

Entrepreneurship Education (EE): “Sufficient or a Necessary Condition” for Incubating Business in Nigeria

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Abstract

Over the years, entrepreneurship development has become a burning issue which countries all over the world aspire to achieve. Most countries particularly the developing countries such as Nigeria have not reduced unemployment even with the decade old entrepreneurship education in its schools' curricula. Most of these countries think that entrepreneurship education is a “necessary condition” for boosting entrepreneurship development. Thus, neglecting the roles governments have to play for achieving high entrepreneurship propensity. Governments of the less developed countries do not provide the basic infrastructural facilities such as constant power supply, potable pipe borne water, good roads network, accessibility to credit facilities and etc (OCED, 2004). This study attempts to find out whether entrepreneurs consider EE a necessary condition or sufficient condition for incubating business. Through the use of simple random sampling technique, some 120 entrepreneurs in Yobe State were studied by means of structured questionnaire. Respondents were grouped into two. These groups are 60 entrepreneurs with EE knowledge and another 60 without EE knowledge. Only 110 questionnaires were retrieved. Simple percentage was used in making the analysis of responses. Hypotheses were tested at 5% confidence interval using the t-test. The means of the two groups were compared. The findings indicate no significant difference between the means of the two groups for H_{01} and a significant difference between the means of the two groups for H_{02} . Recommendations were offered in order to ensure effective entrepreneurship development in Nigeria.

Key words: Entrepreneurship education, economic development, infrastructural facilities, sufficient condition, necessary condition

1.0 Introduction

In the recent times, several nations have placed a lot of emphases on the Entrepreneurship Education (EE) as one of the key factors to boost up entrepreneurship propensity among University and college graduates. According to Wilson (2008), the fundamental importance of entrepreneurship education in general as a discipline at universities and colleges; with primary focus on entrepreneurship education for high growth is vital, as growth-oriented enterprises can have a major impact on economic dynamism.

Thus, the creation of EE centres at all tertiary institutions in Nigeria; compelling all students in tertiary institutions to take a course in EE as general knowledge irrespective of one's disciplines; organising workshops and seminars on EE all over the place in order to sensitise the youth on venture creation etc. are enough evidence of the rigors by the government to boost youth self-reliance. With nearly two hundred (200) million unemployed youth in Africa, this objective has not been fully achieved (Daily Trust, 2013). This situation has prompted for this study to find out what actually is the necessary factor to improve entrepreneurship propensity among youth; particularly because of the government's neglects of certain important factors. These factors form the basic variables to be tested as they are vital in creating and effectively managing business ventures. They are: Easy access to capital; Availability of infrastructural facilities; Stable economy; Stable polity; Easy access to technology, equipment, implements, and tools needed for successful operation of the business venture among others. Unlike in the developed countries, it is unfortunate that these factors have not been adequately provided. This could make the government's hope that venture creation can be enhanced as is seen in other countries a fallacy or mirage regardless of the quality and amount of entrepreneurship education offered.

1.1 Statement of the problem

The government is putting less effort in providing prerequisite infrastructure such as easy access to start up capital; electricity or power supply; roads network; potable water supply; telecommunications network; implements, equipment and tools; stable economy which are necessary for business start up. Funding has become problematic even with the funding institutions in place; as such funds do not get to the real potential graduate entrepreneurs. Most writers recently have firmly grip towards entrepreneurship education and government is capitalising on rigorous entrepreneurship programmes which are suppose to be subordinated to the provision of these infrastructure.

1.2 Objective of the study

The overall objective of the study is to examine entrepreneurship education and provision of infrastructural facilities with a view to determining the most necessary one for venture creation. The study also aims at providing the government with sound advice on how to improve the entrepreneurship propensity.

1.3 Research questions

Based on the objectives above, the following research questions were formulated to guide the study;

- a) Can graduates create venture without ease access to finance and infrastructural facilities?
- b) Can graduates create venture without acquiring entrepreneurship knowledge?

1.4 Hypotheses

Considering the research questions above, the following hypotheses were formulated to further guide the study:

Ho₁: there is no significant difference between the means responses of small business owners (who has EE and those who has not) on impact of EE on venture creation.

Ho₂: there is no significant difference between the mean responses of small business owners (who had EE and those who had not) on the impact of infrastructural facilities and access to finance on venture creation.

2.0 Theoretical Framework

In this section, reviews of various literatures pertaining to the topic of discussion are considered. Instances of entrepreneurship education as a sufficient condition and not a necessary condition were highlighted considering cases both from within and outside Nigeria.

2.1 What is Entrepreneurship?

Entrepreneurship is the process by which all factors of production are integrated in the right ratio in order to generate a huge output and maximize profit (Wikipedia, 2008). Rwigema and Venter (2004) define entrepreneurship as the “process of conceptualizing, organizing, launching and — through innovation — nurturing a business opportunity into a potentially high growth venture in a complex, unstable environment”. Mbah (2006) believes that entrepreneurship, is the capability by which profitable business opportunities are perceive; concretize the willingness to act on what is perceived and then competently manage the perceived through necessary organizing skill. Thus from the starting of a business, motivation and the will to expand the business and the ability to evaluate the business and seek ways for improvement, the entrepreneurs are constantly facing and taking risk which characterizes the quality of entrepreneurs, having the ability to plunge into uncertainty and make business decisions without fear (Onyene, Uche and Nwogu, 2008).

2.2 Entrepreneurship Education as a sufficient condition for venture creation:

On the issue of enterprise/entrepreneurship education and training and echoing the conceptual tension surrounding “enterprise” and “entrepreneurship”, Hannon (2005, p. 12), argue that currently, there appears to be “confusion about the purposes and impact” of entrepreneurship education. In a related development, the UK’s National Council for Graduate Entrepreneurship (NCGE) acknowledges that such education and training is characterized by ambiguity and uncertainty about what and how should be taught Pittaway and Cope, 2007). . In Study on the Graduates of UAE Universities 50% of respondents stated that university played an important formative role in bridging the ties between education and entrepreneurial skills. The majority however expressed that basic business skills as part of the curriculum where insufficient to prepare them for launching a new venture, and that specialist know-how was required (Kargwell, S., & Inguva, S. 2012). Nevertheless, several research studies in USA, Europe, Asia and West Africa indicate that after studying entrepreneurship education, students’ attitude towards enterprise and small business are found positive (Brockhaus and Horowitz, 1986; Scott and Twomey, 1988; Lord, 1999;. Other surveys support this view. Wilson, et al. (2007) found that, entrepreneurship education could also increase student’s interest in entrepreneurship as a career.

Babalola (2007) and Uche & Kpe, (2007) believe that the major assumption under which EE was introduced is that after finishing formal higher institution, graduates should be capable to become productive workers or self

reliant entrepreneurs . They expose these students to entrepreneurship education in order to use them to train the people in their community.

From the foregone discussions, entrepreneurship education can be said to have contributed immensely to venture creation in the advanced countries. As a sufficient condition for venture creation, entrepreneurship education is expected to provide the students with the following:

- a) ability to identify business idea;
- b) ability to explore the business organization;
- c) competence in business management skills and
- d) frequent business advice.

We may be myopic if we are to attribute all these venture creation successes recorded by the developed nations to entrepreneurship education. It should not be forgotten that these countries are called developed nations because they have already provided everything necessary for business activities to flow smoothly. The necessary factors referred to are what we term as the “necessary condition”.

2.3 Entrepreneurship Education as a “necessary condition for venture creation”:

The way and manner the governments and institutions consider the entrepreneurship education these days appears as if it is a ‘necessary condition’ for Venture creation. However, venture creation can never be achieved without providing some basic factors i.e. general infrastructural facilities and finance no matter the quality and amount of entrepreneurship education given to the students. These factors constitute the ‘necessary condition’ i.e. condition without which creation of any venture cannot be possible. According to Da Silva et al., (2007), the major problem of SMEs is finance because all smaller firms live under tight liquidity constraints.

Some of these factors were mentioned in the introduction to this discourse. It is important we mention them here:

- a) Lack of start up capital;
- b) poor electricity or power supply;
- c) poor roads network;
- d) poor potable water supply;
- e) poor telecommunications network;
- f) difficulty in accessing implements, equipment and tools;
- g) unstable economy and
- h) unstable polity among others

Above are the key factors that must be provided for a venture creation to be enhanced.

3.0 Research Methodology

The research methods are categorised in the following headings: procedure, participating subjects and measures or variables.

3.1 Procedures:

A descriptive and inferential survey was designed to assess the impact of entrepreneurship education on venture creation on one hand and the impact of infrastructural facilities on venture creation on the other. The researcher personally administered 120 questionnaires. However, only 110 were retrieved; in which 50 are entrepreneurs who studied or had entrepreneurship education/programmes at least once and we retrieved a further 60 questionnaires from business owners who did not attend any entrepreneurship programme/education or activities at all. The sampling technique for this study was simple random sampling technique and so every member of the entrepreneurs in Yobe state had equal chance of being chosen. Only 110 of the 120 questionnaires were retrieved.

In order to test the validity of the research instrument, the initial draft of the questionnaire was sent to some senior colleagues and some experts in the area of entrepreneurship education for scrutiny. Genuine comments, suggestion and observations were adopted to improve the content of the instrument.

3.2 Subjects

120 Small scale business owners in Yobe State were selected randomly for the studies. These consist of 50 business owners who have had formal entrepreneurship education in their tertiary institution constituting 45% and 60 of those business owners who had no formal entrepreneurship education constituting 55%. 38 of the respondents i.e. 35% are aged between 18 and 24, while 72 which is 65% of the respondents are aged either 25 or above. The study indicated also that 92 i.e. 84% of the respondents are male; while only 8 which is 16% of the respondents are female. The study equally reveals that 20% of the business owners engage in GSM /GSM parts sales and repair; 8% engage in Sever Café services, another 20% in Business Centres, 12% in Foodstuff, 10% woodwork, another 8% in Metal work, another 12% in Automobile repairs/services, and another 10% in poultry business. (See appendix a Table1)

3.3 Variables and their Measurement

The variables measured in this study are some basic principles of EE for venture creation which are taught in our Universities and Colleges. Examples of these variables are: identifying business idea, exploring business organisation, business management skills and competencies and business advice. Also measured are the basic infrastructural facilities and finance which are necessary for business creation such as: Electricity/power supply, access roads network, potable water supply, telecommunication among others. The study further examined the impact of these variables on the venture creation ability of Entrepreneurs/ business owners in Yobe State.

3.4 Results and Discussions

Two approaches to the discussions of the result were taken. One is the discussions based on average percentage responses within each group of respondents and the second is the inter-group based on higher percentage.

Using the first approach that is discussions from the point of view of an average percentage responses within a group, the result showed that Group I in table 2 (those with EE knowledge) have 50% agreed and 50% disagreed about the impact the EE has on venture creation. This implies that with or without EE, venture can be created. However, the same group of respondents in table 3 showed that 75% of them agreed that infrastructural facilities impact well on venture creation. By implication, EE is viewed here as only a sufficient condition with or without which creation of ventures are possible, while infrastructural facility constitute a necessary condition which must be met before a meaningful venture can be created.

Similarly, the second group which consists of those without EE knowledge also believed that EE knowledge is only a sufficient condition. 50% of the respondents agreed and 50% disagreed with the EE as having significant impact on venture creation. However, in table 5 83% of them agreed that infrastructural facilities play a vital role or impact well on venture creation, while only 17% of them disagreed. This suggests that infrastructural facilities are necessary condition and reflects the findings on table 2.

The average percentages were arrived at by adding all the percentage responses and then dividing by the number of items. Thus, the formula applied is $\frac{\sum R\%}{N}$, where $\sum R\%$ stands for sum of percentage responses; N represents number of items.

For instance, the first average percentage response where there are 8 items was obtained for those who agreed in table 2 as below:

$$\frac{80+20+86+14+90+10+40+60}{8} = \frac{400}{8} = 50\%.$$

The same result was obtained for those who disagreed.

From table 3, 75% was the average percentage responses. It was obtained by summing up all the percentage agreed and then divided by the number of items thus:

$$\frac{86+86+60+80+80+60+74}{7} = \frac{526}{7}$$

= 75%

Considering the second approach, tables 2 and 4 contain percentage responses and means score on the degree of impact of EE on venture creation, it indicates that 80% of those with EE knowledge agreed that they identified their business ideas alone and 92% of those without EE knowledge agreed that they identified their business ideas alone. 83% of those without EE confirmed that they can explore their business organisation and they had no difficulty, similarly, 86% of those who had EE confirmed that they can explore their business organisation and hence, they had no difficulty. In the same vein, 90% of those with EE knowledge agreed that they have acquired business management skills and had no difficulty in incubating/managing their business; while, 87% of those with without EE knowledge agreed that they had no difficulty in incubating their businesses even though they had no business management skills. Additionally, 88% of those without EE knowledge agreed that frequent business advises make no difference, while only 40% of those with EE knowledge disagreed that frequent business advises make no difference in business incubation and operation. By implication, one infers that the EE knowledge made a very insignificant impact on venture creation and business operation since a very negligible difference exist in the opinions of these two groups of respondents.

T-test was used to test the hypotheses of the study. The result in table 7 suggests that the null hypothesis (H_{01}) is rejected because the t value was found to be less than absolute value of 2. However, the result of table 9 showed t value greater than 2 absolute value; hence, the null hypothesis (H_{02}) is accepted.

Below are the findings of the research on the basis of which recommendation were made:

4.0 Conclusion

This research work on 110 entrepreneurs who have EE knowledge and those who have not in Yobe State has contributed immensely to the literature on EE particularly by exploring the fact that the EE is not a necessary factor for incubating venture. Structured questionnaire was administered and simple percentage was used to present the data. The t-test of the hypotheses shows a very insignificant difference between the two groups of respondents. Hence it was found that the EE is only a condition which facilitates the process of business creation but not a necessary factor for business creation.

The research has exposed further that infrastructural and financial facilities which government has been relegating to the background are found to be necessary condition without which no venture can be created successfully. This depicts the reality that several people are now in business even as they have not attended schools. There are however several graduates who cannot form their own venture due mainly to lack of start up capital and in some cases due to lack of infrastructural facilities.

5.0 Recommendations

On the basis of the findings of the research, the following recommendations were advanced:

1. That the government should carefully monitor the institutions responsible to superintend the SMES fund disbursement.
2. That the government should as a matter of exigency intensify the provision of power. Regional power supply programme can help the situation.
3. That the tertiary institutions should embody a lot of practical activities in the current EE to sensitise the students the more.
4. Ensure that the SMEs have easy access to finance by waiving the interest factor and living it at 0%. This is because the interest factor even at 1% shuns away Muslims and some Christians from borrowing.
5. Other infrastructural facilities such as potable water, standard telecommunications, good roads network, etc. must be provided.

6.0 Acknowledgment

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4.4 Appendix (a)

Table 1:

Categories of Respondents (attended Entrepreneurship education/programmes)

Age	Frequency	percentage
18 – 24	38	35
25 – And above	72	65
Gender		
Male	92	84
Female	18	16
Entrepreneurship Status		
Studied EE programme	50	45
Did not study EE programme	60	55
Nature of Business		
GSM Sales and Repairs	22	20
Sever Café	9	8
Business Centres	21	20
Foodstuff	13	12
Woodwork	11	10
Mental Work	10	8
Automobile Repair services	13	12
Poultry	<u>11</u>	<u>10</u>
Total	110	100

The table above shows the demography of the respondents in terms of age, gender, entrepreneurial status and nature of business venture currently.

Appendix (b)

Table 2. Frequency; Mean score and percentage weight of responses (of respondents who attended EE) on the degree of the impact of Entrepreneurship education on Venture creation:

ITEMS	Agreed Frequency (3)	%	Disagreed Frequency (1)	%	Mean
1. Identified my own business idea alone	40	80	10	20	2.60
2. Someone identified my business idea	10	20	40	80	1.40
3. I can explore my business org., hence I had no difficulty	43	86	17	14	2.92
4. I cannot explore my business org. hence, I had a lot of difficulties	17	14	43	86	1.88
5. I have formally acquired business management skills and competencies yet I had no difficulty	45	90	5	10	2.80
6. I have not formally acquired business management skills and competencies, hence I had a lot of difficulties	5	10	45	90	1.20
7. Frequent business advice makes no difference	20	40	30	60	1.80
8. Frequent business advice help me in running my business	30	60	20	40	2.20

The table 2 above shows the frequencies of those respondents who agreed and the percentage as well as the frequencies of those respondents who disagreed with the items of variables for investigation. It equally shows the mean of the responses for these variables under investigation. Majority agreed with the statements of the variables.

Table 3. Showing Frequency; mean score and percentage weight of responses (of respondents who attended EE) on the degree of the impact of infrastructural facilities on Venture creation:

Items	Agreed Frequency (3)	%	Disagreed Frequency (1)	%	Mean
1. Start up capital had been my major problem	43	86	7	14	2.72
2. Poor Electric/power supply is one of my major problems	43	86	7	14	2.72
3. Poor road network had been a stumbling block	30	60	20	40	2.20
4. Lack of implements, equipment are some of problems	40	80	10	20	2.60
5. Poor telecommunications network is bringing a set back	40	80	10	20	2.60
6. Unstable economy does not guarantee smooth business	30	60	20	40	2.20
7. Unstable polity does not favour venture creation	37	74	13	26	2.48

This table shows the frequency and percentage responses in terms of agreeing or disagreeing with the variables being investigated. The greatest percentage of the respondents agreed with the statements.

Table 4 Frequency; Mean score and percentage weight of responses (of respondents who did not attended EE) on the degree of the impact of Entrepreneurship education on Venture creation:

Items	Agreed Frequency (3)	%	Disagreed Frequency (1)	%	Mean
1. Identified my own business idea alone	55	92	5	8	2.83
2. Someone identified my business idea	5	8	55	92	1.17
3. I can explore my business org., hence I had no difficulty	50	83	10	17	2.67
4. I cannot explore my business org. hence, I had a lot of difficulties	10	17	50	83	1.33
5. I have not formally acquired business management skills and competencies yet I had no difficulty	52	87	8	13	2.73
6. I have not formally acquired business management skills and competencies, hence I had a lot of difficulties	8	13	52	87	1.26
7. Frequent business advice makes no difference	53	88	7	12	1.30
8. Frequent business advice helps me	7	12	53	88	1.82

Table above depicts the frequency and percentage agreed and disagreed with the variable being investigated therein. There is a fifty –fifty scores for agreed and disagreed with these statements.

Table 5. Frequency; Mean score and percentage weight of responses (of respondents who did not attend EE) on the degree of the impact of infrastructural facilities on Venture creation:

Items	Agreed Frequency (3)	%	Disagreed Frequency (1)	%	Mean
1. Start up capital had been my major problem	52	86	8	14	2.73
2. Poor Electric/power supply is one of my major problems	53	88	17	12	2.77
3. Poor road network had been a stumbling block	45	75	15	25	2.50
4. Lack of implements, equipment are some of problems	55	92	5	8	2.83
5. Poor telecommunications network is brings a set back	50	83	10	17	2.67
6. Unstable economy does not guarantee smooth business	50	83	10	19	2.57
7. Unstable polity does not favour venture creation	47	78	13	22	2.71

The above table gives us the percentage and frequency of responses as in either agreed or disagreed with the variable under study. Majority of the respondents agreed with the statements.

Table 6. This table shows the result of test of the means of the two groups of the entrepreneurs.

	Entrepreneurs	N	Mean	Std. Deviation	Std. Error Mean
scores	Without EE	8	2.1000	.63929	.22602
	With EE	8	1.7963	.78778	.27852

The group statistics table above gives us the mean of the two groups of respondents, the standard error and the standard deviation. Respondents without the EE knowledge had greater mean than those with the EE knowledge. This implies that without EE, entrepreneurs can create business.

Table 7

This table contains the result of t-test of the hypothesis (H_{01})

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
scores	Equal variances assumed	1.9760	.182	.847	14	.411	.30375	.35869	-4.65569	1.07307
	Equal variances not assumed			.847	13.431	.412	3.03750	.35869	-4.68640	1.07614

The above table contains the independent t-test of the first H_0 at 5% significant level. Because the t value is less than 2, the H_0 is rejected and the H_a is accepted.

Table 8: shows the result of test of the means of the two groups of the entrepreneurs.

Group Statistics

	Entrepreneurs	N	Mean	Std. Deviation	Std. Error Mean
scores	Without EE	7	2.4857	.20711	.07828
	With EE	7	2.6829	.11441	.04324

The table above shows the group statistics of the group of entrepreneurs under study. They both have mean of nearly the same value but the group with EE having a slightly greater mean. This implies that both group agreed with the provision of infrastructure as necessary condition for incubating business.

Table 9: contains the result of t-test of the hypothesis (H_{02})

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	diff	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores	Equal variances assumed	2.713	.125	-2.204	12	.048	-.19714	.08943	-.39200	-.00229
	Equal variances not assumed			-2.204	9.350	.054	-.19714	.08943	-.39830	.00402

The table above contains the independent t-test of the second H_{02} at 5% significant level. Because the t value is greater than 2 at its absolute value, the H_{02} is accepted and the H_{a2} is accepted.

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