed even after graduation (Aluwong, 2004).

Metalwork technology is a programme designed to equip students with skills and knowledge in forming, cutting, joining and machining among others. It is worthy to note that mechanical technology is an integral part of Technical Education which was introduced into the Nigerian education system because of the awareness of its importance and opportunities for jobs creation in different areas like welding, sheet metalwork, engine repairs, bodywork scaffolding (Elisha, 2014). Metalwork Technology students are individuals who are taught to apply scientific knowledge in the general properties and uses of metals. They are trained on how to differentiate the techniques and approaches for a specific task in metalwork and also taught on how to utilise the safety rules and regulations in metal workshop (Adamu, 2016). In view of the above, Yakubu (2014) stated that for a graduate to create job in the metal works or automobile technology, the graduate must have the following skills: fabrication, welding, casting, assembling, machining and metal finishing. A university represents both a higher learning institution and a community of scholars or persons which brings men and women to a high level of intellectual development in the arts and science, and in the traditional professional disciplines, and promotes high-level research (Alemu, 2018). It also signifies a community of persons

engaged in study and research which is a source of universal knowledge and highly skilled human power for the professions (Linda &Christina, 2019). In Nigeria, universities are engines of growth and development which is increasingly recognized to have a broader role in the social, economic, technological and manpower development of a nation (Adam, 2013). In fact, the universities serve as the main source of supply of highly skilled manpower needed in the various sectors of the nation. The students received training in metalwork technology in Nigerian universities but on graduation find it very difficult to embark on entrepreneurial activities, while some will not even graduate at expected time or duration. Majority of students do not have good intention of creating entrepreneurial activities after graduation and variables that can improve this situation are needed.

Demographic variables are important in any form of research. Demographic variables such as age, sex, race, educational status, income, geographic location, type of client, years of experience are important background information about the population of interest which are being asked in all kinds of surveys. These variables are often thought of as explanatory, because they help make sense of the results of analyses (Grace, 2014). Demographic variables are also defined as special characteristics of a population. Most times, different index variables are formed on the basis of socio-demographic variables; an example is socio-economic status which combines information on education and income (Gilovich, 2006). Socio-demographic details are also used to describe realised samples and to determine sampling error. Among several factors found to influence the willingness to take entrepreneurial activity and academic performance are certain socio-demographic variable such as age, gender differences, family background, parental background (Gulruh, 2010). Some empirical studies also focused on individual educational background characteristics to explain academic engagement and entrepreneurial intention (Dawson, 2009; Eke, 1999; Gilovich & Keltner, 2006; Grundsten, 2004). It can be argued that for people with lower educational levels, self-employment can be the only option (Dawson, 2009). In other words, their probability of getting into an organization as a wage or salary earner is low. On the other hand, people with higher education will have better chances for success both as an entrepreneur and a wage employee (Davidson, 2009). Some socio-demographic variables relevant to this study are age, gender, family background and parent occupations. Age is often measured as a ratio variable, which has the important statistical advantage over other levels of measurement in that it captures variance others may miss (e.g., measuring age as an ordinal variable does not distinguish among ages within a

measured range). Age is conceptualized as the length of time, most often in completed years, that a given person has been alive, measured at the beginning of birth.

Gender also determines student's academic performance, as well as his/her entrepreneurial intention when examined. Gender is the range of characteristics pertaining to, and differentiating between, masculinity and femininity. Depending on the context, these characteristics may include biological sex (i.e., the state of being male, female, or an intersex variation), sex-based social structures (i.e., gender roles), or gender identity (Haig, 2014). Gender is also defined as 'the relations between men and women, both perceptual and material. It is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially. It is a central organizing principle of societies, and often governs the processes of production and reproduction, consumption and distribution (Food and Agriculture Organisation, 1997).

A family is a group of persons related by blood, having one common ancestral heritage and inclination. Family background refers to all the conditions and circumstances in the family which influence the child physically, intellectually and emotionally (Muola, 2010). Family Background can also be defined as the kind of atmosphere in the home front, which on the long run determines the kind of education as well as your social and racial origins, your financial status, or the type of work experience that one would have. Eke (1999) noted that with some families, the background may vary from time to time for the same individuals. He further stated that because it is parents who are primarily responsible for establishing the family and exercise control over it, they are responsible for the type of family background that exists. This means that parental attitudes are very important in promoting healthy family background, and healthy family background is possible when parents adapt to the culturally defined roles of parents to the needs of the changing young generation. Students who their parents are entrepreneurs have tendency of starting their businesses such as having an automobile/metalwork shop at the end of their training in schools than families where business apprehension is given less attention (Chong & Wong 2006). The circumstances at home always affect the student's comprehension in schools even onto their academic performance in the sense that interest to practical oriented courses by family members will strongly determine how much the students will perform as they advance in the study of automobile/metalwork technology. Most times, the job of parents is a construct that can predict the educational achievement, entrepreneurial success, status attainment of a student. Akujieze (2003) asserted that occupational

status measures social position by describing job characteristics, decision making ability and control, psychological demands on the job. Parent's occupation determines the type of education a child receives from his/her parents. According to Ogunshola & Adewale (2012), parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children needs. These differences do not express themselves consistently as expected in the case of every family; rather, they influence the average tendencies of families for different occupational classes largely because a high occupational class or prestigious occupations tend to promote economic reserves or assets, presents a source of security by providing a measure of a household's ability to meet emergencies, absorb economic shocks, or provide the means to live comfortably (Rothestein, 2004). Therefore, Saila & Chamundeswari (2014) expressed that family financial resources, which are mostly associated with parent's occupation and educational attainment, often influence learning opportunities both at home and in school and concluded that there is apositive relationship between parental level of occupation and academic performance of a student. This correlation has provided proper bases to underline the fact that parents have major influence on student business interest especially when they have entrepreneurial tendencies. Parents who have high value for academics and high intelligence quotient for technical courses will naturally groom their children to become same. This is indicative to how much the students will be motivated in achieving feats in that area of pursuit. Students from areas with low educational resources may be facilitated by providing them with better resources for learning with the inculcation of a propelling desire to go into entrepreneurship with the already acquired skills in metalwork technology.

Statement of the Problem

The essence of including technical education programmes like metalwork technology into universities curriculum is to equip students with relevant knowledge, skills and attitudes to engage in paid and self-employments. It is therefore assumed that metalwork technology students will have better entrepreneurial intentions for entrepreneurial activities and better academic performance so that they can graduate on time and engage themselves in self-employment. The situation on ground now is far from achieving the objective of metalwork technology in Nigerian universities. The students received training in metalwork technology in Nigerian universities, but on graduation find it very

difficult to embark on entrepreneurial activities while some will not even graduate at expected time or duration. Majority of students do not have good intention of creating entrepreneurial activities after graduation and variables that can improve this situation are needed. In the study area, there is little or no statistical data to reveal the relationship between demographic variables and entrepreneurial intentions of metalwork technology students and this requires an investigation.

The general purpose of study was to investigate the relationship between demographic variables and entrepreneurial intentions of metalwork students in Nigerian Universities. Specifically, the study sought to find out the:

Relationship between demographic variables and entrepreneurial intentions of metalwork students in Nigerian Universities; relationship between demographic variables and academic engagement of metalwork students in Nigerian Universities.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

$H_0$1. There is no significant relationship between the socio-demographic variables and entrepreneurial intentions of automobile/metalwork students.

$H_0$2. There is no significant relationship between the socio-demographic variables and academic engagement of metalwork students.

Methodology

The study adopted correlational survey research design. According to Ary, Jacobs & Raazavieh (2005), correlational research is a research design used to establish relationship between variables without a manipulation of the variables. Correlational design enables the researcher to measure the variables independently and examines possible existing relationship among the variables. This design was considered appropriate for the study since its main objective is to explore the relationship between demographic variables and entrepreneurial intentions of metalwork students in Nigerian Universities.

The study was carried out in the south western Nigeria. The states that make up the south western Nigeria are: Lagos, Ogun, Oyo, Osun Ondo and Ekiti States. It was chosen because many individuals make use of metalwork equipments in their business centers. The study was carried out

in the South western Nigeria because the universities in the area have great number of metalwork technology students that were involved in the study.

The population for the study was 101 metalwork technology students in five government owned universities that offer Industrial Technical Education (with option in metalwork technology) in the South western, Nigeria. The Universities are: Ekiti State University, Adekunle Ajasin University, Tai Solarin University of Education, Univeristy of Lagos, Akoka and affiliated polytechnic, and colleges of education that run technical education programmes of University of Benin, University of Nigeria, Nsukka and Ekiti State University. The information was obtained from the record of students' enrollment in the five Universities as at 2019/2020 session. The entire population of metalwork students was studied due to manageable size. Therefore, no sampling was carried out.

The instrument for data collection was a structured questionnaire. The "Demographic variables, entrepreneurial intentions and academic engagement questionnaire" was made up of three sections; Section A consisted of demographic information such as age, gender, parental occupation. Section B consisted of seven items on attitude towards becoming and metalwork entrepreneur, seven items on perceived desirability of metalwork students in universities, seven items on subjective norms of metalwork students in universities, seven items on locus of control of behaviour of metalwork students in universities. Section C consisted 15 items on academic engagement of metalwork students. The 43 items which were adapted were structured based on four point response options of Strongly Agree (SD), Agree (A), Disagree (D) and Strongly Disagree (SD). The response options were assigned values as follows: Strongly Agree (SD)= 5, Agree (A)= 4, Disagree (D)= 2, Strongly Disagree (SD)= 1.

The instrument for data collection was face validated by three experts from the Department of Industrial Technical Education, University of Nigeria, Nsukka. The experts were requested to look at the research instrument, check whether the items are addressing academic performance and entrepreneurial intention and make their inputs as well as suggestions on how the instrument can be improved to elicit the desired information. A total of eighty items were sent for validation and after proper review, sixty items was retrieved. Their comments, suggestions and advice were used to modify some of the items in the questionnaire.

The reliability of the instrument was established using Cronbach alpha reliability method and metalwork students at University of Benin were involved in the study. The choice of the university

was appropriate because the students have been properly trained like other students involved in the study to become automobile/metalwork graduates which are academically sound and are prospective entrepreneur within the field of study. Also, the institution has students from other parts of Nigeria. The reliability coefficient of 0.82 was obtained for items on entrepreneurial intentions of metalwork questionnaire, 0.78 was obtained for academic engagement of students, while the overall reliability coefficient was 0.88.

The researcher administered the copies of the questionnaire with the help of three research assistants. The research assistants were hired, briefed on the objectives of the study and were required to distribute and also retrieve the copies of the questionnaire from the respondents. The researcher and research assistants ensured appropriate administration, safe handling, quicker attendants to the respondents and higher return rate of response. The distribution and retrieval of the instrument were scheduled for one week but it however took three weeks. Out of 101 copies of the questionnaire administered, 100 copies were retrieved back representing 99.00 percent return rate.

The statistical methods used in the study include: regression analysis and F. Macro v.3.4. Regression analysis was conducted using SPSS version 22 for testing the hypotheses formulated for the study.

SN	Range of values of correlation coefficient (r)	Interpretation
1	± 0.00 to 0.19	Very weak relationship
2	± 0.20 to 0.39	Weak relationship
3	± 0.40 to 0.59	Moderate relationship
4	± 0.60 to 0.79	Strong relationship
5	± 0.80 to 1.00	Very strong relationship
		(Bakare, Ifeanyieze & Olaitan, 2020)

Results

Hypothesis 1

There is no significant relationship between the socio-demographic variables and entrepreneurial intentions of metalwork students.

Table 1

Model Summary of Regression Analysis between Socio-demographic Variables and Entrepreneurial Intentions.

Model R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.204[a]	.041	.027	4.46553

a. Predictors: (Constant), entrepreneurial intentions

Table 3 highlights the model summary of Regression Analysis between socio-demographic variables and academic performances. It shows the value of correlation coefficient that is R and coefficient of determination that is R^2. The value of R represents the correlation. The value of coefficient of determination (R^2) indicates how much of the variation in the dependent variable (entrepreneurial intentions) can be explained by the independent variable (socio-demographic variables). The table shows that the value of R is .204 this indicates that there is a low degree of relationship between socio-demographic variables and entrepreneurial intentions. While the value of $R^2$is .041 which means that 4.1% variation in entrepreneurial intentions is explained by socio-demographic variables.

Table 2

Simple Linear Regression: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	40.593	3.968		10.230	.000
	socio-demographic variables	-.074	.043	-.204	-1.716	.091

a. Dependent Variable: entrepreneurial intentions

The coefficient in Table 4 provides details of models parameters (Beta values) and significance of these values. The unstandardized Beta coefficient gives measures of the contribution of each variable to the model. It is clear from table 9 that the value of unstandardized Beta is -.074 which represents the gradient of regression line. Therefore, if the value of predictor variable (socio-demographic variables) is increased by one unit, there is .074 unit increased in the dependent variable (entrepreneurial intentions). The value of unstandardized Beta also indicates that there is a low and negative influence of socio-demographic variables on entrepreneurial intentions. This impact

is not statistically significant because sig. value (p) is .091 which is more than .05(95% confidence interval). Therefore, the null hypothesis is accepted. It may be concluded that there was no significant relationship between the socio-demographic variables and entrepreneurial intentions of metalwork students.

Hypothesis 2

There is no significant relationship between the socio-demographic variables and academic engagement of metalwork students.

Table 3

Model Summary of Regression Analysis between Socio-Demographic Variables and Academic Engagement.

Model R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.451[a]	.240	.231 4.46553

a. Predictors: (Constant), academic engagement

Table 4 highlights the model summary of Regression Analysis between socio-demographic variables and academic engagement. It shows the value of correlation coefficient that is R and coefficient of determination that is R^2. The value of R represents the correlation. The value of coefficient of determination (R^2) indicates how much of the variation in the dependent variable (academic engagement) can be explained by the independent variable (demographic variables). The table shows that the value of R is .451 this indicates that there is a moderate degree of relationship between socio-demographic variables and academic engagement. While the value of $R^2$is .240 which means that 24.0% variation in academic engagement is explained by socio-demographic variables.

Table 4

Simple Linear Regression: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	91.308	2.705		33.761	.000
	socio-demographic variables	.334	.014	.451	9.323	.000

a. Dependent variable: academic engagement

The coefficient Table 5 provides details of models parameters (Beta values) and significance of these values. The unstandardised Beta coefficient gives measures of the contribution of each variable to the model. It is clear from table 10 that the value of unstandardised Beta is .634 which represents the gradient of regression line. Therefore, if the value of predictor variable (demographic variables) is increased by one unit, there is .334 unit increased in the dependent variable (academic engagement). The value of unstandardised Beta also indicates that there is a moderate and positive influence of academic engagement on entrepreneurial intentions. This impact is statistically significant because sig. value (p) is .000 which is less than .05(95% confidence interval). Therefore, the null hypothesis is rejected. It may be concluded that there was a significant relationship between the demographic variables and academic engagement of metalwork students.

Discussion of Findings

It was found out from the study that there is a positive relationship between demographic variables and academic engagement of metalwork students in Nigerian Universities, while there was a negative relationship and weak correlation between demographic variables and entrepreneurial intentions of metalwork students in Nigerian Universities. This is in agreement with Alhajrafand (2017) who investigated students' demographic and academic characteristics that are associated with students' academic performance during their undergraduate studies. They observed that students' demographics is important to their academic performance. The study is also in line with Osakede & Deborah (2017) who investigated the factors that determine entrepreneurial interest and academic performance among the youth population. Equally, Zahyah & Farukh (2016) examined the impact of demographic factors on the academic achievement of students. This study also supports Moa-Liberty & Tunde (2016), they examined the influence of socio-demographic factors on the entrepreneurial intentions of graduates. They found demographic factors having relationship with entrepreneurial intentions. Thus this study has shown that demographic variable is important because it influences and has relationship between academic engagement and entrepreneurial intentions. The study is also similar to Achchuthan, & Nimalathasan (2013) who examined the relationship between entrepreneurial motivation and entrepreneurial intention among management students. The study also discovered that there was a significant relationship between demographic variables and academic engagement of metalwork students. This finding is in agreement with Insah & Patrick (2013), who did a research

on the influence of some demographic factorson students' academic performance. However, there is a paucity of literature on this hypothesis.

Conclusion

The students of automobile/metalwork in Nigerian universities are expected to perform better in their academic activities and also acquire relevant knowledge and skills to embark on paid or self-employment after graduation; but literature and researcher discovered that students do not have good academic performance in the courses they are offering and automobile/metalwork students on graduation hardly embark on employment or relevant entrepreneurial activities. This study was then carried out in order to generate data to justify acclaimed situation among automobile/metalwork students in the universities in South-eastern states of Nigeria. The study therefore determined the relationship among demographic variables, academics engagement and entrepreneurial intentions of automobile/metalwork students in Nigerian Universities. There was no significant relationship between socio-demographic variables and entrepreneurial intentions of automobile/metalwork students in Nigerian universities. Also, there was a significant relationship between socio demographic variable and achievement motivation of automobile/metalwork students in Nigerian Universities.

Recommendations

Based on the findings of the study and the conclusion drawn, the following recommendations were made:

1. Metalwork lecturers should be trained through workshops and seminars on how academic engagement of students can be improved.
2. Students of metalwork technology should be advised or educated to take further steps in seeking for a strong academic engagement and consider their family backgrounds in their study.
3. The findings of the study should be implemented by government and other enabling bodies.

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