



Entrepreneurship Business Fund Management and Business Idea Generation as Determinants of Technopreneurial Intention of Building Technology Education Students in Nigerian Colleges of Education

¹Babalola, A. O., ²Yaduma, P. S. ²Enemali, J. D., ²Mshelia, A. M.

¹School of Technical Education,
Federal College of Education (Technical), Potiskum, Yobe State, Nigeria,

²Department of Construction Technology Education,
Abubakar Tafawa Balewa University, Bauchi, Bauchi State, Nigeria

ABSTRACT

The study centered on Entrepreneurship Business Fund Management and Business Idea Generation as Determinants of Technopreneurial Intention of Building Technology Education students in Nigerian Colleges of Education. Two specific objectives and two null hypotheses guided the study. A descriptive survey research design was used for the study. Total population sample of 203 respondents was used for the study. Questionnaire titled SEETIQ was the instrument for data collection, and was validated by three experts from ATBU Bauchi and Federal College of Education (T) Potiskum. The reliability of the instrument was established using Cronbach alpha, whereby reliability coefficient of 0.7 was obtained. Six research assistants helped in the data collection. Statistical Package for Social Science (SPSS), Version 26 was employed for data analysis. Linear regression analysis was used for testing the hypotheses at 0.05 level of significance. The study revealed that business fund management and business idea generation had significant influence on Technopreneurial Intention of Building Technology Students in Nigerian Colleges of Education. The study recommends that National Commission for Colleges of Education (NCCE) should implement specialized training programme focusing on business fund management to enhance the Technopreneurial Intention of Building Technology students, and organize regular workshops, seminars, and mentorship programs on business idea generation in Nigeria.

ARTICLE INFO

Article History

Received: October, 2024

Received in revised form: December, 2024

Accepted: February, 2025

Published online: March, 2025

KEYWORDS

Business Idea Generation, Business Fund Management, Entrepreneurship

INTRODUCTION

Entrepreneurship education is viewed as a learning process whose objective is to influence attitudes, behavior, values and intentions towards being self-employed. Entrepreneurship education includes all activities aiming to foster entrepreneurial mindsets, and covering a range of aspects such as idea generation, start-up, growth, business idea generation, risk bearing, marketing strategies in business, business plan, venture management in business, attitude toward entrepreneurship and innovation (Jones, *et al.*, 2022). Entrepreneurship

education is being considered as an avenue for educating students for developing creativity, innovative and technopreneurial intention. The European Commission, for example, reports that the primary purpose of entrepreneurship education is to promote entrepreneurial attitudes, develop entrepreneurial intention and influence mindsets of potential entrepreneurs (European Commission, in Balandynowicz-*et al.*, 2023).

Technopreneurial intention refers to the intention of an individual to decide to be an entrepreneur by scanning the environment, identify opportunities to take advantage of,

Corresponding author: Babalola, A

✉ hakeembabalola@gmail.com

School of Technical Education, Federal College of Education (Technical), Potiskum, Yobe State, Nigeria.

© 2025. Faculty of Technology Education. ATBU Bauchi. All rights reserved



marshal resources, and put the ideas into action by establishing their own ventures. Technopreneurial intention is the cognitive state of mind prior to executing a behavior or initiating action (Barba-Sánchez, *et al.*, 2022).

STATEMENT OF THE PROBLEM

Despite the objective of entrepreneurship education to curtail the growing unemployment issue by inculcating knowledge, skills and values as well as a means of enhancing technopreneurial intention of its recipients, still this entrepreneurship education received by the technical education graduates of colleges of education seems not to be harnessed (Peschl, 2021). Researchers such as Peschl, *et al.* (2021); Chernenko, *et al.* (2021); Salhie and Al-Abdallat (2022) submitted that recipients of entrepreneurship education suffered in aspect of business fund management, business idea generation, risk bearing in business, developing interest in business start-up, business plan, market competition and positive attitude towards becoming entrepreneur.

Likewise, Chernenko, *et al.* (2021) posited that fund management is one of the problems encountered by entrepreneurs when they conceive the ideas of starting their own enterprises. Similarly, Ncube & Matlala, (2024), asserted that the problems students have in entrepreneurship education course is in business idea generation, risk bearing in business, and business plan writing. It is against this background that the researcher intends to determine the influence of entrepreneurship education on technopreneurial intention of building technology students in colleges of education in North-east, Nigeria.

Purpose of the Study

The main purpose of this study was to harness entrepreneurship business fund management and business idea generation as determinants of Technopreneurial intention of building technology education students in Nigerian colleges of education. Specifically, the study sought to:

- i. Determine the influence of business fund management on Technopreneurial intention of Building Technology Education students in Colleges of Education in North-east, Nigeria.
- ii. Find out the influence of business idea generation on Technopreneurial intention of Building Technology Education students in Colleges of Education in North-east, Nigeria.

Research Questions

Based on the research objectives, the following research questions guided the study:

1. What is the influence of business fund management on Technopreneurial Intention of Building Technology Education students in Colleges of Education in North-east, Nigeria?
2. What is the influence of business idea generation on Technopreneurial Intention of Building Technology Education students in Colleges of Education in North-east, Nigeria?

Hypotheses

The following null Hypotheses were formulated and tested at 0.05 level of significance in the study:

- H₀₁:** Business fund management has no significant influence on Technopreneurial Intention of Building Technology Education students in Colleges of Education in North-east, Nigeria.
- H₀₂:** Business idea generation has no significant influence on Technopreneurial intention of Building Technology Education students in Colleges of Education in North-east, Nigeria.

LITERATURE REVIEW

Meaning of Entrepreneur

The word entrepreneur is said to have originated from France long before the conceptualisation of the term entrepreneurship (McCaffrey, 2018). One of the earliest uses of the word is dated back to the sixteenth century describing individuals who were engaged in spear-heading military missions and expeditions (Zhang Wei, Sun & Tung, 2019). Some writers and



French economists in early 1800 attempted to give a definite meaning to the words, entrepreneurship and entrepreneur. However, there were disparities based on the features of the aspects of the economic sector of interest (Aeeni, *et al.*, 2019). Begeç, and Arun, (2020) asserted that the French economist Richard Cantillon and Jean-Baptise Say, were the first to have first used the term 'entrepreneur' as a technical concept.

Cantillon in his definition referred to the entrepreneur as the agent who organizes factors of production with the aim of creating a new product, while Jean-Baptise Say incorporated the concept of leadership, in defining an entrepreneur as one who organises individuals, in order to create a useful product (Begeç & Arun, 2020). It was Joseph Schumpeter who clearly associated entrepreneurs with the concept of innovation and economic development, defining an entrepreneur as the one responsible for organizing all factors of production to create quality products, while maximizing the employment of resources to achieve high productivity (Cierna & Sujova, 2020).

The Concept of Entrepreneurship:

There is no generally acceptable definition of entrepreneurship that is considered as adequate, and the absence of a universal definition results in the lack of consensus on the meaning of this concept (Aladejebi, 2018). Supported by Schiuma, Schettini, Santarsiero, and Carlucci, (2021) have characterised entrepreneurship from various perspectives and viewpoints. However, the different conceptualisations are generally an impression of the analyst's field of specialization. Schroder, Tiberius, Bouncken, and Kraus, (2020) depicted entrepreneurship, as the dynamic procedure of making incremental wealth. As indicated by Schröder, *et al.* (2020), this wealth is made by people who take considerable risk as far as value, time, and career commitment, in giving value to some products. The definition of entrepreneurship presented by Imran, *et al.* (2021) made a stage for the quintessence of entrepreneurship in the contemporary world. Imran, *et al.* portrayed entrepreneurship as the way toward creating something new with value by allocating the vital

time, exertion, and getting the benefits of monetary and personal fulfillment.

Business Idea Generation in the Context of Entrepreneurship Curriculum Contents

Olanrewaju (2024) and Bello and Muazu (2024) posited that as the literature on entrepreneurship education evolves, there has been a particular focus on what should be the content of the entrepreneurship curriculum, because researchers have argued that there is a fundamental disparity between entrepreneurship and business management. Past studies such as Adebakin and Ayanlowo (2023) associated with the theoretical foundation for the emergence of entrepreneurship as an independent academic discipline, have argued in favour of a distinction between the curricula of entrepreneurship education and that of the management education. Ozigi (2024) argued that entrepreneurship education curriculum should contain entrepreneurial activities that motivate critical thinking in order to achieve teaching goals. Isa, *et al.*, (2023) in support of skill building courses suggested that the focus of these courses should feature an important distinction between entrepreneurship education and traditional management, which is the development of a mindset to generate business ideas and business forecast. Amesi and Obi (2023) in support of the distinction between entrepreneurship education and traditional management opined that entrepreneurship programmes should be targeted at creative thinking and theory-based practical applications for solving problems.

METHODOLOGY

Research Design

A descriptive survey design was used for this study. Descriptive survey design is considered relevant in obtaining the opinion of the respondents on the Entrepreneurship Business Fund Management and Business Idea Generation as Determinants of Technopreneurial Intention of Building Technology Education Students in Nigerian Colleges of Education. Descriptive survey research design was appropriate in this study because it helps to describe the influence of



business fund management and business idea generation on the Technopreneurial intention of Building Technology Education students in colleges of education. This is because a descriptive survey research design portrays the characteristics of the respondents, in terms of their beliefs, opinions, abilities and knowledge of a particular phenomenon.

Area of the Study

The study was carried out in the North-East Nigeria, which is made up of six states. The states are Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe. There are six colleges of education that are offering building technology education course at N.C.E. level in the study area, and were duly accredited by National Commission for Colleges of Education (NCCE). The institutions are College of Education, Azare Bauchi State,

Federal College of Education (Technical) Gombe Gombe state, Federal College of Education (Technical) Potiskum Yobe state, Federal College of Education Yola Adamawa state, Zing College of Education Zing Taraba state, and Sir Kashim College of Education Maiduguri Borno state.

Population of the Study

The population of the study comprised 203 NCE II and NCE III students 2022/2023 academic session that were offering building technology education in the colleges of education in the study area. The reason for choosing NCE II and NCE III students is that the students have been exposed to various entrepreneurship courses and building technology education courses at their level. The distribution of the population is presented in Table 1:

Table 1: Population Distribution of Building Technology Education Students

S/N	Colleges	State	Number of NCE II Students	Number of NCE III Students	Total Number of students
1	Federal College of Education (Technical), Gombe	Gombe	30	26	56
2	Federal College of Education (Technical), Potiskum	Yobe	22	19	41
3	Federal College of Education (Technical), Yola	Adamawa	18	7	25
4	College of Education, Azare	Bauchi	11	7	18
5	Zing College of Education, Zing	Taraba	28	10	38
6	Sir Kashim College of Education, Maiduguri	Borno	19	6	25
Total			128	75	203

Source: Field study, 2024

Sample and Sampling Techniques

This study employed total population sample because the population was manageable. This is as a result of the relatively small size of the population, which was 203 respondents. Hence, census sampling technique was used for this study. Census sampling technique is the statistical enumeration where all the members of the population are studied.

Instrument for Data Collection

Students Entrepreneurship Education and Technopreneurial Intention Questionnaire (SEETIQ) was used as the instrument for data collection for the study. The instrument had three constructs: Technopreneurial intention, Business Fund Management and Business Idea Generation. Each construct of the instrument had ten items. The instrument entailed two sections, namely section A and section B. Section A provided the respondents with the required information on how the instrument should be

Corresponding author: Babalola, A

✉ hakeembabalola@gmail.com

School of Technical Education, Federal College of Education (Technical), Potiskum, Yobe State, Nigeria.

© 2025. Faculty of Technology Education. ATBU Bauchi. All rights reserved



answered. While section B was designed for eliciting the responses of the respondents based on the research questions in the study. The overall objective of the instrument was to elicit responses of the respondents on the influence of Entrepreneurship Business Fund Management and Business Idea Generation as Determinants of Technopreneurial Intention of Building Technology Education Students in Colleges of Education in North-East Nigeria. The items in the questionnaire instrument were measured on a five points Likert's scale as Strongly Agree (SA) =5; Agree (A) =4; Undecided (U)=3; Disagree (D) =2 and Strongly Disagree (SD) =1.

Validation of the Instrument

The instrument for data collection was subjected to face and content validation by experts in entrepreneurship education, building technology education and measurement and evaluation, from Abubakar Tafawa Balewa University, Bauchi, Bauchi state and Federal College of Education (Technical), Potiskum, Yobe state. Comments and suggestions of the validators in terms of the appropriateness, wordings, clarity, spellings and grammar were incorporated in improving the instrument.

Reliability of the Instrument

Reliability of the instrument was obtained by conducting pilot testing of the instrument outside the study area. The reliability of an instrument or a test is the degree to which an instrument is consistent in measuring what it supposed to measure. In an attempt to measure reliability of the research instrument, the questionnaire was subjected to a pilot test by distributing 30 copies of the instrument to the federal College of Education (Technical) Bichi, which was outside the study area, but has the same characteristics with the area of the study. The result of the reliability test of all variables revealed the Cronbach alpha coefficient of ($>.80$). That is Technopreneurial Intention, Business Fund Management and Business Idea Generation were rated very good ($>.80$).

Method of Data Collection

The researcher, together with the assistance of six research assistants collected the data from the institutions in the study area. Data was administered to the respondents, and their responses were retrieved after a week of the data administration. Two hundred (200) questionnaire instrument were retrieved out of Two hundred and three (203) that were administered, which is 98.5 percent retrieval rate.

Method of Data Analysis

Data collected for the study was analyzed with Statistical Package for Social Sciences (SPSS) version 26. Whereby, the Descriptive Statistics of Mean and Standard Deviation was used to analyze the research questions on the Upper and lower limits of real number as a basis for decision making. Such as: 0 -1.4 = Strongly Disagree (SD), 1.5 - 2.4 = Disagree (D), 2.5 - 3.4 =Undecided (U), 3.5 - 4.4 = Agree (A) and 4.5 - 5 = Strongly Agree (SA). While the hypotheses were tested at 0.05 level of significance with simple linear regression. Meanwhile, in taking decision, null hypothesis was accepted where the p value was greater than the confidence level of 0.05 and otherwise the null hypothesis was rejected when the p value was lower than the confidence level of 0.05.

RESULTS

Research Question One: What is the influence of business fund management on Technopreneurial Intention of Building Technology Education Students in Colleges of Education in North-east, Nigeria?

The descriptive statistics in Table 2 indicates the unanimous agreement among respondents on all aspects of business fund management. Specifically, the mean scores range from 3.56 to 3.94, with standard deviations between .678 and .948. The grand mean is 3.75, with a standard deviation of .845. This result suggests that business fund management influences the Technopreneurial intention of Building Technology Students in Colleges of



Education in North-East Nigeria, because the grand mean stood at 3.75, which falls in Agree

section under upper and lower limits of real number.

Table 2: Mean and Standard Deviations of the Influence of Business Fund Management on Technopreneurial Intention of Building Technology Education Students in Colleges of Education in North-East, Nigeria

S/N	Items	N	Mean	Std. Dev.	Remarks
1	I have a clear understanding of basic financial concepts such as budgeting, forecasting, and financial analysis.	200	3.56	.914	Agree
2	I feel confident in my ability to manage financial resources effectively within a business or organizational setting.	200	3.86	.769	Agree
3	I actively seek opportunities to learn about financial management practices and techniques.	200	3.71	.948	Agree
4	I believe that sound financial management is crucial for the success of any business venture.	200	3.81	.678	Agree
5	I am willing to seek advice from financial experts or mentors to improve my fund management skills.	200	3.76	.836	Agree
6	I prioritize strategic allocation of financial resources to support business growth and sustainability.	200	3.70	.923	Agree
7	I regularly monitor and evaluate financial performance indicators to make informed decisions.	200	3.87	.867	Agree
8	I am comfortable with using financial tools to aid in financial analysis.	200	3.69	.771	Agree
9	I am comfortable with using software to aid in budgeting analysis.	200	3.59	.882	Agree
10	I am committed to maintaining transparency and accountability in financial transactions and reporting.	200	3.94	.862	Agree
Grand Mean			3.75	.845	Agree

Research Question Two: What is the influence of business idea generation on Technopreneurial Intention of Building Technology Education Students in Colleges of Education in North-East, Nigeria?

The descriptive statistics in Table 3 shows the responses of the respondents on all items related to the variable of business idea generation. Specifically, the mean scores range from 3.37 to 3.84, with standard deviations between .017 and

.907. The grand mean is 3.70, with a standard deviation of .552. This finding suggests that business idea generation has influence on Technopreneurial intentions of Building Technology Students in Colleges of Education in North-East Nigeria, because the grand mean stood at 3.70, which falls in Agree section under upper and lower limits of real number.

Table 3: Mean and Standard Deviations of the Influence of Business Idea Generation on Technopreneurial Intention of Building Technology Education Students in Colleges of Education in North-East, Nigeria

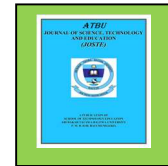
S/N	Items	N	Mean	Std. Dev.	Remarks
1	I feel confident in my ability to identify opportunities for new business ventures.	200	3.84	.856	Agree
2	I actively engage in brainstorming sessions or activities to generate innovative business ideas.	200	3.76	.907	Agree
3	I have experience in researching market trends and customer needs to inform my business ideas.	200	3.37	.058	Undecided

Corresponding author: Babalola, A

✉ hakeembabalola@gmail.com

School of Technical Education, Federal College of Education (Technical), Potiskum, Yobe State, Nigeria.

© 2025. Faculty of Technology Education. ATBU Bauchi. All rights reserved



S/N	Items	N	Mean	Std. Dev.	Remarks
4	I believe that creativity and innovation are essential for successful business idea generation.	200	3.47	.017	Undecided
5	I am open to feedback and constructive criticism to refine and improve my business ideas.	200	3.59	.789	Agree
6	I regularly explore different industries and sectors to uncover potential business opportunities.	200	3.83	.677	Agree
7	I am adept at recognizing and capitalizing on emerging trends and technologies in the market.	200	3.77	.751	Agree
8	I consider factors such as feasibility, scalability, and market demand when evaluating business ideas.	200	3.76	.720	Agree
9	I enjoy collaborating with peers or mentors to refine and develop business ideas collaboratively.	200	3.77	.604	Agree
10	I am committed to continuously generating and evaluating new business ideas to stay innovative and competitive.	200	3.86	.141	Agree
Grand Mean			3.70	.552	Agree

Test of Hypothesis One: Business fund management has no significant influence on Technopreneurial Intention of Building Technology Education Students in Colleges of Education in North-East, Nigeria

The statistical findings in Table 4 revealed a significant influence of business fund management on the Technopreneurial intentions of Building Technology Education Students in Colleges of Education in North-East, Nigeria. Contrary to the prediction of Hypothesis 1, this result indicates that business fund management had a significant influence on Building Technology

Education Students Technopreneurial intentions, refuting the initial assumption of no significant influence, because p-value obtained (P-value = 0.023) is less than 0.05, which is also less than t-value obtained ($\beta = .117$; $t = 2.286$; $p = .023$). This finding implies that effective management of business funds plays an important role in influencing Building Technology Education students' Technopreneurial intentions. This finding suggests that students who are knowledgeable about fund management are more likely to develop entrepreneurial aspirations related to technology.

Table 4: Regression Analysis on the Influence of Business Fund Management on Technopreneurial Intention of Building Technology Education Students in Colleges of Education in North-East, Nigeria.

Variable	Standardized Coefficients Beta	t-value	p-value	Decision
Business Fund Management	.117	2.286	.023	Rejected

Test of Hypothesis Two: Business idea generation has no significant influence on Technopreneurial Intention of Building Technology Education Students in Colleges of Education in North-east, Nigeria.

The statistical findings in Table 5 indicate a significant influence of business idea generation on the Technopreneurial intentions of students in Colleges of Education in North-East, Nigeria. As a result, this finding leads to the

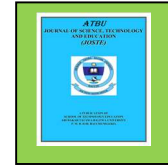
rejection of Hypothesis 2, which suggested that business idea generation has no significant influence on Building Technology Education Students Technopreneurial intentions. Therefore, Hypothesis 2 was conclusively rejected. This is because p-value obtained (P-value = 0.000) is less than 0.05, which is also less than t-value obtained ($\beta = .294$; $t = 5.986$; $p = .000$). This finding further implies that the ability to generate business ideas significantly influences the Technopreneurial

Corresponding author: Babalola, A

✉ hakeembabalola@gmail.com

School of Technical Education, Federal College of Education (Technical), Potiskum, Yobe State, Nigeria.

© 2025. Faculty of Technology Education. ATBU Bauchi. All rights reserved



intentions of Building Technology Education students. It suggests that students who are skilled in developing innovative business concepts are

more likely to pursue entrepreneurial ventures in technology.

Table 5: Regression Analysis on the Influence of Business Idea Generation on Technopreneurial Intention of Building Technology Education Students in Colleges of Education in North-East, Nigeria

Variable	Standardized Coefficients Beta	t-value	p-Value	Decision
Business Idea Generation	.294	5.986	.000	Rejected

FINDINGS OF THE STUDY

The summary of the major findings of research questions and hypotheses is presented as follows:

1. It was found out that business fund management influences the Technopreneurial Intention of Building Technology Education Students in Colleges of Education in North-East Nigeria. This was supported by the result of hypothesis one, which confirmed a significant influence of business fund management on Technopreneurial Intention of Building Technology Students in Colleges of Education in North-East Nigeria.
2. The finding revealed that business idea generation influences the Technopreneurial Intention of Building Technology Education Students in Colleges of Education in North-East Nigeria. This was also supported by hypothesis two, which established a significant influence of business idea generation on Technopreneurial Intention of Building Technology Students in Colleges of Education in North-East Nigeria.

DISCUSSION OF THE FINDINGS

The findings from research question one indicated that business fund management influences the Technopreneurial Intention of Building Technology Education Students in Colleges of Education in North-East Nigeria. This was further supported by the result of hypothesis one, which confirmed a significant influence of business fund management on Technopreneurial Intention of Building Technology Students in Colleges of Education in North-East Nigeria. The finding is in agreement with that of Rasjid and

Blongkod (2024) who emphasizes the effective fund management equips students with essential financial literacy skills, fostering confidence and sustainability in entrepreneurial ventures. Similarly, Majumdar and Chandra (2024) noted that financial discipline enhances decision-making processes and encourages students to pursue technology-driven business opportunities. Chukwuma-Nwuba (2018) also supported this finding by emphasizing the importance of financial planning and resource allocation, particularly in technical disciplines like building technology, where structured training provides a foundation for entrepreneurial success. Furthermore, Bouzekouk and Mansor (2024) argued that students who receive proper training in fund management are better prepared to adapt to market challenges and navigate financial risks, which are critical aspects of technopreneurial ventures. In the same vein, Sapitri et al. (2024) demonstrated that fund management not only mitigates risks but also enhances students' readiness to engage in innovative and sustainable business activities.

However, Khumairoh et al. (2023) contrasting views shows that while business fund management is essential, it may not be the sole determinant of technopreneurial intentions. They contended that factors such as mentorship, access to technological resources, and exposure to real-world applications play a more significant role in shaping entrepreneurial aspirations. They further argued that even with strong financial management skills, the absence of practical experience and guidance could hinder the realization of technopreneurial goals.

Similarly, Abubakar and Handayani (2023) posited that intrinsic motivation, coupled

Corresponding author: Babalola, A

✉ hakeembabalola@gmail.com

School of Technical Education, Federal College of Education (Technical), Potiskum, Yobe State, Nigeria.

© 2025. Faculty of Technology Education. ATBU Bauchi. All rights reserved



with technological competence, is a more potent driver of technopreneurial intentions than fund management alone. These contrasting perspectives suggest that while fund management is a critical component, it must be integrated with broader support mechanisms, including mentorship, access to technology, and experiential learning opportunities, to fully nurture the technopreneurial potential of students in technical disciplines. Thus, a multifaceted approach to entrepreneurial education is necessary to address diverse influences and ensure comprehensive student development.

The findings from research question two revealed that business idea generation influences the Technopreneurial Intention of Building Technology Education Students in Colleges of Education in North-East Nigeria. This was also supported by hypothesis two, which established a significant influence of business idea generation on Technopreneurial Intention of Building Technology Students in Colleges of Education in North-East Nigeria.

Halim et al. (2023) supported this by emphasizing that the ability to generate creative and innovative business ideas empowers students to explore entrepreneurial opportunities, particularly in technology-driven sectors. Similarly, Sutrisno (2023) highlighted that students exposed to structured training in business idea generation often demonstrate higher entrepreneurial intentions, as this skill provides the foundation for identifying and addressing market needs. Also, Rafiana (2024) added that business idea generation fosters critical thinking and problem-solving, which are essential for technopreneurship. Jose and Kushwaha (2024) noted that the cultivation of innovative ideas among students increases their confidence and readiness to venture into entrepreneurial activities, particularly in technical fields like building technology. Furthermore, Isa et al. (2023) emphasized that idea generation enhances students' entrepreneurial mindset by encouraging exploration and adaptation in dynamic business environments.

In contrasting perspectives, Agung (2023) argue that business idea generation, while

important, is not always the primary driver of technopreneurial intentions. He posited that external factors such as access to financial resources and mentorship play a more decisive role in shaping students' entrepreneurial aspirations. Similarly, Perwita and Hadi (2023) argued that without the necessary resources and implementation frameworks, the impact of idea generation on entrepreneurial intentions remains limited. Also, Abd Rahim et al. (2023) emphasizes the importance of practical experience and exposure to real-world business environments, contending that these factors often outweigh the influence of idea generation alone. These contrasting views suggest that while business idea generation is a critical component of entrepreneurial development, its effectiveness depends on a supportive ecosystem that includes mentorship, funding, and experiential learning opportunities.

CONCLUSION

The current study empirically focused on Entrepreneurship Business Fund Management and Business Idea Generation as Determinants of Technopreneurial Intention of Building Technology Education Students in Nigerian Colleges of Education. The study proved that business fund management and business idea generation are significant determinants of Technopreneurial Intention of Building Technology Students in Nigerian Colleges of Education. Therefore, Effective management of business funds and generating viable business ideas are all critical components in influencing students' entrepreneurial mindset.

RECOMMENDATIONS:

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

1. National Commission for Colleges of Education (NCCE) should implement specialized training programs focusing on business fund management to enhance the Technopreneurial Intention of Building Technology Education students in North-East Nigeria. Practical sessions on managing financial



resources and acquiring funding for ventures should be incorporated into the curriculum to equip students with real-world financial management skills and promote their entrepreneurial mindset.

2. National Commission for Colleges of Education (NCCE) should organize regular workshops, seminars, and mentorship programs on business idea generation for students. Exposure to creativity and innovation exercises will help students identify viable business opportunities, and this play a critical role in developing Technopreneurial Intentions.

REFERENCES

- Abd Rahim, L. N., Ramlee, N. A. Z., Surin, E. F. M., & Rahim, H. L. (2023). Technology Entrepreneurship Intention among Higher Education Institutions Students: A Literature Review. *Information Management and Business Review*, 15(3), 85-94.
- Abubakar, L., & Handayani, T. (2023). The Environmental Fund Management Model in Indonesia: Some Lessons in Legal Regulation and Practice. *Environmental Policy and Law*, 53(2-3), 205-217.
- Adebakin, A. B., & Ayanlowo, A. E. (2023). Addressing the challenges of entrepreneurship and innovation in Nigeria: The roles of tertiary education. In *Competitive Advantage, Strategy and Innovation in Africa* (171-189). Routledge.
- Aeeni, Z., Motavaseli, M., Sakhdari, K., & Saeedikiya, M. (2019). The role of entrepreneurial orientation in achieving superior innovation performance: The case of new technology ventures. *Journal of Business Research*, 94, 69-79.
- Agung, A. I. (2023). Technopreneur intention and strategy for exploring business opportunities among vocational high school students in Indonesia. *Arts Educa*, 36.
- Aladejebi, O. (2018). The effect of entrepreneurship education on entrepreneurial intention among tertiary institutions in Nigeria. *Journal of Small Business and Entrepreneurship Development*, 5(2), 1-14.
- Amesi, J., & Obi, U. (2023). Curriculum Content Review and Creativity Knowledge of Business Education Students in Rivers State Universities. *Nigerian Journal of Business Education (NIGJBED)*, 10(2), 289-299.
- Balandynowicz-Panfil, K., Łosiewicz, M., & Czechowska-Derkacz, B. (2023). Entrepreneurial attitudes as driving forces in times of European uncertainty: The role of entrepreneurial education. *International Entrepreneurship Review*, 9(4).
- Barba-Sánchez, V., Mitre-Aranda, M., & del Brío-González, J. (2022). The entrepreneurial intention of university students: An environmental perspective. *European Research on Management and Business Economics*, 28(2), 100184.
- Begeç, S., & Arun, K. (2020). Historical evolution of the concept of entrepreneurship: A critical analysis. *Journal of Entrepreneurship in Emerging Economies*, 12(3), 339-359.
- Bello, S. M., & Muazu, M. H. (2024). Game-based Learning and Students' Entrepreneurial Orientation at Higher Education Institutions in Nigeria. *Bayero Journal of Management Sciences (BAJOMS)*, 191.
- Bouzekouk, S., & Mansor, F. (2024). The Factors Influencing the Selection of Fund Management Companies by Malaysian Retail Investors in the Context of Islamic Unit Trust Funds. *Borsa Istanbul Review*.
- Chernenko, S., Lerner, J., & Zeng, Y. (2021). Mutual funds as venture capitalists?

Corresponding author: Babalola, A

✉ hakeembabalola@gmail.com

School of Technical Education, Federal College of Education (Technical), Potiskum, Yobe State, Nigeria.

© 2025. Faculty of Technology Education. ATBU Bauchi. All rights reserved



- Evidence from unicorns. *The Review of Financial Studies*, 34(5), 2362-2410.
- Chukwuma-Nwuba, E. O. (2018). The influence of culture on entrepreneurial intentions: a Nigerian university graduates' perspective. *Transnational Corporations Review*, 10(3), 213-232.
- Cierna, H., & Sujova, A. (2020). The role of innovation and entrepreneurship in economic growth: A study of developed and emerging countries. *Journal of Competitiveness*, 12(4), 22-38.
- Halim, H. A., Ahmad, N. H., & Waqas, A. (2023). Young technopreneur ventures' agility and competitiveness in Malaysia: role of inhibitors. *Journal of Science and Technology Policy Management*.
- Imran, M., Pachauri, S., & Rihan, W. (2021). Entrepreneurship in the contemporary world: Theoretical perspectives and empirical evidence. *Journal of Innovation and Entrepreneurship*, 10(1), 1-22.
- Isa, U. M., Lawal, U., Salihu, Y. I., Shuaibu, H., & Cledumas, A. M. (2023). Embedding components of entrepreneurship and creativity skills into construction technology education curriculum in Nigeria. *Jurnal Pendidikan Teknologi dan Kejuruan*, 29(1), 109-124.
- Jones, O., Macpherson, A., & Jayawarna, D. (2022). *Resourcing the start-up business: Creating dynamic entrepreneurial learning capabilities*. Routledge.
- Jose, E. M. K., & Kushwaha, B. P. (2024). Technopreneurship in startups and understanding their entrepreneurial mindset: an empirical evidence. *International Journal of Management and Enterprise Development*, 23(4), 335-354.
- Khumairoh, N. S., Tawil, M. R., Zen, A., & Hendayani, N. (2023). Fund financial management strategy effort to improve accountability and sustainability of village government leadership. *Enrichment: Journal of Management*, 13(1), 154-165.
- Majumdar, S., & Chandra, A. (2024). Behavioral traits of fund managers: a systematic literature review. *Asia-Pacific Journal of Business Administration*.
- McCaffrey, M. (2018). Extending the economic foundations of entrepreneurship research. In *Austrian Perspectives on Entrepreneurship, Strategy, and Organization* (pp. 1-20). Cambridge University Press.
- Ncube, T. R., & Matlala, M. E. (2024). The Impact of Entrepreneurship Education on the Entrepreneurial Competences of Students in TVET Colleges in South Africa.
- Olanrewaju, M. (2024). The Impact of Entrepreneurship Education on Improving Small and Medium-size Enterprises (SMEs) Performance in Kwara and Oyo States, Nigeria.
- Ozigi, E. E. (2024). Effect of Entrepreneurial Orientation on Entrepreneurial Intention Among Final Year Female Undergraduates in Nigerian Federal Universities. *International Journal of Business and Development Studies*, 16(1), 5-43.
- Perwita, D., & Hadi, P. (2023, October). Entrepreneurial Skills in Z-Generation: A Review of Technopreneurship Learning Ethnopedagogical-Based Approach. In *Proceeding of International Conference Sustainable Competitive Advantage* (Vol. 4, No. 1).
- Peschl, H., Deng, C., & Larson, N. (2021). Entrepreneurial thinking: A signature pedagogy for an uncertain 21st century. *The International Journal of Management Education*, 19(1), 100427.
- Rafiana, N. N. (2024). Technopreneurship strategy to grow entrepreneurship career options for students in higher education. *ADI Journal on Recent Innovation*, 5(2), 110-126.



- Rasjid, H., & Blongkod, H. (2024). Asset Management and Third-Party Funds on Firm Value with Profitability as an Intermediate Variable in the Financial Industry on the Indonesia Stock Exchange. *Jurnal Manajemen Industri dan Logistik*.
- Salhie, S. M., & Al-Abdallat, Y. (2022). *Technopreneurial Intentions: The Effect of Innate Innovativeness and Academic Self-Efficacy. Sustainability*, 14, 238.
- Sapitri, N. A., Hasbi, H., Nurhikma, N., & Sari, L. F. Z. (2024). The Influence of Investment Returns and Tabarru Fund Contributions on the Asset Growth of Registered Sharia Life Insurance Companies in Ojk in The Period 2019-2022. *International Journal of Engineering Business and Social Science*, 2(5), 1284-1296.
- Schiuma, G., Schettini, E., Santarsiero, F., & Carlucci, D. (2021). The transformative leadership compass: Six competencies for digital transformation entrepreneurship. *International Journal of Entrepreneurial Behavior & Research*, 28(5), 1273-1291.
- Schröder, C., Tiberius, V., Bouncken, R. B., & Kraus, S. (2020). Strategic entrepreneurship: Mapping a research field. *International Journal of Entrepreneurial Venturing*, 12(4), 397-426.
- Sutrisno, S. (2023). The Role of Technopreneurship Education in Increasing Student Entrepreneurial Interest and Competence. *Jurnal Minfo Polgan*, 12(2), 1678-1687.
- Zhang, F., Wei, L., Sun, H., & Tung, L. C. (2019). How entrepreneurial learning impacts one's intention towards entrepreneurship: A planned behavior approach. *Frontiers in Psychology*, 10, 1-12.