

## The Perception of Students Towards Entrepreneurship Courses: An Empirical Study of Nigerian Polytechnics Students

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### Abstract

The teaching of entrepreneurship in polytechnics can give students the basic skills, knowledge and attitude to start their own businesses after graduation. This study investigates the Nigerian students' perception and their inclinations towards entrepreneurship courses in the Nigerian polytechnics. The main focus of the paper is to analyse and evaluate the relationship between entrepreneurship education and Nigerian polytechnics students' perception towards the entrepreneurship education courses. The introduction of entrepreneurship education as compulsory course in the Nigerian polytechnics is seen as a strong measure to address the problem of polytechnics graduate unemployment and encourage new start-up. A descriptive study was conducted in three Nigerian polytechnics. A total of 700 questionnaires were administered and 370 were returned. The questionnaires were designed to analyse students' perception and inclinations. Based on the data collected and analysed, it was discovered that two variables were found to have significant relationship with entrepreneurship education. However, it was also gathered from the study that there are various challenges facing entrepreneurship like inadequate funding, very few trained entrepreneurship lecturers and lack of enabling environment as some of the reasons for low entrepreneurial activities in our institutions. The paper concludes by making recommendations on how to improve entrepreneurship education courses in order to achieve the desired objectives of the programs.

**Keywords:** Entrepreneurship, entrepreneurship education, student, skills, knowledge, attitude.

## **Introduction**

Historically, entrepreneurship education was the domain of management and business economics teachers. Increasingly other study domains like engineering, information technology (IT), and the health sector have acknowledged the added value of fostering entrepreneurial skills, knowledge and attitude among their students (Shane & Venkaraman, 2000). However, the aims of entrepreneurship education change rapidly depending on the demands that directly affect educational system.

Entrepreneurship has been seen as an important component within contemporary economic development of a nation. Its critical role to the economy of nations is now widely acknowledged as a major source of innovation, job creation and growth. The European Commission (2003) suggested that entrepreneurship is a major driver of innovation, competitiveness and economic strength of a modern nation. They further emphasize the important role which education has in the development of entrepreneurial mindsets and talents.

In recent years, academic institutions have been called upon to contribute to the development of entrepreneurship programmes through formal education and training. Therefore, considerable academic efforts have focused upon entrepreneurship education in helping the field to develop and to gain momentum. These efforts have paid off and entrepreneurship education by the year 2004 it was taught at more than 1500 colleges and universities around the world, Richard, (2005).

In Nigeria, the need to ensure that the present effort at turning out graduates, who will not only be self reliant but employers of labour cannot be over emphasized. In order to achieve this, the Federal Government of Nigeria, through the National Board for Technical Education (NBTE), introduced Entrepreneurship Education (E.E) in all Nigerian Polytechnics, which is aimed at equipping students with entrepreneurial skills, attitudes and competencies in order to be job providers and not job seekers. This is to improve the economic, technological and industrial development of the nation and reduce poverty Okala, O.F. (2008).

## **Literature Review**

### ***Entrepreneurship***

Throughout the theoretical history of entrepreneurship, scholars and researchers from multiple disciplines such as anthropology, Economics, Management and sociology (Reynolds, 1991) have grappled with a diverse set of interpretations and definitions to conceptualize this abstract idea. A further search of the literature also reveals that researchers have been inconsistent in their definition of entrepreneurship. There are a minimum of a hundred definitions to explain the concept of entrepreneur and entrepreneurship. Their meanings depend on when they were devised and on the society in which the various researchers developed them (Di-Masi, 1999).

In the last century, many writers as cited in Burnet, (2000) have identified entrepreneurship with the function of uncertainty and risk bearing and others with the coordination of productive resources, the introduction of innovation and the provision of technical know-how. The early 18th century French economist Richard C. (1755) introduced

the term entrepreneurship. In his writings, he formally defines the entrepreneur as the agent who buys means of production at certain prices in order to combine them into a new product. He further defines entrepreneurship as self-employment of any sort where the entrepreneur is the bearer of uncertainty and risk. Shortly thereafter, the French economist Jean B. S, (1824) also defined the entrepreneur as someone who shifts economic resources out of an area of lower to an area of higher productivity and greater yield Adegbite et al, (2007).

Shane (2003) described entrepreneurship as the act of being an entrepreneur. The word entrepreneur which is a French word means one who undertakes innovations, finance and business acumen in an effort to transform innovations in economic goods. He continued that the result of entrepreneurship may be a new organization or a part of revitalizing mature organization in response to a perceived opportunity. The most obvious form of entrepreneurship to him is that of starting a new business. However, in recent years the term has been extended to cover such areas as socio-cultural, political, and educational forms of entrepreneurial activity. As a result when large companies venture into entrepreneurial activities within the organization, it is described as intrapreneurship or corporate spin-off.

In today's world, anybody, industry or business leader with innovative and creative business abilities is described as an entrepreneur or someone who engages in entrepreneurship (Okala, 2008). While the entrepreneur is the person venturing into the business of organizing and managing, entrepreneurship is the service rendered by the entrepreneur (Akanwa and Agu, 2005).

### ***Entrepreneurship Education***

Entrepreneurship education is a recent trend in new course development as against the traditional courses that have gained formal recognition in higher-level institutions. Entrepreneurship courses are now finding their ways into formal education as subjects or full degree courses in the tertiary level. Unlike traditional business courses, which have developed and evolved over many decades in universities all over the world in conjunction with active practicing business operations, formal entrepreneurship teaching in the tertiary level is a relatively young course Gatchalian, M.L, (2010). She was also of the view that Entrepreneurship education is, by nature, highly experiential and interactive. Course requirements are mostly output and result oriented, prototype development, hands-on training and other practical applications that require mentoring and close monitoring of students' progress at each developmental stage.

Entrepreneurship Education seeks to provide student with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting. The entrepreneurship education is the type of education designed to change the orientation and attitude of the recipients, and in the process will equip him with the skills and knowledge to enable him start and manage a business enterprise. This type of education aims at developing the requisite entrepreneurial skills, attitudes competences and dispositions that will predispose the individual to be a driving force in managing a business (Agu, 2006).

The Consortium for Entrepreneurship Education (2008) states that entrepreneurship education is not just about teaching someone to run a business, it is also about encouraging creative thinking and promoting a strong sense of self-worth and empowerment. Through entrepreneurship education, students learn how to create business, but they also learn a lot more. The core knowledge created via entrepreneurship education includes the ability to recognize opportunities in one's life, also the ability to pursue opportunities, by generating

new ideas and found the needed recourses. It is the ability to create and operate a new firm, and the ability to think in a creative and critical manner.

Garavan and O'Connell (1994) suggest a range of commonly cited objectives of entrepreneurship education, which include the acquiring knowledge relevant to entrepreneurship, skills in the use of techniques, in the analysis of business situations and in the synthesis of action plans. It also identifies and stimulates entrepreneurial drive, talent and skills, undoing the risk-adverse bias of many analytical techniques. The developing empathy and support for the unique aspects of entrepreneurship, devising attitudes towards change, encouraging new start-ups and entrepreneurial ventures; and stimulating the affective socialisation element. They conclude that the multiplicity of objectives constitutes a significant problem for programme design. Garavan & O'Connell (1994) opined that for entrepreneurship education to be effective, it must contain both factual knowledge and practical applications. This implies that some courses should aim at imparting theoretical knowledge while others should aim at building practical skills.

As evident from various literatures, emphasis on entrepreneurship education began to gain significance from early 1990s, led by institutions in European, Asian and African countries. It suggested that entrepreneurial support systems be enhanced by university and polytechnic based entrepreneurial education programs. Since then, education in entrepreneurship has been expanded to include the development of an entrepreneurial culture, promote enterprise, create new ventures and foster entrepreneurial mindsets through education and learning. This new paradigm has enabled the next generations to see things from a different perspective. Rather than hunt for opportunities in the job markets, they create a mindset to develop entrepreneurship capabilities and self-made wealth, (Fauziah, 2012).

### ***Entrepreneurial Skills***

Skill is thought of as a quality of performance which does not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience. Although skill depends essentially on learning, it also includes the concepts of efficiency and economy in performance. Modern concepts of skill stress the flexibility with which a skilled operator reaches a given end on different occasions according to precise circumstances. However, it must be reiterated that even though basic human capacities are not sufficient to produce skills, they form the necessary basis of their development. Skills represent particular ways of using capacities in relation to environmental demands, with human being and external situation together forming a functional system Adegbite et al,(2007).

Gibb (1998) refers to entrepreneurial core skills as "those capacities that constitute the basic necessary and sufficient conditions for the pursuit of effective entrepreneurial behaviour individually, organisationally and societal in an increasingly turbulent and global environment". Drawing from the literature on the characteristics on entrepreneurship, Gibb (1998) argues that entrepreneurial skills that should be taught, include intuitive decision making, creative problem solving, managing interdependency on a know-who basis, ability to conclude deals, strategic thinking, project management, time management, persuasion, selling, negotiation and motivating people by setting an example. These skills are based on several underlying qualities, such as self-confidence, self awareness, a high level of autonomy, an internal locus of control, a high level of empathy with stakeholders, especially customers, a hard working disposition, a high achievement orientation, a high propensity to take (moderate) risks and flexibility.

### ***Entrepreneurial Knowledge***

According to Kirzner, (1979) entrepreneurial knowledge is defined as a rarefied abstract type of knowledge - the knowledge of where to obtain information (or other resources) and how to deploy it. Acquired knowledge generates routines and decisional procedures. This shows how enterprising individuals continuously develop their entrepreneurial knowledge throughout their professional lives.

When learning is understood as a learner's conscious knowledge formation process which takes place in a certain cultural and social context, knowledge is considered to be an object, which has certain characteristics enabling it to be used when internal cognitive models are being built. These models are born as a consequence of learning. They distinguish two different modes of producing knowledge. They make a distinction between academic scientific knowledge and the knowledge born in situations originating from the need to solve practical and application problems. The concepts of expert knowledge, know-how, tacit knowledge and intuition are important in contexts relating to application. Professionalism requires making tacit knowledge explicit and developing it further in a triadic interaction process between students, teachers and working life, Kirby, (2002).

### ***Entrepreneurial Attitude***

In entrepreneurship context, attitude has been defined as the extent to which one perceives entrepreneurial behaviour and its consequences as valuable, beneficial and favourable (Azen, 2002). Robinson, et al., (1991) identified four dimensions for entrepreneurial attitude including need for achievement, personal control over behaviour, innovation, and self-esteem. Need for achievement reflects the perceived results and outcomes of new venture creation (Hansemark, 1998). Personal control over entrepreneurship behaviour is individuals' perceived control and influence on venture creation outcomes. Innovation is thinking of new ideas, products and methods and developing them to be effective in practice. Finally, self-esteem indicates individuals' perceived confidence in their entrepreneurial competence. Each of the entrepreneurial attitude aspects is measured in three dimensions including affection (feeling and emotion), cognition (thought and belief), and conation (action and behaviour). It is the combination of all these dimensions that constructs individuals' general attitude toward entrepreneurial behaviour. Teachers should possess an entrepreneurial attitude to improve students' entrepreneurial motivation and competencies (Peltonen, 2008). Yet, research on entrepreneurial attitude has been mostly focused on measuring students' attitudes toward entrepreneurship (Harris and Gibson, 2008) and there is little information about entrepreneurial attitudes of teachers.

Attitudes are habitual ways of reacting to situations. The term 'attitude' is generally reserved for an opinion which represents a person's overall inclination towards an object, idea or institution. Attitudes can be positive, negative or neutral and also dormant & more generalized. The attitude of the teacher toward teaching is an important variable. The primary attribute of a good teacher is the ability to create a warm, friendly atmosphere in the classroom. Teaching should be geared to the needs of the child. The teacher must have a positive attitude toward teaching. He must have sympathetic attitudes toward children. The teacher must try to locate the causes of antisocial behaviour and help the children to improve their personality (Chouhan, 1984).

## Entrepreneurship Education in Nigeria

The history of Nigeria education system could be traced back to the colonial period, the educational policy then was geared toward serving the interest of the colonial masters in term of supply of manpower for their effective administration of Nigeria colony and protectorates (Aladekomo, 2004). The policy was aimed at producing Nigerians who can read and write to hold certain positions such as clerks, interpreters, and inspectors etc. Without any entrepreneurial or professional skill to stand on their own or even establish and manage their own venture. The Nigeria industrial policy that came immediately after independence place emphasis and concentrated attention on the establishment of big companies by completely neglecting the development of small scale sectors (Aladekomo, 2004). This neglect invariably means killing entrepreneurship at the micro level in Nigeria at the very beginning, which is considered to be a very essential for economic growth and development. The over pressing demand for white collar job for majority of graduates is just an upshot of colonial educational policies as was cited by Garba, (2010).

Moreover, with the growing number of students coming out from various institutions into labour market, if some measures are not taken there is every tendency that the situation can escalate the rate of poverty and corruption and other social crime especially among youth. Hence it is hoped that in the first place, the government should encourage a diversification of the economy through adequate support for private establishments and practical acquisition of skills in all higher institutions. It is against this backdrop that the need to redefined and refocus the current system of education with a view to create and enhance the supply of entrepreneurship initiatives and activities in Nigerian Institutions of Higher Learning, (Akpomi 2008).

The Federal Government in the 2004 directed all tertiary education regulatory agencies (National Universities Commission, National Board for Technical Education, and National Commission for Colleges of Education) to establish necessary mechanisms for the introduction, development and sustenance of entrepreneurial culture among Nigerian youths. This paved the way for a well-planned and implemented Entrepreneurship Education Programme in Higher Education Institutions in Nigeria,(This Day, 2007).

In line with the federal government's directives on entrepreneurship education, the National Board for Technical Education (NBTE), the supervisory body of all Nigerian Polytechnics, developed the curriculum, teacher's guide and training manuals for entrepreneurship education for the National and Higher National Diploma. The NBTE has in particular designed three courses, Introduction to Entrepreneurship, Practice of Entrepreneurship at diploma level and Entrepreneurship Development at HND level, to all Polytechnics under its jurisdiction. Master Trainers were organised locally and internationally to boost in-house capacity of polytechnics lecturers competencies in the management of the entrepreneurship study centres (ESC) set up, This Day,(2007)

## Problem Statement

Entrepreneurship education is an increasingly popular disciplinary area at all education levels. Usually offered within schools of business management, growth over the last 30 years has been phenomenal. The rationale for offering courses in Entrepreneurship has often been to raise awareness of entrepreneurship as a career option, to motivate students to consider a venturing career, and also to provide students with the knowledge and skills to venture (Menzies 2011). Teachers are seen as the key promoters of entrepreneurship



education. However, despite its growth and importance, there is a lack of relevant studies in this context. Moreover, there is a lack of tools which could enhance the development of entrepreneurial skills and knowledge among the polytechnics students. The study will be conducted to serve as a basis for the future development of entrepreneurship programmes in our polytechnics.

Students' motivation, learning and achievement can highly be influenced by teachers' tendency and ability to teach effectively (Bayraktar 2011). To improve students' entrepreneurial learning and competencies, therefore, they should be taught by qualified teachers who have a positive attitude toward entrepreneurship and a strong sense of entrepreneurial skills and knowledge (Peltonen 2008). Bird, (1995) suggests that it is worth looking at education as an important factor that could influence the development of entrepreneurial competencies among polytechnics graduates in Nigeria.

Despite the growing importance of entrepreneurship education, the effectiveness of teaching techniques for entrepreneurship graduate is still unknown. According to Kirby (2002) the teaching of entrepreneurship remains relatively underdeveloped, despite the growing demand for more entrepreneurial-oriented graduates. Furthermore, Binks et, al., (2006) also argued that understanding and developing entrepreneurship education requires an integrated research. Peltonen (2008) emphasizes that it is vital for teachers to become more entrepreneurial if entrepreneurial learning should be improved among students. Particularly, teachers need to act in an entrepreneurial way in discovering opportunities and innovatively exploiting them. Entrepreneurship teachers should apply innovative teaching methods, cope with various challenges of teaching entrepreneurship and engage students in the process and challenges of entrepreneurship learning (Adedoyin 2010). Furthermore, entrepreneurship teachers should have a strong motivation to teach and maintain their motivation through the whole process of instructional delivery (Fiet 2000).

### **The Purpose of the Study**

The general objective of the paper is to evaluate entrepreneurship programmes in some selected polytechnics in Nigeria. Other specific aims of the work include the followings:

- 1 to determine the extent to which how the teaching of entrepreneurship education can prepare polytechnics student to become entrepreneur,.
- 2 to determine Nigerian polytechnics students perception about entrepreneurship courses,
- 3 and also determine the level of stakeholders' involvement towards the provision of adequate infrastructures and funding and a general recommendations on how to move the entrepreneurship courses forward

### **Methodology**

The study employed a descriptive study method in order to evaluate the effectiveness of entrepreneurship education in some selected polytechnics in Nigeria. Three polytechnics were selected based on random stratified sampling techniques. A total of 700 questionnaires were administered to 3 institutions and 370 were successfully returned and 70 were declared invalid. The questionnaire consisted of 36 items based on a five point Likert-Scale using Strongly Disagree to Strongly Agree. Both nominal and interval scales were used to measure

the variables. The questionnaire has three parts namely the demographic section, the perceived roles of polytechnics in promoting entrepreneurship programme section, and students' inclination towards entrepreneurship courses section.

The validity of the questionnaire was also verified based on some experts' opinion and its reliability was confirmed by Cronbach's Alpha. The group Cronbach's Alpha is 0.84.

### Findings and Discussion

This paper has discussed and evaluated the Entrepreneurship Education offered at the polytechnic level in Nigeria. It also ventured into getting the perceptions of undergraduate students on their involvement in entrepreneurship programmes in their respective schools. Based on the findings of this study, the majority of the respondents are male (244) which represents 81.3% and only 55 or 18.3% of the students are female. In addition, about 75% of the respondents are between the ages of 18 to 25 years old.

Table 1 below shows that five departments were selected and special focus was given to final year students of the selected polytechnics. The total number of the students in the five departments is 1062. The public administration has the highest number of registered students. The perception of the final year students towards entrepreneurship programmes and their willingness to take entrepreneurship as an attractive career option are taken into consideration. The choice of the final year students was due to the fact that the entire respondents were exposed to at least two entrepreneurship courses. The departments were selected based on Random Stratified Sampling.

**Table 1**

Departments	Population	Proposed sample	Respondents
Agric Engineering	80	40	28
Banking & Finance	157	60	32
Public Administration	540	350	145
Public Accounts & Audit	240	230	80
Electrical & Electronics	45	20	15
Total	1062	700	300

Table 2 below shows the respondents' interest towards entrepreneurship courses as an alternative career option. The responses of 98 (33.3%) students indicated their interest to work in the public sector. That is they expressed their desires to work as government employees. The second category of the respondents preferred to work in the private sector rather to be self-employed. A total of 125 (42.5%) final year polytechnics students expressed their desires to become entrepreneurs after graduation. These categories of students preferred to be on their own by setting their own businesses after graduation. Only 3.4% of the respondents are not sure or have not decided on their future career.

The implication of the findings is more 50% of the students wanted to work as public or private sector workers. The colonial mentality of white colour job is still fresh in the minds of some polytechnics students. The inclination towards entrepreneurial activities is still very low.



**Table 2. Students' Choice after Graduation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	98	32.7	33.3	33.3
	2	61	20.3	20.7	54.1
	3	125	41.7	42.5	96.6
	4	10	3.3	3.4	100.0
	Total	294	98.0	100.0	
Missing System		6	2.0		
Total		300	100.0		

Respondents' involvement in entrepreneurship as a career option is shown in table 3. About 23 students out of 70 respondents are not keen to join entrepreneurship courses because they do not have enough time to participate in entrepreneurial activities. Others indicated their unwillingness to join entrepreneurship courses because of inadequate information. About 13 final year students preferred to concentrate on their academic activities rather than participating in entrepreneurial activities in their schools. The most important revelation of the study is that some respondents are still not keen or interested to think of starting their own businesses.

**Table 3. Students' Involvement In Entrepreneurship programme**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	23	7.7	32.9	32.9
	2	13	4.3	18.6	51.4
	3	21	7.0	30.0	81.4
	4	13	4.3	18.6	100.0
	Total	70	23.3	100.0	
Missing System		230	76.7		
Total		300	100.0		

Table 4 summarises the students' views on entrepreneurship courses in the three selected polytechnics. The findings show that 134 (45.6%) of the students strongly disagreed that entrepreneurship courses contents should have more practical time. About 46.6% of the students disagreed. They were of the view that entrepreneurship should contain more theoretical courses. However, only 2% of the students were of the view that the entrepreneurial courses should contain more practical courses.

**Table 4. Students' Perception toward entrepreneurship courses.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	134	44.7	45.6	45.6
	Disagree	137	45.7	46.6	92.2
	Uncertain	8	2.7	2.7	94.9
	Agree	9	3.0	3.1	98.0
	strongly agree	6	2.0	2.0	100.0
	Total	294	98.0	100.0	
Missing System		6	2.0		
Total		300	100.0		

Table 5 shows the perceived role of polytechnics in promoting entrepreneurship programmes. The perceived role were assessed based on the provision of vital infrastructural facilities, adequate funding, more financial assistance to students to set up their own businesses and other areas that are considered very important for the development of entrepreneurship programmes.

About 37% of the students disagree with the assertion that, the polytechnics can provide the needed entrepreneurship centre. In another development, another 17.3% expressed their views that the polytechnic can provide an entrepreneurship centre. The table still shows that about 65.3 do not accept the notion that the polytechnic can provide them with adequate capital to start their own businesses after graduation. Only 21.3% of the students strongly agree with the view that the polytechnics can provide financial assistance to the students of entrepreneurship education.

Generally, the students of entrepreneurship do not have the confidence in them that the polytechnics are not willing to provide them with any useful contribution that can promote entrepreneurship programmes especially among the students. Their interest and awareness is still very low.

**Table 5 Perceived Role of Polytechnics in promoting Entrepreneurship**

S/N	The Roles of Polytechnics	Strongly disagree	Agree	uncertain	Strongly agree	Agree
1	Polytechnics has entrepreneurship centre	16.3%	37.0%	21.3%	7.0%	17.3%
2	Polytechnics can provide financial assistance to entrepreneurship	36.3%	29.0%	12.8%	4.7%	16.7%
3	Polytechnics to provide network for lecturers and students for outside collaboration.	29.3%	53.9%	11%	1.7%	4%
4	Can provide training, guidance, practical to lecturers and students	48.5%	46.5%	3%	0.7%	1.3%
5	More business opportunities to students	32.6%	45.0%	13.8%	3.4%	5.4%
6	All departments must be involved in entrepreneurship programmes.	34.7%	50.3%	6.8%	2.7%	5.4%

Table 6 clearly shows the summaries of the useful suggestions made by the respondents on how to move entrepreneurship programmes forward in our polytechnics. The greater bulk of the students suggested there should be adequate funding for entrepreneurship programmes as a possible measure that can improve students' interest and zeal in schools' entrepreneurial activities. Practical lessons and field trips are also among some of the important recommendation made by the students. The polytechnic management should endeavour to provide such services. About 32 students suggested better training for both staff and students.

**Table 6. The General Summary of some Suggestions made by the Respondents**

S/ N	Suggestions by the Students	Population	Percentage %
1	Adequate funding for entrepreneurship programmes	145	48.3
2	Good infrastructural facilities in polytechnics	41	13.6
3	Better training and motivation entrepreneurship lecturers	32	10.6
4	More practical and field trips to entrepreneurship students	46	15.3
5	Departments to organise more seminar, workshop, conferences and exhibition for entrepreneurship students	26	8.3
6	Industrial training attachment for students	10	3.3
		300	100

## Conclusion and Recommendations

### Conclusion

Entrepreneurship brings economic growth, innovations and creates new jobs. Hence in recent years, the interest toward entrepreneurship has been increased as an important alternative to professional occupation, especially for the graduates of tertiary education, (Ismail, 2009). The entrepreneurship programmes in this study are not well implemented and students do not received adequate attention from the polytechnics leadership. Those areas that received very low ratings from the respondents need to improve. The study revealed that the polytechnics students in the three polytechnics have very little awareness about the importance of entrepreneurship as an attractive career option. Their inclinations towards entrepreneurship courses are not encouraging. Entrepreneurship courses are compulsory to all public polytechnics in Nigeria. Despite this attempt by the stake holders to make entrepreneurship courses attractive to students, their interest still remain very low with a very large number of the respondents willing to accept jobs from the government. Fauziah, (2012) attributed the reasons for low students inclination towards entrepreneurship courses to the fact that they do not have a matching skills. Most of the students do not possessed the necessary skills to start their own businesses. The students are too theoretical rather than practical.

However, despite several government policies towards promoting entrepreneurship in Nigeria, the study further revealed that the polytechnics are not doing enough to raise student interest towards entrepreneurship. The polytechnics are not proving enough funds, infrastructures, and training for both students and lecturers of entrepreneurship.

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## Recommendations

- The Polytechnics top management must play their constitutional role by providing adequate funding and an enabling environment through the provision of social and economic infrastructures capable of promoting entrepreneurial programmes.
- In designing any future curriculum for entrepreneurship courses, greater attention must be paid to the labour market prospect. Efforts must be intensified to produce relevant graduates with relevant skills and knowledge.
- There is also the need to devise new modern teaching techniques in order to improve students' competencies for example through problem based learning, industrial attachment and training for entrepreneurship students.
- It also become imperative to correct the current teaching methodologies and the most relevant learning process must be intensified to ensure the success of entrepreneurship programmes as possible solution to graduates unemployment.
- Finally, efforts must be made to ensure that all entrepreneurship lecturers are properly trained and well-motivated because the entire success of the programme will depend on their inputs.
- The polytechnics management as a matter of priority must fully understand the entrepreneurship programme objectives and give full support to ensure they are attained.

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