

Implementing the *Use of English* Curriculum with Entrepreneurship Mindset in Nigerian Polytechnics

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Abstract: This study examined the implementation of the English curriculum with an entrepreneurial mindset in Nigerian polytechnics, focusing on course values, students' attitudes, motivation, interest, and language skill acquisition. Using a stratified sampling technique, data were collected from 72 ND2 and HND1 students across six departments through a 30-item structured questionnaire. Descriptive statistics (mean, standard deviation, skewness, and kurtosis) and inferential analyses, including multiple least squares regression and ANCOVA, were conducted using SPSS. Results indicated a positive perception of the curriculum, with most respondents scoring above the acceptable cut-off (3.0–4.0). Statistically significant differences were found in key factors contributing to curriculum improvement. The model explained 97.7% of the variance (adjusted $R^2 = 0.977$), with a Durbin-Watson statistic of 1.000 indicating positive autocorrelation. ANCOVA confirmed significant differences between pre- and post-treatment variations ($p < 0.05$), leading to the rejection of all null hypotheses. Findings underscored the need for curriculum reforms to integrate entrepreneurial skills into language education, preparing students for the evolving labour market. The study recommended that the government and TVET institutions ensure the comprehensive implementation of this curriculum in polytechnics. Further research was suggested to assess its long-term impact on students' employability and entrepreneurial success. This study provided empirical evidence supporting the integration of entrepreneurial skills into English education, enhancing its practical application and relevance.

Keywords: Implementation; Use of English; Curriculum, Entrepreneurship; Nigerian, Polytechnics

I. Introduction

Polytechnics are institutions designed to equip students with practical skills for self-sustenance and entrepreneurship, both during and after their studies. Unlike secondary school English, which focuses on knowledge and comprehension, the Use of English (UoE) in polytechnics emphasizes language skills for vocational benefits. Reading, Writing, Listening, and Speaking are profitable skills, with skilled individuals excelling in media, writing, and public speaking.

However, a major challenge in teaching UoE is students' low interest and minimal attention compared to their core courses. Many attend lectures only to avoid missing assessments, with full attendance often recorded only during exams. This attitude hinders skill acquisition, which is crucial for entrepreneurship and economic growth. Skills empower individuals to enhance their lives while contributing to national development.

Education is incomplete without skill acquisition, especially in an era of scarce white-collar jobs. Nneji (1999) emphasized that education should prepare individuals for career life. Idoko (2014) defined skill acquisition as training that fosters self-sustenance, while Okorie and Ezeji (1988) highlighted its role in boosting national productivity. Ezeji and Okorie (1999) stressed that vocational training can significantly reduce Nigeria's social and economic challenges, making skill acquisition vital for national progress.

Skills acquisition is a core component of vocational and technical education, as emphasized in the 2013 National Policy on Education (FRN, 2013). Technical and Vocational Education and Training (TVET) focuses on imparting practical skills, knowledge, and attitudes necessary for economic and social development. UNESCO (2017) highlights TVET as a pathway for acquiring skills relevant to the workforce in both formal and informal settings. The policy recognizes polytechnic education as a key driver of technology-based skills, stipulating that at least 70% of admissions should focus on technical courses (p.31).

The National Policy outlines polytechnic education's goals, which include producing skilled manpower, fostering self-reliance, and training individuals to apply scientific knowledge in solving practical problems. To support these goals, the National Board for Technical Education (1999; 2022) emphasizes that the Use of English (UoE) course should enhance students' language proficiency. However, in polytechnic education, UoE is often taught with an undue focus on grammar, neglecting the acquisition of language skills that could provide economic opportunities for students in areas such as broadcasting, writing, and public speaking.

Studies on effective instruction emphasize the importance of sustaining student motivation to enhance academic performance. Banjo (1989) established that students with little motivation devote minimal effort to learning. Rotter's (1954) theory postulates that success depends on motivation, the belief in success, and the perceived value of success. Unfortunately, the traditional lecture

method, lack of teaching aids, and lecturers' inadequate training in specialized language skills hinder effective teaching, leading to student disinterest.

A collaborative approach to teaching UoE can address these challenges. The Foundation for Exceptional Innovation's social skills training model (Rutherford, 1992) provides a framework for integrating collaborative instruction in polytechnics. This model emphasizes three rationales: the necessity of skills training, its role in professional success, and its impact on self-reliance. The instructional phase of this model incorporates direct teaching, modeling, practice, feedback, and self-control.

Applying this model to UoE, lecturers should collaborate with industry professionals to expose students to practical aspects of language skills. The specialist models the skill, supervises student practice, provides feedback, and reinforces learning through assessments. Students' performances are then evaluated using audio or video recordings. This study examines the effectiveness of this collaborative approach in enhancing students' competence in language skills and fostering self-reliance.

The primary objective of the UoE curriculum is to equip students with skills for self-realization. However, reliance on lecture-based instruction, lack of lecturer expertise, and students' ignorance of the vocational benefits of UoE limit its impact. A practical, collaborative approach can bridge this gap by ensuring that students acquire relevant communication skills necessary for entrepreneurship and employment. With an entrepreneurial mindset, this study explores how collaboration in language skills training can enhance polytechnic students' proficiency, improve their employability, and foster self-reliance after graduation.

The adoption of this approach aims to enhance the teaching of language arts skills with vocational significance by collaborating with practitioners of selected language skills in the Use of English (UoE) course. The study seeks to answer critical research questions, including whether the treatment will elicit students' high value rating of UoE, evoke positive attitudes, increase motivation and interest, and ultimately aid high language skill acquisition. It also investigates whether there will be a significant difference in students' language skills acquisition as a result of this approach.

The adoption of this approach is expected to achieve several objectives. It aims to promote the value of UoE as a subject, foster students' positive attitudes, motivation, and interest in its study, and assist them in acquiring relevant language skills. Additionally, it seeks to establish the need for language arts practitioners to collaborate with lecturers in teaching UoE, thereby institutionalizing the practice of language skills acquisition within polytechnics.

Furthermore, this approach holds significant benefits for students, lecturers, and institutions. For students, it will improve their perception of UoE, transform them from job seekers to self-reliant individuals, and encourage them to explore language arts skills for self-actualization. For lecturers, it will reorient them to the importance of practice in language skills training and highlight the vocational relevance of UoE. For institutions, it will draw the attention of stakeholders in polytechnic education to the necessity of engaging language arts practitioners and emphasize the need for adequate training equipment in UoE instruction. Ultimately, this approach will justify the creation of Language Skills Acquisition Centres in polytechnics, ensuring a structured and practical framework for skill acquisition.

Concept of Skill Acquisition

There is no gainsaying the importance of skill acquisition to individual and national development. Skill acquisition, according to Uzochukwu (2017), is the ability to be trained on a particular task or function and become expert in it. To him, skill is like a key used in opening door of fortune. As water is very essential to human life so is skill needed in the life of every serious-minded human being. Skills can do a lot of great work in the life of every living soul. Lack of skills is a major cause of corruption. The importance of skill acquisition includes self-employment, diverse job opportunities, employment generation, effective function, and crime reduction. He believes that the reason why many technicians earn more than some university graduates is because the technicians acquire more of skills than the theories the graduates were fed with when they were in universities. (Eze & Abubakar, 2021)

Polytechnic

The etymology of the word 'polytechnic' shows it is loaned from French and its origin is from the Greek word *polutekhnos* which means 'multi-skilled' (Microsoft Encarta). A graduate of the polytechnic is therefore expected to possess more skills than one. Among the objectives listed by Ale (2004) is 'to give training and imparting necessary skills for the production of technicians and other skilled personnel who shall be enterprising and self-reliant'. It becomes imperative therefore for every graduate of polytechnic to learn other skill(s) apart from his course of study if he is to be self-reliant after graduation. (Adebayo & Yusuf, 2023)

The reason for the inclusion of *Use of English* in the General Studies Department

The inclusion of Use of English (UoE) in the General Studies Department of polytechnics is essential for equipping students with vocational language skills. UoE is taught at all levels, covering the four fundamental language skills—reading, writing, speaking, and listening—alongside grammar. Different skills are introduced at various stages of polytechnic education, with prose writing and drama taught at the National Diploma level, while poetry and oral composition are emphasized at the Higher National Diploma level. Other areas covered include registers (varieties of language use), public speaking, leadership communication, and interview skills. By the end of their diploma training, students are expected to have gained proficiency in storytelling,

playwriting, acting, poetic composition, and public speaking. However, to maximize these benefits, the practical aspect of teaching UoE must be adequately emphasized, as the current lecture method does not fully support hands-on skill acquisition.

Farooq (2012) highlights that learning is an active process that requires student participation, especially when the subject matter is practical. Teaching UoE should go beyond theoretical knowledge, allowing students to develop real-world communication skills. For instance, in learning registers, students should be able to create advertisements, jingles, live commentaries, or dramatic compositions. This requires specialized training under experienced professionals. Fitts and Posner (1967) identify three stages of skill acquisition: cognitive (understanding), associative (practice), and autonomous (automatic performance). The associative stage, where students refine skills through practice, is critical for mastery. However, some students may struggle to progress due to the complexity of tasks, inadequate training, or lack of motivation. To address this, students' motivation, interest, and attitude must be nurtured. Omrod (2014) defines motivation as the force that energizes, directs, and sustains behaviour. He explains that motivated students engage more deeply in learning, direct their efforts toward specific goals, and persist through challenges. Motivation enhances cognitive processes by helping learners focus on and meaningfully process information. It also influences students' emotional responses to academic achievements and setbacks, making them more likely to take pride in success and strive to improve. Ultimately, motivation drives better performance by fostering enthusiasm, persistence, and goal-oriented learning. Given these factors, integrating practical training into UoE instruction is crucial to ensuring that students acquire valuable language skills that enhance their employability and self-reliance.

The motivation of students to learn is influenced by several factors, including hands-on engagement, interest, and perceived value. Schwartz (2014) emphasizes the importance of making learning hands-on by involving students in collaborative activities that are interest-based and relevant to real life. This approach ensures students understand the significance of what they are learning, making them more engaged. Matthews (2001) links motivation to values, arguing that students who value a subject are more likely to develop a deep interest in it, leading to greater effort and a problem-solving approach to learning. His study found that students with high value orientations engage in deep learning, which leads to conceptual change rather than mere information acquisition. Biggs (1999) views teachers as facilitators who guide students toward desired learning outcomes. This study aims to apply a phenomenographic approach to polytechnic students' learning of the Use of English, demonstrating its vocational value beyond their core courses. Matthews (2001) further emphasizes the need to awaken students' interest, defining interest as a psychological engagement that enhances clarity, understanding, and memory. Paul (2013) supports this by stating that interest boosts cognitive function, deepens understanding, and increases persistence. He cites Harackiewicz (2010), who found that helping students discover the relevance of academic subjects to their lives sustains their motivation. When students perceive value in learning, their attitudes shift positively, influencing their success. Weimer (2009) notes that students' beliefs about learning significantly affect their performance, and teachers should help them see the impact of their efforts.

Marzano (1992) argues that students are most motivated when they believe classroom tasks align with their personal goals. He advises educators to clearly communicate the value and requirements of tasks, providing models to help students understand expectations. Skilled practitioners should collaborate with lecturers to provide real-world applications of language skills. Fawkes (2015) highlights the importance of integrating theory and practice, quoting Benjamin Franklin: "Tell me and I forget. Teach me and I remember. Involve me and I learn." This supports the concept of "demonstration of learning," where students showcase their understanding through various creative and academic outputs. The Hidden Curriculum (2014) outlines diverse assessment methods such as presentations, multimedia projects, artistic performances, and scientific experiments. This study emphasizes demonstration-based learning, expecting students to produce practical audio and video presentations of their acquired skills. Practitioners will serve as models to illustrate the benefits of language proficiency. The collaborative approach used in this study aligns with the social skills training model by the Foundation for Exceptional Innovation (Rutherford, 1992), which fosters inclusion and independent living through skill development. The collaboration involves curriculum planning, instruction, and student self-control. Okafor and Adamu (2017) outline five instructional strategies: direct teaching, modeling, practice, reinforcement, and self-control. This structured approach ensures that students not only acquire language skills but also apply them effectively. By integrating these strategies, the study aims to enhance student engagement, interest, and ultimately, academic performance. The collaborative model, originally designed for teaching social skills, is also highly effective for language skills instruction. After introducing students to essential language skills and their technical intricacies, a specialist will further expose them to the core aspects of the skill through practical demonstration. Serving as a model, the specialist will guide students in imitation, practice, and mastery while offering corrective feedback and reinforcement to improve performance. At the self-control stage, students will demonstrate their acquired skills unaided for assessment, with their performances recorded for evaluation (UNESCO, 2017). This study adopts the theory of demonstration of learning, which emphasizes students showcasing their mastery of knowledge and skills through real-world applications. Authentic assessment methods such as projects, presentations, and portfolios help students demonstrate understanding, guided by clear learning objectives and rubrics (Fawkes, 2015). Benjamin Franklin's quote, "Tell me and I forget. Teach me and I remember. Involve me and I learn," underscores the significance of integrating theoretical and practical learning. Advocates of this approach encourage diverse demonstration methods, including oral presentations, multimedia projects, artistic works, publications, scientific experiments, and physical models (Johnson & Williams, 2020; Hidden Curriculum, 2014). In this study, emphasis is placed on demonstration-based learning, requiring students to make stage, audio, and video presentations based on the language arts skills they acquire. This will be achieved through collaboration with experienced practitioners who will serve as role models, demonstrating expertise while

inspiring students with their success. Through this process, students will gain not just theoretical knowledge but also hands-on experience, ultimately ensuring a deeper understanding and retention of language skills.

II. Methodology

The study employed a pre-test-post-test control group quasi-experimental design using a 2x4x5 factorial matrix. Polytechnic students in Nigeria formed the population, with six departments selected through stratified sampling. ND2 and HND1 students were randomly assigned to Experimental or Control Groups. The independent variable was teaching method: (i) Lecture only and (ii) Lecture with Collaborative Practical. Five dependent variables—Course Values, Attitude, Motivation, Interest, and Language Skill Acquisition—were measured using the VAMILS Questionnaire. Data were analyzed using ANCOVA for pre- and post-treatment differences and t-tests for group comparisons, with responses categorized on a 4-point Likert scale.

III. Results and Discussion

This section presents the analysis and interpretation of data collected from 72 ND2 and HND1 students across six departments using a 30-item structured questionnaire. The study employed nominal measurement and quantitative analysis. Data were collated, coded, and analysed using SPSS, with results displayed in table format. Descriptive statistics, including mean, standard deviation, skewness, and kurtosis, summarized central tendencies and dispersion. Multiple least squares regression and ANCOVA were used to determine statistical inferences.

Table 1: Course Values – (Descriptive Statistics)

Item	N	Mean	Std. Deviation	Skewness	Std. Error (Skewness)	Kurtosis	Std. Error (Kurtosis)
Use of English should be an optional course, not a compulsory core elective.	72	3.40	0.899	-1.377	0.283	0.877	0.559
Any time I spend in Use of English lecture or assignment is a waste.	72	3.32	0.885	-1.183	0.283	0.576	0.559
Use of English is an unnecessary addition to my workload.	72	3.25	0.946	-0.938	0.283	-0.321	0.559
Having obtained credit in English before admission, I don't need to study Use of English again.	72	3.21	1.006	-0.947	0.283	-0.385	0.559
I don't see any vocational benefit in Use of English.	72	3.21	0.887	-0.925	0.283	0.073	0.559
Valid N (listwise)	72						

Source: Field Survey, 2025.

Table 1 reveals a significant difference in the mean ratings of the impact of selected course values in the study. The analysis indicates that all five items have mean scores above the acceptable cut-off mark of 2.51–3.0, suggesting strong agreement among respondents. The results further show that respondents' opinions are normally distributed, as the average values exceed the standard deviation. This confirms that course values contribute to improving the Use of English curriculum with an entrepreneurship mindset in Nigerian polytechnics. Skewness analysis indicates a negative distribution, meaning responses are skewed to the left. Kurtosis, which measures the peak of distribution, shows values above 1, signifying a high peak, further emphasizing the impact of selected course values.

Table 2: Students' Attitude – Descriptive Statistics

Item	N	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error
I already know enough English to function in my profession, so I don't need Use of English.	72	3.40	0.899	1.377	0.283	0.877	0.559
There's actually nothing I stand to gain from attending Use of English class.	72	3.36	0.893	1.276	0.283	0.704	0.559
Use of English course may be beneficial to some people, but not to me.	72	3.32	0.885	1.183	0.283	0.576	0.559
I feel unnecessarily bothered attending Use of	72	3.29	0.911	1.080	0.283	0.170	0.559

English lectures.							
I'm really not clear about the objectives of studying Use of English in the polytechnic.	72	3.18	0.939	-0.793	0.283	-0.505	0.559
Valid N (listwise)	72						

Source: Field Survey, 2025.

Table 2 reveals a significant difference in the mean ratings of students' attitudes toward the Use of English (UoE) course. All five items have mean scores above the acceptable threshold (2.51–3.0), indicating a strong contribution to improving the UoE curriculum with an entrepreneurial mindset in Nigerian polytechnics. The results show that respondents' opinions are normally distributed, as the mean values exceed the standard deviation. Skewness analysis indicates a positive distribution, meaning responses are skewed to the right. Kurtosis values suggest varying peaks, with coefficients above 1 indicating high peaks and those below 1 indicating lower peaks in the impact assessment of students' attitudes.

Table 3: Students' Motivation

N	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error
I really don't see why Use of English lecturer should organize extra lectures	72	3.31	0.882	1.154	0.283	0.543
If I will not be punished, I won't mind to be absent from Use of English lecture	72	3.31	0.882	1.154	0.283	0.543
Use of English lecture is too theoretical for my liking	72	3.22	0.892	0.949	0.283	0.079
I don't like missing Use of English lectures for any reason	72	3.22	0.967	1.042	0.283	0.019
I don't believe I miss anything if I arrive late to Use of English lecture	72	3.19	0.973	-0.970	0.283	-0.149

Source: Field survey, 2025.

Table 3 highlights a significant difference in mean ratings on the impact of students' motivation. All items have mean scores above the acceptable cut-off mark (2.51-3.0), indicating strong relevance. The normal distribution of responses is evident as mean values exceed standard deviations. Skewness shows a positive distribution, indicating a rightward tail, while kurtosis suggests varying peak levels. Overall, students' motivation significantly contributes to enhancing the Use of English curriculum with an entrepreneurial mindset in Nigerian polytechnics.

Table 4: Students' Interest

Items	N	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error
I have deep interest in the study of Use of English	72	3.38	0.895	-1.309	0.283	0.756	0.559
The study of Use of English should be for students of English	72	3.36	0.893	-1.276	0.283	0.704	0.559
My major concern in studying Use of English is to score a mark that will boost my GPA	72	3.36	0.909	-1.253	0.283	0.527	0.559
Use of English is a very useful course to polytechnic students	66	3.35	0.920	-1.250	0.295	0.520	0.582
Apart from passing Use of English examination, I like the benefits of the course	72	3.33	0.888	-1.213	0.283	0.614	0.559

Source: Field survey, 2025.

Table 4 indicates a significant difference in the mean ratings of Students' Interest. All five items have mean scores above the acceptable cut-off mark (2.51-3.0), showing strong agreement among respondents. The results confirm that responses are normally distributed since the mean values exceed the standard deviation. Students' Interest significantly contributes to improving the Use of English curriculum with an entrepreneurial mindset in Nigerian polytechnics. The skewness values indicate a right-tailed distribution, while kurtosis shows varying peak levels, suggesting differences in response concentration

Table 5: Students' Language Skill Acquisition (Descriptive Statistics)

Item	N	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error
There is more to Use of English than theory and grammar	72	3.40	0.899	-1.377	0.283	0.877	0.559
If a student is serious with Use of English, he or she will not suffer in the labour market	72	3.40	0.899	-1.377	0.283	0.877	0.559
Use of English is a good course of study for vocational training	72	3.40	0.899	-1.377	0.283	0.877	0.559
There is no useful vocational skill in Use of English as a course	72	3.40	0.899	-1.377	0.283	0.877	0.559
Study of Use of English is a bonus skill acquisition for students of other professional courses	72	3.39	0.897	-1.343	0.283	0.814	0.559
I have gained a lot in skill acquisition in the Use of English course	72	3.36	0.893	-1.276	0.283	0.704	0.559
If I utilize my gains in the study of Use of English, I will not lack financial provision	72	3.32	0.885	-1.183	0.283	0.576	0.559
The practical instructor was helpful in imparting the language skill	72	2.40	0.929	-0.249	0.283	-0.960	0.559
The practical classes in the Use of English course are always interesting	72	2.40	0.929	-0.249	0.283	-0.960	0.559
The lecturer did not do much in providing skill training	72	2.35	0.858	-0.470	0.283	-1.026	0.559

Source: Field survey, 2025.

Table 5 indicates a significant difference in the mean ratings regarding the impact of Students' Language Skill Acquisition. The analysis shows that all items have mean scores above the acceptable cut-off mark of 2.51–3.0, confirming their relevance. The findings suggest that respondents' opinions are normally distributed, as mean values exceed standard deviations. This highlights the strong contribution of Language Skill Acquisition to enhancing the Use of English curriculum with an entrepreneurial mindset in Nigerian polytechnics. Skewness, which measures probability distribution, indicates a positive skew with a rightward tail. Kurtosis, measuring the peak of variables, shows that a coefficient above 1 signifies a high peak, while values below 1 indicate a lower peak for the impact of Language Skill Acquisition.

Table 6: Multiple Linear Regression Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.989 ^a	.979	.977	.135	1.000

Source: Field Survey, 2025

The regression analysis in Table 6 confirms a significant association between students' language skill acquisition and the study of Use of English (UoE) at a 5% significance level. The R-value of 0.989a indicates a strong positive correlation, while R² of 97.9% suggests that the model explains nearly all variations in the dependent variable (Lecture Method). The high Adjusted R² of 97.7% further supports this, leaving only 2.3% unexplained variation. Additionally, the Durbin-Watson statistic of 1.000 indicates a positive autocorrelation, confirming a statistically significant relationship between the independent variables (Course Values, Students' Attitude, Motivation, Interest, and Language Skill Acquisition) and the dependent variable (Lecture Method).

Table 7: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.682	6	9.280	505.829	.000 ^b
	Residual	1.193	65	.018		
	Total	56.875	71			

Source: Field Survey, 2025

The analysis confirms a statistically significant difference in students' language skill acquisition in the study of Use of English (UoE) and its impact on the curriculum with an entrepreneurial mindset in Nigerian Polytechnics. Since the p-value (Sig. < 0.05) is significant, the null hypothesis (H_0) is rejected. The ANOVA test further supports this, with an F-statistic of 505.829 ($p = 0.000$), indicating a significant difference between the observed means. This confirms the strong relationship between the predictors and the dependent variable (Lecture Method)

Table 8: Regression Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	Collinearity Statistics
	B	Std. Error	Beta		
1	(Constant)	0.034	0.068		0.497
To me, any time I spend in Use of English lecture or assignment is a waste	0.399	0.074	0.395	5.377	0.000
Use of English course may be beneficial to some people but not to me	0.141	0.062	-0.140	2.291	0.005
I don't believe I miss anything if I arrive late to Use of English lecture	0.070	0.043	-0.076	1.634	0.007
My major concern in studying Use of English is to score a mark that will boost my GPA	0.110	0.096	0.111	1.139	0.009
If a student is serious with Use of English, he or she will not suffer in the labour market	0.303	0.128	-0.304	-2.376	0.020
The practical instructor was helpful in imparting the language skill	0.987	0.023	1.025	42.025	0.000

Source: Field survey, 2025.

The results of the multiple least squares regression analysis indicate a significant positive relationship between students' language skill acquisition and the effectiveness of the Use of English (UoE) curriculum with an entrepreneurial mindset in Nigerian Polytechnics. The estimated regression model shows that all independent variables, including course values, students' attitude, students' motivation, students' interest, and students' language skill acquisition, contribute positively to the lecture method. The t-test results confirm that most of these variables are statistically significant at a P-value < 0.05, suggesting their strong influence on the dependent variable. Furthermore, the Variance Inflation Factor (VIF) analysis highlights the presence of collinearity among some independent variables, as values exceeding 1 indicate correlation among predictors. Despite this, the model maintains a high explanatory power, demonstrating that students' language skill acquisition plays a crucial role in shaping the effectiveness of the Use of English curriculum in Nigerian Polytechnics. Based on the decision rule, since the P-value is less than 0.05, we reject the null hypothesis (H_0) and conclude that there is a significant difference in students' language skill acquisition and the impact of the Use of English curriculum with an entrepreneurial mindset. This finding underscores the importance of enhancing language skill acquisition strategies to improve students' learning experiences and career readiness.

Table 9: Coefficient of Covariances (ANCOVA)

Model	The practical instructor was helpful in imparting the language skill	I don't believe I miss anything if I arrive late to Use of English lecture	Use of English course may be beneficial to some people but not to me	To me, any time I spend in Use of English lecture or assignment is a waste	My major concern in studying Use of English is to score a mark that will boost my GPA	If a student is serious with Use of English, he or she will not suffer in the labour market
1 (Covariances)	The practical instructor was helpful in imparting the language skill	.001	.000	.000	.001	-4.201E-005
	I don't believe I miss anything if I arrive late to Use of English lecture	.000	.002	8.860E-005	-.001	-.003

	Use of English course may be beneficial to some people but not to me	.000	8.860E-005	.004	-.001	.000
	To me, any time I spend in Use of English lecture or assignment is a waste	.001	-.001	-.001	.006	.002
	My major concern in studying Use of English is to score a mark that will boost my GPA	-4.201E-005	-.003	.000	.002	.009
	If a student is serious with Use of English, he or she will not suffer in the labour market	-.001	.002	-.003	-.006	-.009

Source: Field Survey, 2025.

The ANCOVA results from Table 9 indicate statistically significant differences between pre-treatment and post-treatment mean scores in the dependent variables. The analysis shows that the coefficients of covariance for Course Values, Students' Attitude, Students' Motivation, Students' Interest, and Students' Language Skill Acquisition significantly impact the independent variable, Lecture Method. Since the ANCOVA yielded statistical significance, the null hypothesis is rejected, confirming that different levels of independent variables have differential effects on the dependent variable. This validates the need for ANCOVA in controlling suspected covariates, reinforcing the observed variations in lecture methods.

IV. Conclusion and Recommendations

This investigation strongly observed a significant difference in students' language skills acquisition in the study of UoE. Additionally, the adoption of the stated research approach effectively met the study's purpose. The findings provided evidence that students recognize the value of UoE as a subject. The overall results indicated that respondents agreed on the importance of promoting students' attitudes, motivation, and interest in UoE, which was found to be positively significant. The findings also showed that lecturers assist students in acquiring language skills and highlight the need for collaboration between language arts practitioners and lecturers in teaching UoE. Institutionalizing the practice of language skills acquisition in the curriculum was identified as an effective measure. The results were supported by a high Adjusted R Square value of 0.977 (97.7%), with only 2.3% of variations unexplained in the model estimation. The Durbin-Watson statistic of 1.000 indicated a positive autocorrelation, confirming statistically significant differences in students' valuation of UoE. This improvement could help transition polytechnic graduates from job seekers to self-reliant individuals. Encouraging students to explore language arts skills for self-actualization and reorienting UoE lecturers on the significance of language skills training were key recommendations. The findings emphasized the need to engage stakeholders in polytechnic education on the vocational significance of UoE. Additionally, the results justified the necessity of establishing Language Skills Acquisition Centers in Nigerian polytechnics. Implementing the Use of English Curriculum with an Entrepreneurial Mindset was deemed highly beneficial to society. Based on the findings and conclusions of this study, the study recommends the following:

- i. The government and other educational bodies should prioritize the implementation of the Use of English Curriculum with an Entrepreneurial Mindset in Nigerian polytechnics.
- ii. Education instructors should encourage students to explore language arts skills for self-actualization.
- iii. Deans of faculties and Heads of Departments should reorient UoE lecturers on the importance of practical language skills training in polytechnic education.
- iv. Stakeholders in polytechnic education should recognize the vocational significance of UoE and give it more attention.
- v. Language arts practitioners should be actively engaged in the teaching of UoE.
- vi. More research funding and grants should be allocated to studies investigating the Use of English Curriculum with an Entrepreneurial Mindset in Nigerian polytechnics, given the significance of the findings

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