
LECTURERS' AND STUDENTS' PERCEPTION OF ENTREPRENEURSHIP EDUCATION AND POLYTECHNIC STUDENTS' INTENTION IN SELF-RELIANCE IN NORTH EAST, NIGERIA

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Abstract

Entrepreneurship Education emerged few decades ago as instrument through which poverty could be alleviated from amongst Nigerian youth; by providing opportunities and ways of occupational alternatives and choices to which graduates of Polytechnic Institutions are a part. This program has not yielded any fruitful result as the students from the polytechnic and elsewhere always keep graduating to increase the number of unemployed. Thus, the region is left far behind educationally and economically leading to high record of insecurity in the region particularly the Boko-Haram where it started. This work intends to explore the sensitivity of the Polytechnic students in the Polytechnics in Northeastern Nigeria towards entrepreneurship education in inducing venture creation after their tertiary education. This project will in no small measure keep students and lecturers abreast on rigorous participation in entrepreneurial activities. In the long run, the project is expected to bring about increased rate of venture creation among the polytechnic students since they are encouraged by this research to be more serious with entrepreneurship education. The researcher collected data through questionnaires (open-ended). Random sampling was employed to collate the data for this work. Demographic analysis, normality test, factor analysis were carried out using the SPSS 23. However, hypotheses were tested using the PLS-SEM. The expected study focuses on low level of practical sessions for students, inadequate curriculum content, and lack of depth treatment of the subjects, less time allocated for the subject and less qualified lecturers who teach the subject EED. The study makes recommendations that are capable of improving EED that guarantees successful venture creation by students after graduation.

Key words: - Venture Creation, Entrepreneurship Education Development, Polytechnic Institutions, Attitude, and Curriculum

1.0 BACKGROUND OF THE STUDY

1.1 Introduction

Boosting entrepreneurship in the recent years has become an issue of uppermost priority in public policy around the globe (Luthje and Franke, 2003); hence, entrepreneurship has become a vehicle for economic change and development in developed and developing countries. Currently, Nigeria is experiencing a high unemployment rate pegging at a very high rate. This has become worrisome to government and policy makers. Thus, the need to invigorated robust action to reinforce the efforts of individual learners in our Tertiary Institutions that fosters spirit of entrepreneurship in their mind sets. There is need for more emphasis in creating awareness on the option of self-employment particularly among the young graduates that are annually coming out of our Tertiary Institutions for which there exist no hope for their absorption in either the government or the private sector organizations.

Successive governments in Nigeria have made several efforts in terms of policy reforms to harness the importance of entrepreneurship education particularly for self-reliance (Kotha, Lin, Ohlsson-Corboz, and Vissa, 2019). The view found common among many researchers is that entrepreneurship is the very befitting intervention needed to cope the menace of unemployment particularly among the youths. Mudavanhu et al. (2011) agrees that many countries consider entrepreneurship as a solution to unemployment and other socio-economic challenges like poverty, hunger, social vices etc. Entrepreneurship is an instrumental factor driving the emergence and growth of new business and increasing emphasis is now being placed on entrepreneurship for promoting economic growth (Bygrave and Zacharakis, 2007).

Globally, there is a growing recognition of entrepreneurship as a driving force to economic development and job creation (Lyons, Zhang, 2018). Beside the area of policy formulation on entrepreneurship, academic institutions such as the universities have also been singled out to contribute by offering appropriate entrepreneurship education courses and training (Lyons, Zhang, 2018; Laukkanen 2000). Given that the majority of the population mostly affected is the youths, an engagement of entrepreneurship among the youth may lessen the economic challenges this nation has faced over the past years. Considering the role played by entrepreneurship education in support of the venture system, evidence abounds on substantial amount of studies carried out to investigate the effect entrepreneurial education has on entrepreneurship and venture creation (Kim, 2019).

However, there has been lack of research on the perception of entrepreneurship education by polytechnic students and lecturers; and its impact in creating new venture support systems. Although a student lamented that “the *lecturers are not entrepreneurs and why force us to be.*” Peltonen (2008) emphasizes that it is vital for teachers to become more entrepreneurial if entrepreneurial learning should be improved among students Bako, Mohammed and Maisamari (2010) are of the view that the use of adjunct lecturers could be helpful. Furthermore, this line of enquiry is convincingly important because the application of merely entrepreneurship education alone to explain the entrepreneurship phenomena may not be sufficient.

There is a chief reason to understand the perception of students towards entrepreneurship as they are the target group who are about to get into the world of employment. At this moment, it is important to understand the perception of polytechnic students and lecturers on entrepreneurship as the students are undertaking lectures in

Entrepreneurship Education Development (EED). The lecturers are the ones who teach this subject. The study would examine whether lecturers and students in Federal and State Polytechnics existing in the Northeast region have positive perceptions of Entrepreneurship Skills/Education Development. It will also examine whether such perception influence the students' interest in venture creation. In Nigeria, most institutions like polytechnics, vocational institutions and universities have introduced entrepreneurial courses. In the polytechnics the subject is termed Entrepreneurship Education Development (EED). Prior research suggests that entrepreneurial education based on '*learning theory*' will develop entrepreneurs by increasing business knowledge, and promoting psychological attributes associated with entrepreneurs such as self-confidence, self-esteem, and self-efficacy (Kourilsky & Walstad, 1998; European Commission, 2004; Walstad & Kourilsky, 1999; Bako, Mohammed & Maisamari 2010).

The basis for the inclusion of courses in Entrepreneurship and mounting other programs in the polytechnic curriculum has been to create awareness in entrepreneurship as a career option and to motivate students to consider a venturing career, and also to provide students with the knowledge and skills to venture (Menziez 2011). However, in spite of the realization of the essentials of entrepreneurship education, the struggle to make polytechnic students in Nigeria fully entrepreneurial is still far reach. There are little or no studies so far available on attitude of our youth towards entrepreneurship and their future plans, and consequently more information is required for the development of suitable interventions to improve the employability of learners after exiting polytechnics. To this effect, there is the need for his research to establish the perception of both the students' and lecturers' about the EED and venture creation in the Polytechnics. Therefore, the purpose of this study is to explore the perception of polytechnic lectures and students alike on entrepreneurship education and the influence it has on students to pursue venture creation after their tertiary education. However, the specific objectives of the study are identified below:

1.2 Objectives of the study

- i. To examine whether the lecturers perceived that the current EED is an important factor that influences students' intention to create new businesses after graduation.
- i. To examine whether the students perceived that the current EED is an important factor that influences students' intention to create new businesses after graduation.

1.3 Research questions

- i. Do polytechnic lecturers' perception of the current EED structure contributes to students' intention in venture creation on graduation from the polytechnics?
- ii. Do polytechnic students' perception of the current EED structure contributes to students' intention in venture creation on graduation from the polytechnics?

1.4 Conceptual Framework of the study

In the recent times, Entrepreneurship has become the engine for economic growth and social development throughout the world" (Audretch, 2003:5). According to Consortium for Entrepreneurship Education (2005) the entrepreneurship education aims at preparing individuals, principally youth, to be responsible, enterprising individuals who develop

entrepreneurship or become entrepreneurial thinkers and who will contribute to economic growth and sustainable development of communities. Alberti, Sciascia and Poli (2004) view entrepreneurship education as the planned and prescribed delivery of entrepreneurial competencies, which includes: concepts, skills, attitude and mental responsiveness used by individuals when starting and developing their growth oriented ventures. This position is supported and adopted wholly; because this type of education aims at developing the necessary entrepreneurial skills, attitudes, competences and personalities that will affect the individual in managing a business venture successfully (Talmar, Podoyntsyna, Romme, Georges, and Geert (2018) Agu, 2006).

If successfully conduct, both the staff and the students' believe about the entrepreneurship education may be revealed. At the moment, staff feelings about the EED is that, one additional course like the normal courses has been added. In this regards, the staffs' comprehension from the broader sense for which the EED was introduced in the curriculum of the institutions is shallow. That is why up to today, the Centre for entrepreneurship development in the various institutions are battling hard with other members of staff to accord the program all it deserve in terms of time for the practical, supply of materials for practical etc.

On the part the students, they seem to study the subject only to pass and get good grade in their examination not minding whether they have learnt any skill for self-reliance or not. Thus, in my position as director entrepreneurship development of my institution, the rate at which they attend the EED practical is not encouraging. As mentioned early, this study assesses the students' perception and believes about the EED and find out means by which their intention to be self-reliant can be boosted. If this is achieved, the students will graduate with put capacity to incubate new venture and be job givers not job seekers.

2.0 Literature Review and hypotheses development

In this section, the literature relevant to the current study were reviewed. The review of several books, journal articles and conference papers were conducted. In this process, the hypotheses for the study were developed.

2.1. EED Structure in Polytechnics and students venture creation ability

EED is the theoretical aspect of the entrepreneurship taught to student with a view to become self-reliant. The course popularly called Entrepreneurship Education Development (EED), and Business Start-up etc., are design to help student acquire the nitty-gritty for them to be good business management. The courses are taken by both students undergoing ND and HND programs in the Polytechnic. It is taken just once in the entire during of the study. They are expected to have practical sessions, but due to lack of enough materials and machines, the practical sessions are not conducted as expected. In most cases, certain number of students may be required to go for the practical training but not all the students attend the practical sessions.

Most of the lecturers taking these courses are from the School of Management Studies and particularly those from the department of Business Administration and Management and lecturers from the Banking and Finance Department. The course contents include but not limited to introduction to business, business idea generation, sources of funds to business, products and market, business planning, etc. They take the course and write their examination on the theoretical aspect and are assessed on their chosen practical trades. So based on the content and methods of teaching both the practical and the theoretical aspects, the students

may definitely hold some beliefs about the course and whether these beliefs may encourage or discourage them in achieving venture is subject to study of this nature. For these reasons, the below hypothesis is formulated:

H₁: There is significant relationship between Polytechnic students' perception of EED currently being taught and improvement of the students' interest in venture creation.

Actually only few lecturers handling these courses are specialist of entrepreneurship or come from core-entrepreneurship background such as M. Sc. in Entrepreneurship studies, B. Sc., entrepreneurship and innovation, B.Sc. Small business Management and so on. So, can we say that these courses are properly handled or there is the need for better hands to be involved in the teaching of the courses? In the past, almost all schools allowed those with Business Administration and Management background to undertake the teaching of the entrepreneurship, but in the recent times, professional entrepreneurs and those specialized in the core field handle most of the entrepreneurship courses. Bako, Mohammed and Maisamari, 2010, Castro, Portuguez Scheede, and Marcela, (2019) are of the view that the use of adjunct lecturers and lecturers' positive perception on entrepreneurship education could be helpful in booting venture interest. Also, the curriculum designed to the program might not be adequate to cover all the kind of businesses that the teeming number of students are taking during their study. It is given to the students as a generic course which many lecturers feel it should specific relative to trade of study. The lecturers feel need for revisiting the course curriculum and be made trade specific if we are to be successful in achieving improved student intention in venture creation after graduation. Most lecturers believe that the curriculum content and infrequent provision of course material for the practical sessions are discouraging to the achievement of new venture intention among students. Hence, the following research hypotheses were formulated to find out from the lecturers their views:

H₀₂: There is significant relationship between polytechnic lecturers' perception on current EED structure and students' intention on new business creation.

3.1 Research Materials and Methodology

The study is carried out using a survey design. This is to ascertain facts on lecturers' and students' opinion and beliefs pertaining to issues and rating of Entrepreneurship education viz-a-viz venture creation amongst polytechnic students. Population of the study consists of the entire National Diploma (ND) and Higher National Diploma (HND) students that have taken Entrepreneurship Education Development (EED) and lecturers that teach Entrepreneurship Education Development in the Polytechnics across the Northeast. The region has six states and each state has one Federal Polytechnic and one state polytechnic making a total of 12 polytechnics in all. The samples for the study were randomly selected. Hence, a total number of 50 students and five (5) lecturers were drawn for the study from each institution. Thus, the respondents include 60 lecturers and 600 students the total sample making 660 respondents in all.

3.2 Instrument for data collection

The instrument involves structured questionnaire which was developed by the researcher based on the variables or factors that strictly relates to entrepreneurship education and venture creation and the hypotheses of the study. The questionnaires consist of 5 likert scale measures and were administered to the randomly selected lecturers and student participants from all the 12 the polytechnic. The lecturers, who teach Entrepreneurship Skills

Development courses such as Entrepreneurship Education Development, Small Business Start-up, Entrepreneurship Development, Small Business Management etc. also responded to the questionnaire. There were 20 set of questions and the respondents are to respond either strongly agree (SA), agreed (A), Neutral (N), disagree and strongly disagreed (D) with the statements. The instruments were first validated by three experts in the field of entrepreneurship. The expert examined the questions contained therein the instrument and recommended that some questions be reviewed which were all incorporated.

Analysis and Presentation of results.

In this section, the results of the analyses are presented. The analysis of reliability of the study constructs was conducted and the Cronbach's alpha, the Common factor Analysis (CFA) also conducted and the test of normality. Also, the measurement model test was conducted and then followed by the structural equation model.

Cronbach's Alpha

Cronbach's alpha was 0.857 which is greater than the minimum threshold of 0.7. This means that all the three constructs are reliable and do not co-vary. Hence, the construct combination is reliable and valid.

Table 1. Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .857 | .843 | 3 |

Normality Test

The data were tested also for normality. It was important to test for normality of the data because every statistical tool has its own assumptions. If a set of data is normally distributed, a nonparametric tool cannot be applied in analyzing or testing hypothesis of such data. Only abnormally distributed data can be analyzed using the nonparametric statistical tool. As shown in the table two below, Kolmogorov and Shapiro-Wilk were considered in this study. The Shapiro-Wilk was considered because the data are 446 which fall short of threshold 2000. The data are found to be not normally distributed since the statistical value in the Shapiro-Wilk section is closer to one is p-value of less than 0.05. See table 2.

Table 2. Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--------|---------------------------------|-----|------|--------------|-----|------|
| | Statistic | df. | Sig. | Statistic | df. | Sig. |
| SISR1 | .222 | 466 | .000 | .875 | 466 | .000 |
| SISR2 | .225 | 466 | .000 | .869 | 466 | .000 |
| SISR3 | .224 | 466 | .000 | .863 | 466 | .000 |
| SISR4 | .220 | 466 | .000 | .876 | 466 | .000 |
| SISR5 | .258 | 466 | .000 | .840 | 466 | .000 |
| SISR6 | .245 | 466 | .000 | .855 | 466 | .000 |
| SISR7 | .240 | 466 | .000 | .864 | 466 | .000 |
| SISR8 | .247 | 466 | .000 | .857 | 466 | .000 |
| SISR9 | .258 | 466 | .000 | .849 | 466 | .000 |
| SISR10 | .254 | 466 | .000 | .842 | 466 | .000 |
| SISR11 | .246 | 466 | .000 | .867 | 466 | .000 |

a. Lilliefors Significance Correction

CFA Analysis

All indicators of the study were tested for factor analysis. There are six of the items that got a least one eigenvalue. This is desirable. Also the prime factor derived 31.4 percent of the variance. This indicates that each factor has loaded certain percentage value of the variance. See table 3 below.

Table 3. Total Variance Explained

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 9.722 | 31.360 | 31.360 | 9.722 | 31.360 | 31.360 |
| 2 | 6.002 | 19.361 | 50.721 | 6.002 | 19.361 | 50.721 |
| 3 | 2.641 | 8.519 | 59.240 | 2.641 | 8.519 | 59.240 |
| 4 | 2.396 | 7.729 | 66.969 | 2.396 | 7.729 | 66.969 |
| 5 | 1.711 | 5.519 | 72.488 | 1.711 | 5.519 | 72.488 |
| 6 | 1.479 | 4.771 | 77.259 | 1.479 | 4.771 | 77.259 |
| 7 | .978 | 3.155 | 80.414 | | | |
| “ | “ | “ | “ | | | |
| “ | “ | “ | “ | | | |
| “ | “ | “ | “ | | | |
| 28 | .146 | .470 | 98.699 | | | |
| 29 | .142 | .457 | 99.156 | | | |
| 30 | .135 | .436 | 99.593 | | | |
| 31 | .126 | .407 | 100.000 | | | |

Initial Model Results

In this model analysis, there were ten items for all the three constructs each which were ran on the measurement model. The two of the AVE values in path coefficients couldn't

reach the minimum threshold of 0.5 in the measurement model. Therefore some of the indicators specifically SPE1, SPE2, SPE3, SPE4, SPE5, SPE6, LPE8, LPE9 and LPE10 were deleted as can be seen on the modified model in figure 2. This improved the lower AVEs reaching the minimum threshold of at least 0.5 as can be seen on table 4.

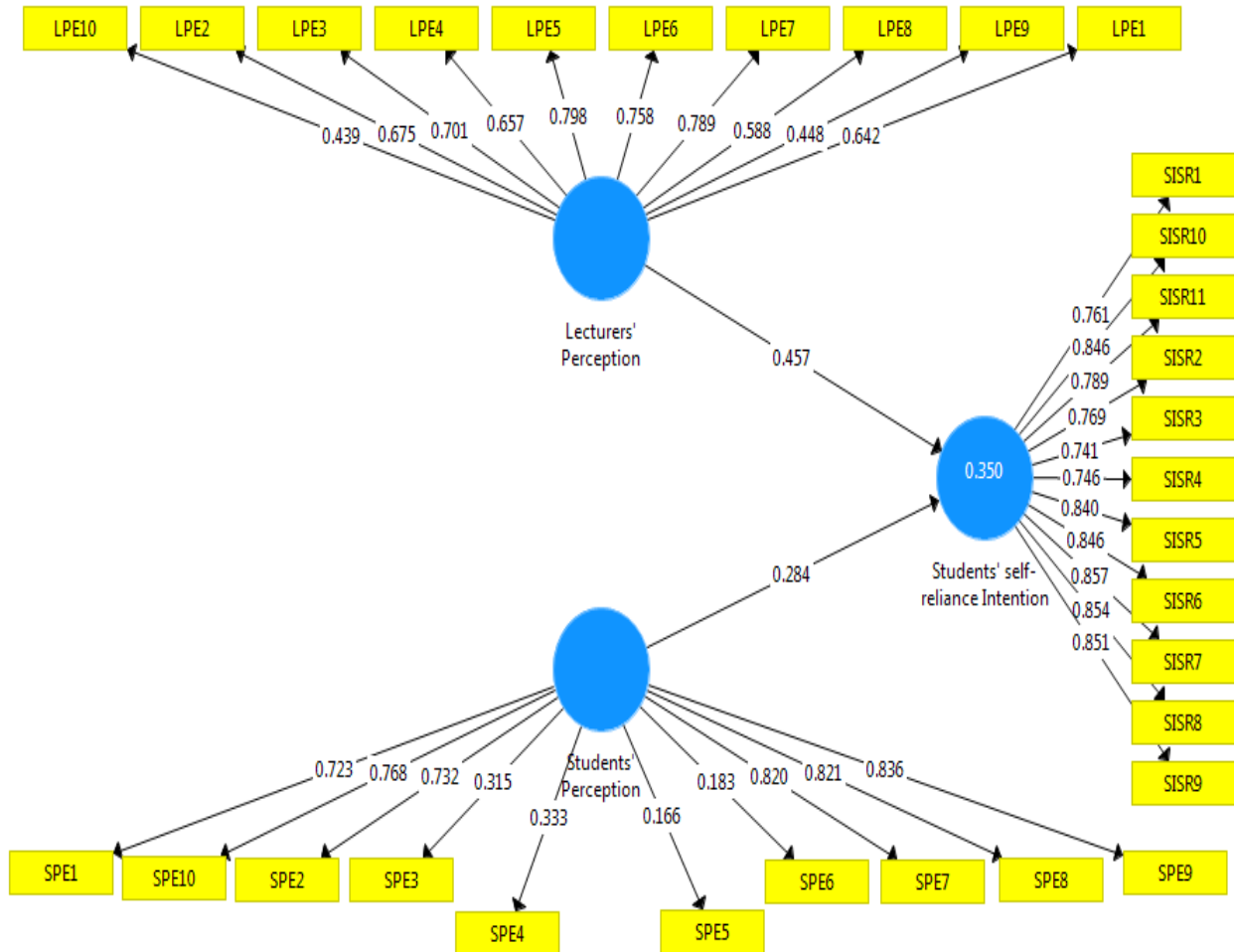


Fig.1 Initial measurement model analysis result

This is the initial measurement model in which some of the factor loadings of the items didn't reach their minimum threshold of 0.7. The measurement model analysis was repeated after deleting the items with the low loadings as can be seen in figure 2.

Table 4. Construct Reliability and Validity

| | Cronbach's Alpha | rho_A | Composite Reliability | Average Variance Extracted (AVE) |
|-----------------------------------|------------------|-------|-----------------------|----------------------------------|
| Lecturers' perception | 0.850 | 0.854 | 0.882 | 0.436 |
| Students' Perception | 0.850 | 0.883 | 0.843 | 0.397 |
| Students' Self-reliance Intention | 0.947 | 0.947 | 0.955 | 0.657 |

The path coefficient above indicates the AVE of both the two variables falling below the 0.5 threshold that is considered for structural analysis.

Table 5. Discriminant Validity
 Fornell-Larcker Criterion

| | Lecturers' perception | Students' Perception | Students' Self-reliance Intention |
|-----------------------------------|-----------------------|----------------------|-----------------------------------|
| Lecturers' perception | 0.661 | | |
| Students' Perception | 0.235 | 0.630 | |
| Students' Self-reliance Intention | 0.524 | 0.391 | 0.811 |

Table 5 above explains the discriminant validity of the construct. This tells us the position of correlation of the variables to one another. Therefore, with the upper value in each column greater than all other values in that column depicts that there is strong validity and that each variable is distinct from one another.

Table 6. Table R Square Value

| | R Square | R Square Adjusted |
|-----------------------------------|----------|-------------------|
| Students' Self-reliance Intention | 0.350 | 0.348 |

The R square value for the initial model indicates a moderate size effects in which there is approximately 40% effect of the students' intention to be reliable based on the suggested independent variables.

Modified Model Analysis Results

This analysis was ran because the initial model didn't generate factor loadings that reached the minimum threshold and therefore had AVE of less than 0.5 in for the two constructs. Hence, the need for the modified model.

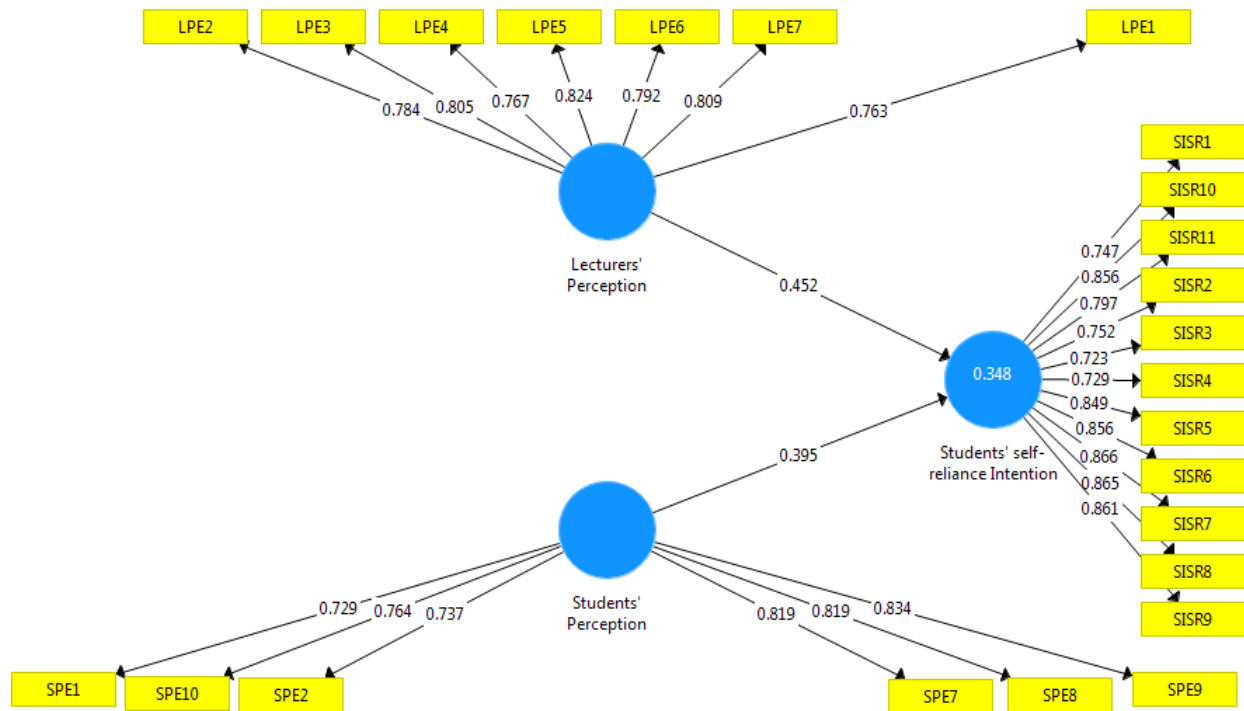


Fig. 2 Modified measurement model

This figure contains the reversed or modified model where some items of questionnaire were deleted to get AVE to reach the minimum threshold 0.5. It therefore depicts the point where some items were deleted and all the loadings of the remaining items which hitherto did not reached their minimum threshold of 0.7 and above were achieved.

Table 7. Path coefficient or total effect

| | Lecturers' perception | Students' Perception | Students' Self-reliance Intention |
|-----------------------|-----------------------|----------------------|-----------------------------------|
| Lecturers' perception | | | 0.452 |
| Students' Perception | | | 0.395 |

The path coefficient above indicates the effect of these two predictor variables on the criterion variable. In this respect, the lecturers' perception has 45.2 percent and the students' perception has 39.5 percent contribution or impact on the students' intention to be self-reliant.

Table 8. R square

| | R Square | R Square Adjusted |
|-----------------------------------|----------|-------------------|
| Students' Self-reliance Intention | 0.348 | 0.345 |

Table 8 contains the result of the R-square value which indicates that students' self-reliance intention is determined by the lecturers and the students perception to the degree of 34.8%.

Table 9. Construct Reliability and Validity

| | Cronbach's Alpha | rho_A | Composite Reliability | Average Variance Extracted (AVE) |
|-----------------------------------|------------------|-------|-----------------------|----------------------------------|
| Lecturers' perception | 0.904 | 0.914 | 0.922 | 0.628 |
| Students' Perception | 0.877 | 0.879 | 0.906 | 0.616 |
| Students' Self-reliance Intention | 0.947 | 0.949 | 0.955 | 0.658 |

The table above shows the path coefficient of the modified model in which all the AVE reached their minimum value of 0.5 or above.

Table 10. Discriminant Validity

Fornell-Larcker Criterion

| | Lecturers' perception | Students' Perception | Students' Self-reliance Intention |
|-----------------------------------|-----------------------|----------------------|-----------------------------------|
| Lecturers' perception | 0.792 | | |
| Students' Perception | -0.032 | 0.785 | |
| Students' Self-reliance Intention | 0.439 | 0.380 | 0.811 |

The result of the discriminant validity test here shows the correlation of the constructs with the upper values in each column greater than the remaining other values in the same column. This means the construct are distinct from one another and no one is directly same as the other.

Hypothesis testing in structural model

Table 11. Path Coefficient, T-Values and P-Values

| | Original Sample (O) | T Statistics (O/STDEV) | P Values | Decision |
|--|---------------------|--------------------------|----------|-----------|
| Lecturers' Perception -> Students' self-reliance Intention | 0.452 | 11.247 | 0.000 | Supported |
| Students' Perception -> Students' self-reliance Intention | 0.395 | 9.371 | 0.000 | Supported |

The table 11 above is showing the path coefficient, the t-value and the p-value from the bootstrapping analysis which are often use to decide on the acceptance or rejection of our hypotheses. The two alternative hypotheses were all supported and therefore accepted while the null hypotheses rejected.

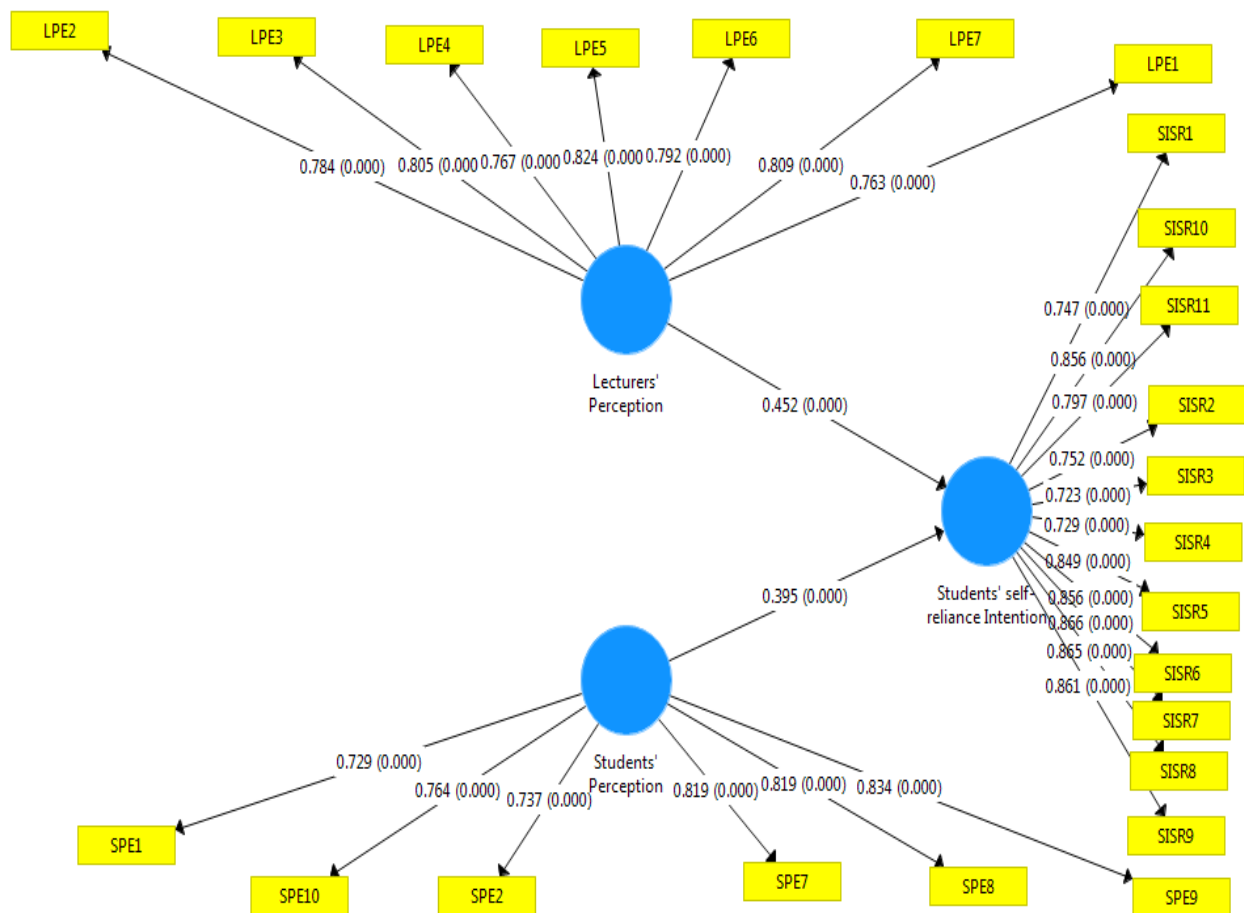


Fig. 3 Structural mode (Bootstrapping)

The figure above depicts that the structural model conducted in a bootstrapping model. It displays the path and the p-value of the constructs and the loadings and p-values of the questionnaires items. From the figure, the two independent variables have significant impact on the students interest in the creating their venture. This is because as can be observed, all the p-value are less than 0.05 minimum threshold of accepting hypothesis. Again, the lecturers' perception has impact value of approximately 50 percent with p-value less than 0.05. This signifies strong influence of the independent variable on the dependent. The same situation for the students' perception. Items loadings are greater than 0.7, and the p-value also less than 0.05. This shows a good effect, again, for the latent construct, the independent variables have approximately 40 percent effect value with p-value of less than 0.05. Hence, the two latent constructs have positive influence on the student interest in becoming self-reliant.

Discussion findings

The result of this study is presented here. There are two hypotheses which we tried to find out the actual position through this research. The first hypothesis H_1 states that *Polytechnic lecturers' perception of EED does not significantly relate to the students' interest in venture creation*. From our analysis, H_1 was rejected since the effect read from the path coefficient is moderately okay, and the t-value has achieved a value of 11.247. This value exceeds the threshold of 1.96 where the significant level is 0.05. This means that perception of polytechnic students on EED significantly influences student's interest in venture creation, therefore the alternative hypothesis is accepted. Again, the p-value is 0.000; this still shows that there is significant influence.

The second hypothesis (H₂) states that “*there is significant relationship between polytechnic lecturers’ perception on current EED structure and students’ intention on new business creation*”. The p-value obtained from the test of hypothesis is 0.000 which is less than the maximum threshold 0.05 significant level used for acceptance of the hypothesis. Also, the t-value is 9.371 and is greater than the 1.96 confidence interval. Thus, we reject the null hypothesis and accepted the alternative hypothesis. Therefore, this implies that polytechnic lecturer’s conception and beliefs about the existing EED in our polytechnics impact very well on the students’ intention to become self-reliant individuals upon graduation.

Limitation and further study

This research has some limitations. Actually, the study should have benefited more if longitudinal research approach was employed. But, the research is based on cross-sectional mode. It is therefore suggested that further research can be conducted while applying the longitudinal method. Additionally, the more emphasis was not placed on the curriculum content of the entrepreneurship education taught to the students. Thus, a further study can be taken to concentrate on the curriculum content of the entrepreneurship education which can expose better the level and nature of business ideas were presented to the students.

Conclusion and Recommendations

Conclusion

The study found out from the students if the curriculum contains, the lecturer’s methods, the time frame provided for the course, practical sessions and depth of the EED taught are enough to making them self-reliant after graduation. Recommendation was provided to various stakeholders to give their contribution to the overall objective of the EE course. In this regards, all stakeholders were encouraged to give their quota to the development of this program.

Recommendation

The research provides recommendations to improve the level of students’ participation in self-reliance after graduation. Firstly, there is the need to for the polytechnic to emphasis on practical by providing all the necessary materials. Secondly, the authorities in charge of drafting EED curriculum needs to revise the inadequate curriculum content, thus the new content show focus on direct hands-on activities that could boost self-reliance. Thirdly, the staff teaching the EED and the trainers need to be trained on the best ways to impart on the basic curriculum. Fourthly, Individuals or institutions in charge of EED should think of allocating more and adequate time for justice treatment on the subject.

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