INFLUENCE OF NETWORKING ROLE ON ENTREPRENEURIAL SUCCESS OF FINE AND APPLIED ART STUDENTS IN UNIVERSITY OF BENIN, EDO STATE

MOJETIJESU TESTIMONY ADEGBOLA

EDU1903417

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY

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RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION DEPARTMENT, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE AWARD OF B.Ed DEGREE IN FINE AND APPLIED ARTS

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APPROVAL PAGE

I certify that this work was carried out by MOJETIJESU TESTIMONY ADEGBOLA with Matriculation Number EDU1903417, in partial fulfillment of the requirements for the award of B.Ed degree in Fine and Applied Arts Education (Fine Arts option) in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City.

_____

OSADOLOR O. I.
(Project Supervisor)

_____

Date

CERTIFICATION

We, the undersigned, certify that this project was carried out by MOJETIJESU TESTIMONY ADEGBOLA with Matriculation Number of EDU1903417 and student of Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City.

_____ _____

OSADOLOR O.I. **DATE**
(Project Supervisor)

_____ _____

Dr. S. B. ABUSOWMAN **DATE**
(Project Coordinator)

_____

DR. S. O. OSUYI
Head of Department

_____

DATE

DEDICATION

This project is dedicated to God Almighty for giving me the grace to get to this phase of my life.

ACKNOWLEDGMENTS

The researcher wishes to acknowledge and offer sincere gratitude to God Almighty for the grace and gift of wisdom, knowledge, understanding and inspiration in the course of writing this work.

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ABSTRACT

This study was carried out to access influence of networking role on entrepreneurial success of fine and applied art students in University of Benin, Edo State. This study adopted a survey research design. A population of 248 fine art students in the Department of Vocational and Technical Education was selected. The researcher constructed a questionnaire title networking role on entrepreneurial success required by fine art student in the University of Benin for employment creation and self-reliance. The respondents out of the 249 distributed 199 were retrieved.

Four research questions were examined while mean and standard deviation was used to analyze the data retrieved from the respondents. Findings revealed that Fine Art students require networking role in entrepreneurial success for the teaching and learning for self-reliance and employment creation.

It was recommended among other that effort should be made by management to ensure that career development programme be instituted in order to encourage employable skills, acquired in fine art program to become job creators upon graduation

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CHAPTER ONE

INTRODUCTION

Background to the Study

Networking involves connecting computers electronically to facilitate the sharing of resources such as files, applications, printers, and software. It essentially enables the exchange of information between individuals. Networking is critical for the growth of startups, fostering relationships that benefit business owners and enterprises. Entrepreneurs leverage networking to tackle challenges innovatively by utilizing both network connections and internal resources. Networking enables entrepreneurs to access technical and commercial resources that would be difficult to obtain independently. Established firms and entrepreneurs particularly benefit from networking, which has a long history and a significant body of literature dedicated to it, such as Cole (2019). However, there is a need for updated data on the benefits and profitability of extensive networking from the perspective of startup entrepreneurs. Networking helps small business owners connect with research and development contracted out by larger firms, engage in joint ventures, and establish marketing and manufacturing relationships.

Entrepreneurial success, a key focus for scholars, involves achieving personally significant standards. Despite a high entrepreneurial activity index, the success rate remains low (Yang et al., 2019). Increasing entrepreneurial success rates, promoting supportive policies, and maintaining entrepreneurial passion are hot topics.

Entrepreneurship is crucial, especially in recent times due to economic crises (Chadha & Dutta, 2020). Entrepreneurial education is a lifelong process that can drive socio-economic and political development, create jobs, reduce unemployment, and alleviate poverty in Nigeria (Jones et al., 2017). This education equips young people with organizational, time management, and leadership skills essential for self-employment and sustainability.

Unemployment in Nigeria, particularly among youth, contributes to social issues like crime (Agomuo, 2017). Networking increases the likelihood of rich information and collaboration with stakeholders, enhancing business success through the gathering of opportunities and market intelligence. Different networking tools, such as PAN, LAN, WLAN, CAN, MAN, WAN, SAN, POLAN, EPN, and VPN, facilitate effective teaching and learning in various settings.

Personal Area Networks (PAN) are small, typically found in residences or small offices, managed by a single person or organization. Campus Area Networks (CAN) connect multiple LANs in educational environments. Wireless Local Area Networks (WLAN) provide flexible, albeit less secure, connections within small areas. Virtual Private Networks (VPN) offer secure connections over the internet, while Enterprise Private Networks (EPN) provide high-speed, secure resource sharing within businesses. Passive Optical Local Area Networks (POLAN) connect multiple locations to a central network, useful for institutions like school districts.

Entrepreneurship drives economic development, fostering innovation through information technology and creating business opportunities. Arts entrepreneurs, distinct from small business owners, pursue innovative art concepts. Arts entrepreneurship education focuses on developing business skills, career management, and maintaining financial viability while extending the impact of their work beyond commercial success (Bridgstock, 2013).

Entrepreneurs with social impact initiatives face challenges in resource mobilization and require collaborative relationships. Human capital is vital for identifying social value creation benefits, especially in the post-pandemic era, where entrepreneurship education should focus on core competencies for navigating uncertainty. Networking plays a crucial role in entrepreneurial development, starting with family support and extending to broader social relationships.

Success in entrepreneurship relates to achieving goals and is a key term in management (Oyeku et al., 2014). Business success involves intrinsic and extrinsic criteria, including financial returns and personal freedom (Paige and Littrell, 2002). Successful businesses demonstrate good performance, creating acceptable outcomes and actions.

The study aims to determine the role of networking in entrepreneurial success for fine and applied art students at the University of Benin, Edo State. It will explore the extent to which various types of networks (PAN, CAN, WLAN, VPN, EPN, POLAN) influence teaching and learning in this context.

Research questions include:

1. What is the level of networking's role in entrepreneurial success for teaching and learning fine and applied art programs?

2. To what extent do CAN and WLAN influence learning in these programs?

3. To what extent does VPN influence teaching?

4. To what extent do EPN and POLAN influence teaching and learning?

The study's findings will benefit students, business owners, government, teachers, administrators, and stakeholders. It will highlight the importance of qualified teachers, appropriate teaching methods, and necessary facilities for effective teaching and learning. Proper dissemination of the findings through journals and media will aid in better educational outcomes and societal transformation.

The scope of the study is limited to universities in Edo State, focusing on the impact of networking on fine and applied art students across different levels (100, 200, 300, and 400) and how it influences their teaching and learning experiences.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of related literature of this study is organized under the sub-heading concept of networking role in entrepreneurial success.

Theoretical Framework

Concept of Business Education

Success of Business going on

Reinforcement Network Theory

Types of Networking Platforms

Challenges of Networking on entrepreneurial success of student

Concept of Networking Role

Concept of Entrepreneurial Network

Students Networking Platforms

Effect of Networking Platforms on Students Academic Performance

Summary of Literature Reviewed

Theoretical framework

Technology Acceptance Model (TAM) and Google Classroom

The theoretical framework of this study is rooted in the Technology Acceptance Model (TAM), which was developed to evaluate user acceptance of information technology and

how system parameters influence this acceptance. This model is based on Fishbone and Ajzen's psychological attitude paradigm, focusing on assessing attitude components related to behaviors, the distinction between beliefs and attitudes, and how external influences impact beliefs, attitudes, and behavior (Davis, 1993).

Google Classroom (GC), a free web tool created by Google in 2014, has garnered 40 million users, including teachers and students (Shaharanee et al., 2016; BGR, 2019). Its primary function is to enhance the effectiveness and interactivity of classroom activities. Teachers can distribute assignments online, maintain ongoing communication with students, and foster collaboration among students and teachers using GC. The platform allows teachers to organize virtual courses, assign homework, provide feedback, and manage everything in one place. According to Puarungroj (2015), GC is considered a valuable tool for educational activities due to its flexibility and extensive features. The adoption of technology like GC can improve students' engagement with course materials. Shaharanee et al. (2016) found that GC is particularly effective for teaching data mining, highlighting its usefulness and pedagogical value based on a TAM-based study. The study involved students registered for a data mining course, and the results showed high scores (above 4 on a five-point scale) for accessibility, perceived helpfulness, interaction and discussion, perception of feedback delivery, and overall student satisfaction. Additionally, Ahmad et al. (2020) reported that students eagerly accepted GC for

preparing for the English Exit Test (EET699), finding it convenient and helpful, which positively influenced their attitudes and usage of GC.

Concept of Entrepreneurship Network Success

The entrepreneurship field has increasingly emphasized the importance of networks and relationships, as these provide entrepreneurs with access to business opportunities, markets, ideas, information, advice, and other resources. Networking results in the development of social capital, which comprises the resources individuals gain from knowing others, being part of a network, or being known within that network (Nahapiet & Ghoshal, 1998). While relationships can exist anywhere, specialized resources like technical expertise and venture capital are often region-specific, with high-resource areas offering greater opportunities for entrepreneurs to mobilize the necessary resources to start a technology firm (Stuart & Sorenson, 2003).

Incubators play a crucial role in the startup ecosystem. Initially focused on providing infrastructure, incubators have evolved to offer consulting services and emphasize networking and interaction in recent years (Eveleens et al., 2017). Networking is vital for incubators, as networked incubators are perceived as the most beneficial and successful (Hanswen et al., 2000). Curran et al. (1993) argue that much of the theorizing and research on 'networks' and 'networking' is conceptually and methodologically

underdeveloped, viewing networks as primary cultural phenomena involving means, norms, and expectations linked with various behavioral correlates.

Entrepreneurship is continuously evaluated within the uncertainties of social environments, encompassing behaviors, attributes, and skills that drive change and innovation across all spheres of life. Innovation is a dynamic, emergent process, not a linear outcome (Petzold et al., 2019). Entrepreneurs identify and cultivate opportunities in specialized markets, fostering economic processes through forward-thinking actions and innovation. Consequently, entrepreneurship reflects a dynamic and perpetually changing nature, acting as a social catalyst by exploring business prospects to maximize social value creation (Ghazali et al., 2021; Montessori, 2016).

While both for-profit and non-profit ventures explore entrepreneurial opportunities, their differing focuses necessitate tailored educational approaches. Non-profit entrepreneurship revolves around establishing and managing organizations to address societal needs without a primary emphasis on profit generation, whereas for-profit entrepreneurship is profit-oriented, with social change as a byproduct. This distinction requires educational curricula to cover tools such as social innovation, social enterprise models, fundraising, and stakeholder engagement for non-profit ventures. Fundraising is particularly vital for non-profits, emphasizing the need for education on grant writing, cultivating donor relationships, and ensuring financial sustainability.

Hybrid models blend elements of both for-profit and non-profit entrepreneurship. While insights from traditional entrepreneurship education can benefit non-profit ventures, the focus here is on the more business-oriented, profit-seeking form. Entrepreneurs in this domain must balance financial returns and social impact while pursuing sustainable changes and innovations. This involves implementing strategic changes, taking risks, and aligning social, commercial, and economic goals (Deng et al., 2020; Ebrashi, 2012; Haugh & Talwar, 2016; Hussein & Haj Yousset, 2023; Inheiro et al., 2021). Successful entrepreneurship requires integrating financial and social values to achieve lasting impact. Social value is attained by addressing societal challenges through innovative solutions, influenced by various factors such as financial, social, political, demographic, personal, situational, and economic contexts.

Networks are crucial for entrepreneurship, as they facilitate communication among individuals with network ties (Anderson et al., 2007). Granovetter (1973) categorized network ties as weak or strong based on the frequency of contact and reciprocity. Relationships with friends and family are strong ties due to frequent contact and emotional closeness, whereas business associations and consultants are weak ties due to less frequent contact. Granovetter argued that weak ties provide diverse sources of knowledge and advice, essential for accessing information from distant parts of the social system.

Networks offer entrepreneurs opportunities to gain information from various sources, test ideas, get referrals to specialists, receive moral support, and utilize resources from those interested in their welfare (Dubini & Aldrich, 1991). Nebus (2006) asserted that the best situation is when social contacts are also experts, as they are easier to access and more likely to communicate willingly. Informal socializing can be crucial for building social capital and business growth (Bowey & Easton, 2007). Entrepreneurs may use an "exploration" strategy to discover and contact experts or rely on established contacts in an "exploitation" strategy, which is less costly in terms of time and resources.

Diverse networks provide a wider variety of resources, ideas, viewpoints, and information than less diverse networks composed mostly of family and friends (Smeltzer, Van Hook & Hutt, 1991). Founders with varied networks, especially those with well-connected contacts (e.g., incubator managers), are better positioned to gain information to overcome business development problems, shaping their survival and growth (Aldrich, 1989; Burt, 1982; Lee & Jones, 2008; Low & MacMillan, 1988; Robinson & Stubberud, 2009; Zhao & Aram, 1995).

Network support and communication significantly impact the success of new businesses. A network is essential for starting a business (Petru, Pavlak, & Pola, 2017; Petru, Kramolis, & Stuchlik, 2020). Networks like bridges serve individuals and communities

by facilitating mutual communication and enhancing entrepreneurial initiatives through networking (Song & Vining, 2012).

Watson (2007) found that banks and accountants were primary sources of advice, while Smeltzer, Fann, and Nikolesean (1988) noted that small business managers often used informal sources. Bruderl and Preisendorfer (1998) found that support from strong ties was more critical to startup success than weak ties. Smaller ventures tend to use friends and family more than larger ventures, which rely more on banks (Cooper et al., 1989; Robinson & Stubberud, 2009). Birley (1985) found that the type of source accessed was related to the desired resources, with business contacts used most for assembling raw materials, equipment, location, and employees. Family and friends were also important for assembling local resources. Once these resources were obtained, business owners sought bank resources. Birley's study focused on resource access rather than advice, suggesting that a business owner's network can significantly influence business success.

Success in Contemporary Business

Success is subjective, often varying among individual stakeholders who have their own definitions of what makes a business successful. Traditionally, it is assumed that an entrepreneur's primary motives are financial success and personal profit, which drive their actions (Schumpeter, 1976). Financial value creation is central to entrepreneurship research, as noted by Baron (2001). From an economic standpoint, a successful business

leverages market imperfections through early detection and exploitation (Kirzner, 1973). For entrepreneurs motivated by financial gains, success is defined by the survival, growth, and profitability of the new venture. Another metric for success is stakeholder satisfaction, which includes customers, investors, suppliers, the entrepreneurs themselves, and society (Brockner et al., 2004). Satisfaction of these stakeholders can be used to measure success, as each group has unique needs that must be met over time. Entrepreneurs within the same team may have different goals, with one prioritizing financial profit and another focusing on social welfare through job creation and services. Despite varied definitions, value creation remains central to entrepreneurship, whether in new or established businesses (Busenitz et al., 1997). This study evaluates business success during its development stage by examining growth and profitability satisfaction.

Reinforcement Network Theory

Initial studies on organizational networks were grounded in resource dependence theory. This theory posits that businesses respond to the demands of critical resource providers (Pfeiffer & Salancik, 1978). It suggests two strategies for managing dependencies: acquiring control over essential resources to reduce dependence or gaining control over resources others need, thereby increasing their dependence on the business (Bluedorn et al., 1994). Networks help businesses manage these dependencies by establishing relationships with entities that control critical resources. The study of networks within organizations has evolved from these theoretical premises, making resource dependence

theory relevant for constructing theoretical frameworks. The framework of this study, as shown in figure 1.1, is derived from this theory, featuring independent variables (social networks, business networks, and inter-organizational strategic networks) and dependent variables (success during the business development stage).

Types of Networking Platforms

1. Personal Area Network (PAN): This is the smallest and most basic type of network, consisting of wireless modems, computers, phones, printers, tablets, etc., all revolving around one person in a single building.

2. Campus Area Network (CAN): Used in educational environments such as universities, connecting all the LANs of different departments.

3. Wireless Local Area Network (WLAN): Operates like a LAN but without wired connections, offering flexibility despite being slightly less secure.

4. Virtual Private Network (VPN): Provides a secure, private connection through the internet.

5. Enterprise Private Network (EPN): An exclusive network for businesses to share resources at high speeds.

6. Passive Optical Local Area Network (POLAN): A cost-effective network linking various locations to a central network.

Networking Skills

Personal networking involves managing relationships or alliances within one's society (Dubini & Aldrich, 1991; Aldrich & Zimmer, 1986). Carson et al. (1995) defined networking in small firms as building and managing personal relationships. Witt (2004) identified key indicators of entrepreneurial networking:

1. Network-building activities: Time invested in creating, maintaining, and expanding personal networks and frequency of communication with network partners.
2. Network structure: The size, heterogeneity, and density of the network.
3. Information acquired from network partners: Benefits from networking, such as new information and support from network contributors.

Shane (2003) in Kuehn (2008) emphasized that strong social connections are crucial predictors of entrepreneurial activity, providing better access to resources and information, ultimately leading to stronger performing ventures.

Success of Business going on

Challenges of Networking on entrepreneurial success of student

Summary of Networking Challenges and Entrepreneurial Factors

The study addresses the factors hindering effective networking despite its potential to bridge gaps caused by school closures. Literature indicates that networking is underutilized in many developing countries, including Nigeria. According to Nee et al. (2020), embarking on entrepreneurial ventures presents various challenges, which are categorized into technological, marketing, financial, production, and managerial issues.

These challenges affect both students and general entrepreneurs. In contrast to Africa, where the lack of technical and managerial skills is a significant issue, student entrepreneurs in developing countries like Italy face high taxation and excessive bureaucracy (Fini et al., 2016). Additional challenges include low self-confidence, cultural diversity in group settings, and poor group commitment.

Recognizing and exploiting opportunities is crucial for entrepreneurial success, and opportunities are perceived differently by different individuals. The presentation of opportunities and the audience's ability to capitalize on them are critical factors. Positive perceptions of entrepreneurial opportunities are essential for success. Social competencies, which include the ability to interact effectively and adapt to new situations to build strategic relationships, are key individual factors contributing to entrepreneurial success.

Review of Literature and Networking in Entrepreneurship

Amid widespread unemployment in Nigeria, there is a growing focus on strategies to mitigate its impact. Some experts advocate for a curriculum review at the tertiary education level, while others emphasize the role of entrepreneurial skill acquisition programs in reducing unemployment through networking. Recent discussions in Lagos, Delta State, and Edo State highlight the need for adequate entrepreneurial skills to run

successful businesses despite environmental challenges. The education system should facilitate idea exchange and skill acquisition to foster employment through entrepreneurship. Transitioning from traditional education to one that includes fine arts and basic scientific knowledge is essential. A planned program of courses and learning experiences that explore career options, support basic academic and life skills, and prepare students for industry-defined work and continuing education is necessary (Washington, Office of Superintendent of Public Instruction, 2009).

Despite numerous studies on entrepreneurship and employment generation, none have specifically examined the role of networking in entrepreneurial success in reducing unemployment for graduates in Edo State. This study aims to fill this gap.

Empirical Studies on Networking and Entrepreneurship

The research examines the role of networking in entrepreneurial success among fine arts students. Hassan (2020) investigated the relationship between entrepreneurial skill acquisition, self-motivation, social effect, and self-employment among Thai university graduates. The study found that technological development could be achieved through entrepreneurship by utilizing scientific research and opportunities. Skill acquisition was

identified as a crucial factor for self-employment, but many Thai entrepreneurship graduates do not enter the field immediately after graduation.

Anderson, Park, and Jacks (2007) argued that social interactions and networks are vital for entrepreneurship, facilitating access to resources through communication within network ties. Granovetter (1973) categorized network ties as either weak or strong based on contact frequency, with strong ties involving close relationships and weak ties involving less frequent interactions. The diversity of weak ties contributes to the variety of information and perspectives available.

Vesala and Pyysiainen (2008) noted that networking skills include communication, collaboration, strategic thinking, leadership, and opportunity recognition. These skills are essential for recognizing and realizing business opportunities. Churan et al. (1993) suggested that networks might offer limited practical benefits to small business owner-managers, particularly in the early stages of business development. However, networks operate differently across various economic, social, and cultural contexts.

Johannisson (1986) emphasized the importance of personal networks for potential entrepreneurs, enabling them to choose their operating environment and depend on

selected individuals. This helps entrepreneurs compensate for their weaknesses and assert authority. While much research focuses on entrepreneurial motivation, the specific skills and abilities necessary for success are often overlooked.

Casasola and Cardon (2012) studied MBA students' motivations to start their enterprises and the impact of postgraduate education on entrepreneurial activity. The study found that family entrepreneurial culture, individual personality traits, creativity, initiative, and teamwork skills significantly influence entrepreneurial intentions. Government and educational institutions should promote entrepreneurial activities due to their relevance to economic growth, especially during economic crises and high unemployment rates.

CHAPTER THREE

METHODOLOGY

This Chapter presents the method and procedure that was used in this study. It was viewed under the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Instrumentation
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

Research Design and Methodology

This study employed a descriptive survey research design. According to Omorogiewa (2019), this approach involves using instruments like tests, questionnaires, and observations to collect data from a sample representative of a larger population, focusing on their characteristics, attributes, and opinions on a specific issue. The conclusions drawn from the sample are then generalized to the broader population. This design was

chosen as it effectively assesses the impact of the independent variable (networking role in entrepreneurial success) on the dependent variable (teaching and learning) within the Fine Arts students' program.

Study Population

The study's population consisted of 295 Fine Arts students from the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City.

Sampling Technique

A sample of 118 Fine Arts students was selected using a proportionate sampling technique, representing 40% of the total population.

Instrumentation

The study utilized a self-structured questionnaire titled “The Networking Role in Entrepreneurial Success on Fine Art Students Questionnaire (NRESOFASQ)”. The questionnaire was divided into two sections: Section A collected demographic data (e.g., gender, age), and Section B included 20 items derived from the research questions. Respondents rated these items on a four-point scale: Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE).

Instrument Validity

The questionnaire was reviewed for face validity by the research supervisor and two experts from the Department of Vocational and Technical Education, Faculty of Education, University of Benin. Suggestions and corrections, such as revising the rating scale, were incorporated to improve the instrument.

Instrument Reliability

The instrument's reliability was tested using Cronbach's alpha to measure internal consistency. It was administered to 15 respondents outside the study population, resulting in a reliability coefficient of 0.85, indicating high reliability.

Data Collection

The researchers, assisted by three research assistants, distributed and collected the questionnaires. The assistants were briefed on the administration procedures. Completed questionnaires were checked for completeness.

Data Analysis

Data were analyzed using mean ($\bar{x}$), standard deviation (SD), and two-sample independent t-tests. The mean and standard deviation addressed the research questions, while the t-tests tested the hypothesis at a 0.05 significance level. A mean value of 2.50 or higher indicated a high extent, while a value below 2.50 indicated a low extent. For

hypotheses, if the p-value was less than or equal to 0.05, the null hypothesis was rejected; if greater than 0.05, it was retained.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with presentation of results and discussion of findings. The results of the analysis are presented in the order of the research questions that guided the study.

Presentation of Results

Research Question One:

What are the level ofnetworking role in entrepreneurial success/PAN for the teaching and learning of fine and art programin Universities in Edo state?

Table 1: Mean and standard deviation showing the networking role in entrepreneurial success/PAN for the teaching and learning of fine and art program

S/N	Item	N	Mean	SD	Remarks
1	Networking role gives massive advantages to fine art student	118	3.63	.552	High Extent
2	Networking role helps to asses students in doing tangible research work.	118	3.31	.623	High Extent
3	Networks have the ability to share ideals, information and motivation.	118	3.44	.593	High Extent
4	PAN allows students get easy flow of activities in networking.	118	3.19	.695	High Extent
5	PAN is a network that helps me to prepare my assignment, class work.	118	2.94	.798	High Extent
	Cluster Mean		**3.30**	**0.09**	**High Extent**

Note: SD (Standard Deviation), N (Sample Size)

In response to research question one, Table 1 showed that the respondents rated item one to five as high extent with a mean rating ranging from 2.94 to 3.63 while the standard deviation also ranges from .552 to .798. The cluster mean indicates a mean of 3.30. With these results, the above mean score shows that the networking role in entrepreneurial success/PAN for the teaching and learning of fine and art programin Universities in Edo State to a high extent.

Research Question Two:

To what extent does CAN/WLAN enhance and influence the learning of fine and applied art programin Universities in Edo State?

Table 2: Mean and standard deviation showing the CAN/WLAN enhance and influence the teaching and learning of fine and applied art program

S/N	Item	N	Mean	SD	Remarks
1	CAN is a campus network that help students to answer questions perfectly	118	3.47	.650	High Extent
2	CAN technological assist students to download information for assignment, project,seminar and test.	118	3.36	.647	High Extent
3	CAN prepare student to work and operate machines in schools.	118	2.68	.923	High Extent
4	Wireless local area network operates similarly like LAN because it transmits.	118	3.42	.646	High Extent
5	Wireless local area networks assist teacher/researcher in their work.	118	3.28	.727	High Extent
	Cluster Mean		**3.24**	**0.11**	**High Extent**

Note: SD (Standard Deviation), N (Sample Size)

In response to research question two, Table 2 showed that the respondents rated item one to five as high extent with a mean rating ranging from 2.68 to 3.47 while the standard deviation also ranges from .646 to .923. The cluster mean indicates a mean of 3.24. With these results, the above mean score shows that CAN/WLAN enhance and influence the teaching and learning of fine and applied art program in Universities in Edo State to a high extent.

Research Question Three:

To what extent does VPN influence teaching of fine and applied art students in Universities in Edo State?

Table 3: Mean and standard deviation showing the VPN influence teaching of fine and applied art students

S/N	Item	N	Mean	SD	Remarks
1	Virtual private network provides private connection that help students in networking.	118	3.37	.689	High Extent
2	VPN networkhelps fine art students /owners, entrepreneur to exchange information.	118	3.32	.690	High Extent
3	VPN network play available role through the internet for entrepreneurial.	118	3.36	.649	High Extent
4	VPN network assist in connecting computer for sharing information to customers.	118	3.28	.652	High Extent
5	VPN secure and help entrepreneur to act when the evidence and reasons are sufficient.	118	2.91	.837	High Extent
	Cluster Mean		**3.25**	**0.08**	**High Extent**

Note: SD (Standard Deviation), N (Sample Size)

In response to research question three, Table 3 showed that the respondents rated item one to five as high extent with a mean rating ranging from 2.91 to 3.37 while the standard deviation also ranges from .649 to .837. The cluster mean indicates a mean of 3.25. With these results, the above mean score shows that VPN influence teaching of fine and applied art students in Universities in Edo State to a high extent.

Research Question Four:

To what extent does EPN/POLAN influence teaching and learning of fine and applied art program in university of Benin in Edo State?

Table 4: Mean and standard deviation showing the EPN/POLAN influence teaching and learning of fine and applied art program teaching and learning of fine art

S/N	Item	N	Mean	SD	Remarks
1	EPN help students to reduce the risk of data breaches.	118	3.34	.754	High Extent
2	EPN is an exclusive network that businesses.	118	2.86	.908	High Extent
3	To effectively implement a student centered in writing and research skills use POLAN.	118	3.21	.652	High Extent
4	POLAN virtual private network help to use credible sources and observations.	118	3.42	.560	High Extent
5	EPN uses high quality technology.	118	2.96	.821	High Extent
	Cluster Mean		**3.16**	**0.14**	**High Extent**

Note: SD (Standard Deviation), N (Sample Size)

In response to research question four, Table 4 showed that the respondents rated item one to five as high extent with a mean rating ranging from 2.86 to 3.34 while the standard deviation also ranges from .560 to .908. The cluster mean indicates a mean of 3.16. With these results, the above mean score shows that EPN/POLAN influence teaching and learning of fine and applied art program in Universities in Edo State to a high extent.

Hypothesis One

There is no significant difference between male and female networking role in entrepreneurial success in teaching and learning of fine art education in Universities in Edo State.

Table 5: t-test analysis showing mean difference between male and female networking role in entrepreneurial success in teaching and learning of fine art

Gender	N	Mean	SD	Df	t-value	p-value	Decision
Male	51	3.29	0.25				
				116	1.771	.079	Not Significant
Female	67	3.20	0.32				

P-Value Significant at 0.05 level (2-tailed) (Retain Hypothesis) SD: Standard deviation DF:

Degree of freedom

The result in Table 6 reveals the mean responses of the significant difference between male and female networking role in entrepreneurial success in teaching and learning of fine art students in Universities in Edo State. Male gender had a mean of 3.29 and female counterpart had a mean of 3.20 while their corresponding standard deviations were 0.25 and 0.32 respectively. The t-value of 1.771, at degree of freedom of 116, which shows that it was not significant at p-value of .079. Testing at an alpha value of 0.05, the null hypothesis was retained since the p-value higher than alpha value. Thus, there is no significant difference between male and female networking role in entrepreneurial success in teaching and learning of fine art in Universities in Edo State.

Discussion of Findings

Findings and Analysis

Research Question One: Networking's Role in Entrepreneurial Success

The analysis revealed that networking significantly influences the entrepreneurial success of Fine and Applied Arts students at the University of Benin, Edo State. Networking enhances interactive and personalized learning, allowing students to engage with content at their own pace. This finding aligns with Okoye and Nwankwo (2018), who highlighted that networking increases student engagement and motivation in Fine Arts education.

Research Question Two: Impact of CAN/WLAN on Learning

The results showed that Campus Area Networks (CAN) and Wireless Local Area Networks (WLAN) greatly enhance the learning experience for Fine and Applied Arts students in universities in Edo State. CAN/WLAN promotes active student engagement and retention, corroborating Radović and Bosnjak's (2019) findings that these networks foster a hands-on learning environment.

Research Question Three: Influence of VPN on Teaching and Learning

The data indicated that Virtual Private Networks (VPN) significantly improve the teaching and learning environment for Fine and Applied Arts students. VPNs contribute to a more positive and effective educational setting. This finding supports Brodesser (2017), who found that interactive tools like VPNs enhance teaching quality and lesson engagement.

Research Question Four: Effect of EPN/POLAN on Education

The study found that Enterprise Private Networks (EPN) and Passive Optical Local Area Networks (POLAN) significantly impact the teaching and learning of Fine and Applied Arts in universities in Edo State. EPN/POLAN facilitates group work and collaboration, even when students are not co-located. This finding aligns with Stelte, Watson, and Moro (2017), who noted that EPN/POLAN fosters community and knowledge development among students.

Hypothesis: Gender Differences in Networking Impact

The hypothesis testing showed no significant difference between male and female students regarding the impact of networking on entrepreneurial success in Fine and Applied Arts. This finding supports Hashim and Mustapha (2014), who noted persistent gender imbalances in networking roles in Fine Arts education despite recent advancements.

Summary of Findings

1. Networking's Role: Networking significantly boosts the entrepreneurial success of Fine and Applied Arts students by making learning interactive and engaging.

2. CAN/WLAN: These networks enhance student engagement and retention, creating an active learning environment.

3. VPN: VPNs improve the overall teaching and learning experience, fostering a positive educational atmosphere.

4. EPN/POLAN: These networks enable effective collaboration and community-building among students.

Conclusion

Networking tools like CAN/WLAN, VPN, and EPN/POLAN are essential for enhancing the teaching and learning process in Fine and Applied Arts programs. They foster student engagement, improve instructional quality, and support collaborative learning environments.

Recommendations

1. Government Support: Provide tax exemptions or subsidies for schools to acquire high-quality networking software and hardware.

2. School Investment: Develop computer labs and provide computers to enhance networking in teaching and learning.

3. Financial Support: Offer government funding for integrating networking tools in public schools and universities.

4. Gender-Neutral Approach: Monitor and address potential gender disparities in the use of networking tools in education.

Suggestions for Further Research

1. Facility Availability: Investigate the impact of school facilities on networking and education quality in tertiary institutions in Edo State.

2. Teacher Attitudes: Explore teachers' perceptions of networking integration in Fine Arts education programs.

3. Online Learning: Examine the role of networking in online learning platforms for Fine Arts programs.

4. ICT Challenges: Assess the challenges of implementing ICT in Fine Arts programs, focusing on colleges of education in Edo State.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on summary, conclusion and recommendations.

Summary

Overview

This study explored the impact of networking on the entrepreneurial success of Fine and Applied Arts students at the University of Benin in Edo State. The research was guided by four questions and tested one hypothesis at a 0.05 significance level.

Research Design

The study utilized a descriptive survey research design. The population consisted of 295 Fine Arts students from the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City. A sample size of 118 students was selected using a proportionate sampling technique representing 40% of the population.

Instrumentation

A self-structured questionnaire titled “Influence of Networking Role on Entrepreneurial Success of Fine and Applied Arts Students in Teaching and Learning of Fine Art

Questionnaire (INROESFASQ)" was used for data collection. The questionnaire was divided into two sections: Section A focused on demographic variables (e.g., gender, age), and Section B contained 20 items derived from the research questions.

Validation and Reliability

The questionnaire was validated by the research supervisor and two experts from the Department of Vocational and Technical Education, Faculty of Education, University of Benin. Corrections and suggestions were incorporated to improve the instrument. The reliability was tested using Cronbach's alpha, resulting in a coefficient of 0.85, indicating high reliability.

Data Collection and Analysis

Data were collected and analyzed using mean, standard deviation, and two-sample independent t-tests with the help of SPSS. The results indicated that networking significantly influenced the entrepreneurial success of Fine and Applied Arts students, enhancing teaching and learning in universities in Edo State.

Major Findings

1. The role of networking in entrepreneurial success significantly impacts the teaching and learning of Fine and Applied Arts at the University of Benin.

2. Campus Area Networks (CAN) and Wireless Local Area Networks (WLAN) positively influence the learning of Fine and Applied Arts programs.

3. Virtual Private Networks (VPN) enhance the teaching of Fine and Applied Arts.

4. Enterprise Private Networks (EPN) and Passive Optical Local Area Networks (POLAN) significantly affect the teaching and learning of Fine and Applied Arts programs.

Conclusion

Networking is essential for the effective teaching and learning of Fine and Applied Arts. Tools like CAN/WLAN improve student-centered learning, teacher-student networking, and instructional quality. VPN tools are critical for innovative approaches in fine arts education. EPN/POLAN also play a significant role in enhancing teaching and learning in universities in Edo State.

Recommendations

1. The government should support acquiring high-quality networking software and hardware, including providing tax exemptions or subsidies for schools.

2. Schools should invest in computer labs and provide computers for teachers and students to enhance networking in teaching and learning.

3. Financial support from the government should be provided for integrating networking tools in public schools and universities to improve students' learning experiences.

4. Schools, universities, and the government should adopt a gender-neutral approach to networking and monitor the usage patterns to address any gender-based disparities.

Suggestions for Further Studies

1. Investigate the availability of school facilities and their effect on networking and education quality in tertiary institutions in Edo State.

2. Examine teachers' attitudes and perceptions towards networking integration in Fine Art education programs in universities in Edo State.

3. Explore the role of networking in online learning platforms for Fine Art programs in universities in Edo State.

4. Assess the challenges of implementing ICT in Fine Art programs, focusing on colleges of education in Edo State.

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APPENDIX A

Department of Vocation and Technical Education,
Faculty of Education, University of Benin,
Benin City,Edo State.
14th July, 2024.

Dear Respondent,

LETTER TO RESPONDENTS

My name is Mojetijesu Testimony Adegbola with EDU1903417, from the above-named institution. I am currently carrying out a research on "influence of Networking role on entrepreneurial success in teaching and learning of Fine Art Vocational and Technical Education in Universities in Edo State" I therefore ask for your objective responses to the questions in this paper at this would give accuracy and validity to this research work. This questionnaire is purely for academic research purpose. Please read the questions carefully and give responses each of the items as best as you can. Your responses will be treated with strict confidentiality.

Thanks for your anticipated co-operation.

Yours faithfully,

MOJETIJESU TESTIMONY ADEGBOLA
EDU1903417
(Research Student)

APPENDIX B

INFLUENCE OF NETWORKING ROLE ON ENTREPRENEURIAL SUCCESS OF FINE AND APPLIED ART STUDENTS IN UNIVERSITY OF BENIN, EDO STATE

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

SECTION A

Demographic data

SECTION A: (Socio-demographic variables of respondents)

Indicate your opinion by ticking (√)

Sex: Male ( ) Female( )

SECTION B

Influence of Networking Role on Entrepreneurial Success of Fine and Applied Art Students in teaching and learning in University of Benin, Edo State

Very High Extent(VHE)

High Extent(HE)

Low Extent(LE)

Very Low Extent(VLE)

S/N	**ITEMS**	**VHE**	**HE**	**LE**	**VLE**
RQ1	**To what extent does the influence of networking role in entrepreneurial success/PAN for the teaching and learning of fine and applied art?**				
1	Networking role gives massive advantages to fine art student.				
2	Networking role helps to asses students in doing tangible research work.				
3	Networks have the ability to share ideals, information and motivation.				
4	PAN allows students get easy flow of activities in networking.				
5	PAN is a network that helps me to prepare my assignment, class work.				

RQ2	**To what extent the CAN/WLAN enhances and influences the teaching and learning of fine and applied art program?**	**VHE**	**HE**	**LE**	**VLE**
6	CAN is a campus network that help students to answer questions perfectly.				
7	CAN technological assist students to download information for assignment, project, seminar and test.				
8	CAN prepare student to work and operate machines in schools.				
9	Wireless local area network operates similarly like LAN because it transmits.				
10	Wireless local area networks assist students, teacher/researcher in their work.				
RQ3	**To what extent VPN influence teaching and learning of fine and applied art students?**	**VHE**	**HE**	**LE**	**VLE**
11	Virtual private network provides private connection that help students in networking.				
12	VPN network helps fine art students/owners, entrepreneur to exchange information.				
13	TheVPN network play available role through the internet for students and entrepreneurial.				
14	VPN network assist in connecting computer for sharing information to customers.				
15	VPN secure and help students/ entrepreneur to act when the evidence and reasons are sufficient.				
RQ4	**To what extent does EPN/POLAN influence teaching and learning of fine and applied art program?**	**VHE**	**HE**	**LE**	**VLE**
16	EPN help students to reduce the risk of data breaches.				
17	EPN is an exclusive network that students and owners of businesses use.				
18	POLAN virtual private network help studentsto use credible sources and observations.				
19	To effectively implement a student's centered in writing and research skills use POLAN.				
20	EPN uses high quality technologies that enable students in networking.				

APPENDIX C

OUTPUT OF RELIABILITY OF THE STUDY

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Number of Items
.851	20

APPENDIX D

OUTPUT OF RESEARCH QUESTIONS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	118	1	4	3.63	.552
Q2	118	2	4	3.31	.623
Q3	118	2	4	3.44	.593
Q4	118	1	4	3.19	.695
Q5	118	1	4	2.94	.798
Valid N (listwise)	118				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	5	2.94	3.63	3.3020	.25994
VAR00002	5	.55	.80	.6522	.09681
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q6	118	2	4	3.47	.650
Q7	118	1	4	3.36	.647
Q8	118	1	4	2.68	.923
Q9	118	2	4	3.42	.646
Q10	118	1	4	3.28	.727
Valid N (listwise)	118				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00003	5	2.68	3.47	3.2420	.32206
VAR00004	5	.65	.92	.7186	.11932
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q11	118	2	4	3.37	.689
Q12	118	1	4	3.32	.690
Q13	118	1	4	3.36	.649
Q14	118	1	4	3.28	.652
Q15	118	1	4	2.91	.837
Valid N (listwise)	118				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00005	5	2.91	3.37	3.2480	.19228
VAR00006	5	.65	.84	.7034	.07720
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q16	118	1	4	3.34	.754
Q17	118	1	4	2.86	.908
Q18	118	1	4	3.21	.652
Q19	118	2	4	3.42	.560
Q20	118	1	4	2.96	.821
Valid N (listwise)	118				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00007	5	2.86	3.42	3.1580	.24108
VAR00008	5	.56	.91	.7390	.13704
Valid N (listwise)	5				

OUTPUT OF HYPOTHESIS

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Networking role of entrepreneurial success/PANin teaching and learning	Male	51	3.29	.249	.035
	Female	67	3.20	.323	.039

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Influence of networking role in entrepreneurial success/PAN in teaching and learning	Equal variances assumed	1.117	.293	1.771	116	.079	.097	.055	-.011	.205
	Equal variances not assumed			1.834	115.976	.069	.097	.053	-.008	.201