

# **IMPLEMENTATION OF ENTREPRENEURSHIP DEVELOPMENT EDUCATION CURRICULUM OF POLYTECHNIC EDUCATION TOWARDS UNEMPLOYMENT REDUCTION AMONG GRADUATES OF OFFICE TECHNOLOGY AND MANAGEMENT IN THE NIGERIAN SOUTH-SOUTH ZONE**

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## **ABSTRACT**

This study examined the Implementation of Entrepreneurship Development Education Curriculum of Polytechnic Education towards Unemployment Reduction among Graduates of Office Technology and Management in the Nigerian South-South Zone. The design of the study was survey. Five research questions guided the study. A structured questionnaire tagged implementation of Entrepreneurship Development Education Curriculum of Polytechnic Education (IOEDECPE) which consisted of 65 items was distributed to 130 respondents in Polytechnics in the Nigerian South-South Zone was used as instrument for data collection. The data collected were analyzed using the mean and standard deviation. The findings of the study include that the goals of tertiary education are well stated; that the Polytechnics taught Entrepreneurship Development Education (EDE) courses as prescribed by National Board for Technical Education (NBTE); that the goals of Entrepreneurship Development Education (EDE) courses are well structured; that lecturers who teach EDE courses used lecturer-oriented approach and that majority of lecturers who teach EDE courses were holders of Masters' of Education degree in Business Education or Office Technology. The study recommended that Office Technology and Management (OTM) graduates should be taught with experimental, experiential and participatory approaches that would enable students acquire entrepreneurial skills that are needed for self-employment in the world of work.

**Keywords:** Entrepreneurship Development Education; Unemployment; Unemployment Reduction; Graduates; OTM Programmes; South- South; Polytechnic Education; Tertiary Institutions; Self-employment; World of Work.

## **INTRODUCTION**

Education is regarded as a powerful instrument of social change and national development. This holds for all societies, developed and less developed to the extent that promoting and sustaining quality education are never left to chances. To this end, it is believed that the quality of life in the society can be greatly enhanced through education, hence the five main national goals of Nigeria, which have been endorsed as the necessary foundation for the National Policy on Education are the building of: (a) a free and democratic society (b) a just and egalitarian society (c) a united, strong and self-reliant nation (d) a great and dynamic economy and a land full of bright opportunities for all citizens (Esene, 2014).

Section one, sub-section 7(d) of the National Policy on Education (NPE) by FRN (2009) stated that one of the national education goals is majorly the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in, and to contribute to the development of the society.

Tertiary education in Nigeria is the education given after secondary education in universities, colleges of education, polytechnics, mono-technics, including those institutions offering correspondence courses. The goals of tertiary education, among others, are to contribute to national development through high level relevant manpower training, development and inculcation of proper values for the survival of the individual and society, and to impart both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society.

Nwagwu (2009) and Olaitan (2009) had noted that the development of manpower for the country is the responsibility of tertiary educational institutions and unless this is achieved, the purpose for which these institutions are established will be totally defeated. To achieve the goals of tertiary institutions, they suggested that governments in collaboration with private individuals and organizations should support these institutions with funds and donations of instructional materials and equipment for effective teaching and learning processes.

Worried by the high rate of graduate unemployment which has been put at 1.8 millions annually, the Presidency had in 2006, directed all higher educational institutions in Nigeria to include in its curriculum of studies, Entrepreneurship Development Education (EDE) as a compulsory course for all students with effect from the 2007/2008 academic session irrespective of students' areas of study (Esene, 2014). On her part, Yahaya (2006) made this view known in a presentation that she had at a consultative meeting with Vice Chancellors of the nation's Universities in Abuja. She stated that the best way to solve the current problem of unemployment is by ensuring that students in institutions of higher learning undertake compulsory entrepreneurship study. The teaching and learning of Entrepreneurship Development Education actually started in these institutions in 2009.

The National Universities Commission (NUC) was given presidential directives by the Federal and State Ministries of Education to supervise and coordinate the programme of introducing Entrepreneurship Development Education in Nigerian educational institutions of higher learning in collaboration with all other regulatory bodies of higher institutions namely the National Board for Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE) to be handled by the Committee set up by the federal government.

As with many areas of education, Entrepreneurship Development Education has a general education as well as a professional education component. The organization of Entrepreneurship Development Education in tertiary education varies from one institution to the other. For instance, in the Colleges of Education, EDE is taught as a General Studies Education with a course code of GSE224. In some other institutions, it is coded VTE220 and BED310 offered as I and II respectively. In the Polytechnics, EDE is offered at the National Diploma (ND) and Higher National Diploma (HND) levels as EED 126 (Introduction to Entrepreneurship); EED216 (The Practice of Entrepreneurship) and EED413 (Entrepreneurship Development). Universities handle EDE under GST while at the Nnamdi Azikwe University, Awka, it is run as a complete degree programme which is a department of its own. According to Asuquo (2011), EDE has been generally accepted as

unique courses now offered and taught among tertiary institutions in Nigeria aimed at equipping students with skills and competencies to make them self-reliant on graduation and/or put them at vantage position for paid-employment in the Nigerian economy.

The goals of EDE as offered to students in tertiary educational institutions, polytechnics included are to inculcate in the trainees/students the ability to:

- a. identify and solve problems using critical and creative thinking;
- b. work effectively with others as a practice team member and cultivate the ability to resolve conflicts;
- c. organize and manage oneself and one's ability;
- d. collect, analyze, organize and critically evaluate information (to make decisions that must be carried through);
- e. communicate and negotiate effectively;
- f. reflect on experiences and explore various strategies for effective learning (to learn at all times);
- g. become curious leading to readiness to experiment and innovate, being never satisfied with the *status quo* and considers self-employment as a viable option upon graduation from their institutions (NBTE, 2008).

Also, NBTE listed in great detail the infrastructural facilities, workshops, studios, laboratories and the instructional materials and equipment for effective teaching and learning EDE courses. To NBTE (2008), if students must acquire the relevant skills needed for the world of work, these items must be on ground for use by the lecturers and students.

Currently, in the Departments of Office Technology and Management programmes run by some institutions in Nigeria, small scale business management is taught along with the three EDE courses listed above. Okolocha and Ile (2011) observed that the aim of various governments to eradicate poverty and increase the standard of living of citizens through the establishment of poverty reduction programmes have failed due to lack of entrepreneurship skills by graduates of the educational system. These authors observed that millions of jobs are awaiting to be done because people with the right education and training cannot be found. This corroborates the result of a study carried out by the National Universities Commission (NUC) as reported in Mebane (2006). The finding of the study was that tertiary institutions in Nigeria do not adequately prepare graduates to be self-reliant. This ugly situations seems to occur because of lack of linkage between the institution and the industries where students can try their hands on business experience. In this direction, the United State National Foundation for teaching entrepreneurship development education as reported in Nelson and Johnson (2008) advised that the teaching of EDE courses should be matched with adequate entrepreneurial network.

The nature of learning, and the wide range of student abilities in the average classroom necessitates a high degree of lecturer expertise in methods of presenting subject-matters, hence in the teaching of EDE courses, appropriate teaching methods that can facilitate and enhance learning must be adopted (Esene, 2012). Currently, methods of teaching are classified into (a) lecturer-oriented, (b) student-oriented and (c) instructional methodology. Umoru (2011) and Esene (2011) reported that lecturers who teach EDE courses mainly adopt the lecture method thereby conducting theoretical classroom lessons rather than using the apprenticeship and demonstration methods that would enable students acquire marketable and saleable skills. Lee and Wong (2004) made a clear disfunction between "enterprise" and

entrepreneurship development education with the former focusing on the advancement of personal enterprising attributes and attitudes that prepare the individual for self-employment, while the latter relates to the development of functional management skills and abilities that train the individual to start, manage and develop a business. On the approaches to the teaching and learning of EDE courses, Agbamu (2011) classified them into four categories: The “old war stories” approach; the “case study” approach; the “planning approach”; and the “generic action” approach. According to her, the “old war stories” approach attempts to motivate aspiring entrepreneurs by relaying a series of successful entrepreneurship stories and revealing how these individuals became successful entrepreneurs. The “case study” approach uses cases of existing companies to analyze the mechanics of the entrepreneurial process and to elicit students proposed solutions to the companies’ problems. The “planning” approach usually takes the form of a business plan that consists of detailed objectives, budgets and programmes while the “generic action” approach emphasizes the formulation of optimal entrepreneurial actions based on existing market forces. These approaches were suggested in view of the fact that the teaching of EDE is seen as both a “science” and “art” where the former relates to the functional skills required for business start-up and the latter to the creative aspect of entrepreneurship.

The strategies adopted at the ObafemiAwolowo University, Ile-Ife are in the right direction. The strategies are based on three essential concepts, namely: (1) enterprising behaviours/attitudes (expected or to be exhibited by the learner); (2) the entrepreneurial process, and (3) the students self-knowledge or their own competencies in relating to carrying out entrepreneurial processes (Paul, 2007). Participatory learning is another strategy that allows students to be fully in-charge in the teaching-learning process. This is very common in China. In the field of industrial relations, this is industrial democracy in action. Allowing students of Entrepreneurship Development Education to take control of their learning can have a profound impact on the outcome. Also, experimental and experiential learning is synonymous with students engaging in an activity, reflecting upon the activity, deriving insight from the analysis and incorporating the outcome through a change in understanding. It has been argued that the experimental learning, being a theory of learning makes it possible for learners to learn better by doing hence practice for perfection. “The copy cat technology” according to Idoko and Rollins (2006) has been identified as a teaching strategy by which Entrepreneurship Development Education students are sent abroad to learn and copy foreign technology and return back to the country to adopt/adapt them with local content as practiced in some notable Asian countries. Onojetah (2011) considered what it described as VariedStudents Industrial Work Experiences Scheme (VSIWES) requiring that undergraduates of Entrepreneurship Development Education will have to spend a minimum of six months internship with entrepreneurs for practical knowledge and experience that is common with lawyers and doctors in the country. Fig. 1 presents entrepreneurial capability otherwise, known as sources of learning designed by Lee and Wong (2004).

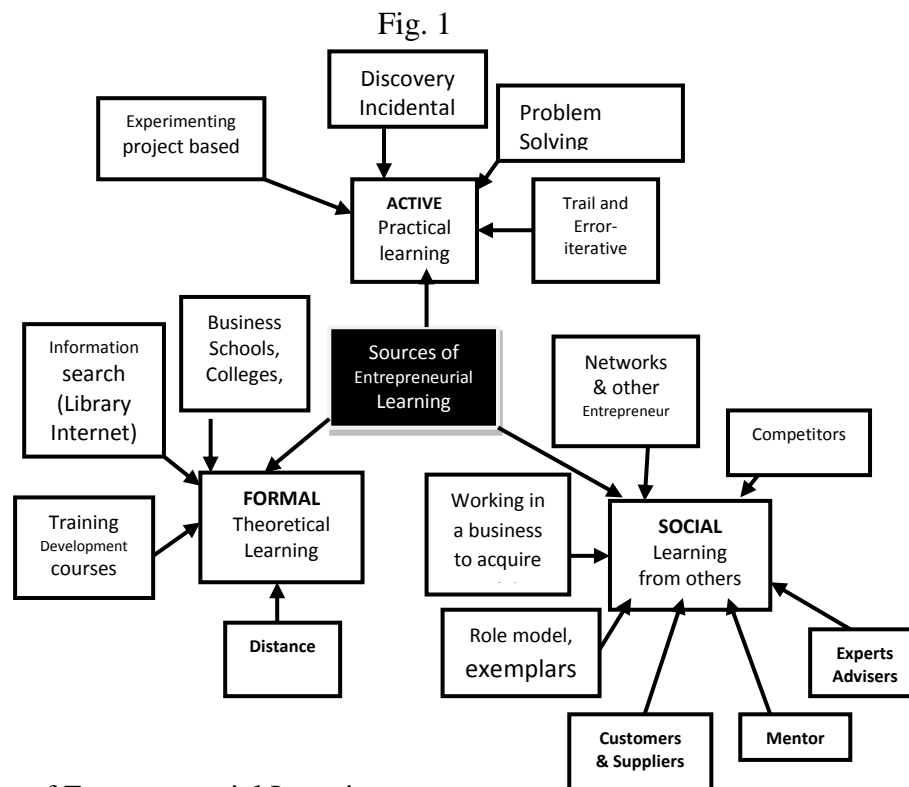


Fig. 1 – Sources of Entrepreneurial Learning

Office Educators are of the utmost importance in inculcating the relevant skills in the Office Technology and Management (OTM) students. For students to acquire necessary skills, abilities and attitudes, the office educators should be intellectually trained, professionally qualified and organizationally mature to perform the duties and responsibilities ahead. It is also necessary that the office educators must be available in sufficient numbers. Esene (2012) and Umoru (2011) noted that the office educator can greatly influence and facilitate effective learning of EDE courses since he is both expert in content and in pedagogy.

### Statement of the Problem

The National Board for Technical Education (NBTE) has, in 2004, came up with a new Office Technology and Management (OTM) Curriculum which is an improvement of the old Secretarial Studies Curriculum (Esene, 2013 and Esene, 2001). Under the present organizational structure, the National Diploma (ND) and Higher National Diploma (HND) programmes have been greatly expanded to include new courses such as entrepreneurship development education courses, ICT courses, management and vocational courses. By the expansion of the new ND and HND programmes, this has added additional workload on the office educators as well as the OTM students. The problems assumed to be militating against or integration of EDE courses into the Polytechnic Education programmes are: inadequate goals of tertiary education, insufficient EDE courses, lack of realistic EDE goals, inability of office educators to use appropriate teaching methods and poor preparation of OTM educators in terms of possessing academic and professional qualifications to meet current demands. All these problems necessitated the reasons why this study is undertaken.

## Purpose of the Study

The major purpose of this study was to find out the extent of the implementation of EDE curriculum of Polytechnic Education towards unemployment reduction among graduates of OTM in the Nigerian South-South Zone. Specifically, the study

- examined the goals of tertiary education of the National Policy on Education;
- determined the EDE courses offered in Polytechnics located in the South-South zone of Nigeria;
- assessed the goals of EDE courses taught in Polytechnics developed by NBTE;
- examined the teaching methods used by lecturers who teach EDE courses;
- examined the number as well as the academic and professional qualifications possessed by lecturers who teach EDE courses.

## Research Questions

The study provided answers to the following questions.

- Are the goals of tertiary institutions in Nigeria well stated to guide Office Educators?
- What are the EDE courses taught in the Polytechnics in the Nigerian South-South zone?
- Are the goals of EDE courses well stated to guide Office Educators?
- What are the teaching methods used by lecturers who teach EDE courses?
- What are the number, the academic and professional qualifications possessed by lecturers who teach EDE courses in the polytechnics?

## Methods of Study

The design for the study was a survey research. Survey studies, in the view of Yomere and Agbonifoh (1999) is that in which an instrument is administered face to face on the respondents by either the researcher or his assistants to collect data on public opinions, beliefs, attitudes, motivations and behaviours. The population of this study comprised of one hundred and thirty office educators who teach OTM courses in the nine Polytechnics located in South-South zone of Nigeria. Table 1 below contains population distribution of office educators.

**Table 1: Population Distribution of Office Educators.**

States	Institutions	Office Educators	%
Edo	Auchi Polytechnic, Auchi	22	16.92
Edo	Institute of Technology and Management, Usen	10	7.69
Delta	Delta State Polytechnic, Ozoro	11	8.46
Delta	Delta State Polytechnic, Ogwashi-Uku	9	6.92
Delta	Delta State Polytechnic, Otefe, Oghara	10	7.69
Akwa-Ibom	Akwa-Ibom State Polytechnic, IketOsurua, Ekpere	15	1.54
Gross Rivers	Heritage Polytechnic, Ikot Udota, Eket	10	7.69
Rivers	Rivers State Polytechnic, Bori	25	19.23
Bayelsa	Federal Polytechnic, Ekewen	18	13.85
		130	100

**Source:** Field studies, 2014



There was no sampling since the population was manageable and the respondents were adequately reached. The research instrument was a structured questionnaire based on the five questions raised to guide the study. The instrument was designed to elicit the ratings of respondents on the assessment of the implementation of EDE curriculum of Polytechnic Education towards unemployment reduction among OTM graduates in South-South zone of Nigeria. The instrument was a 5-point rating scale designed to attract the following ratings: [SA, Strongly Agree (5)], [A, Agree (4)], [D, Disagree (3)], [SD, Strongly Disagree (2)] and [Und Undecided (1)]. The instrument was validated by three experts in OTM, one of which is an educational evaluator from the Faculty of Education, Delta State University, Abraka. A test-retest reliability method was used to determine the stability of the questionnaire items. A reliability co-efficient of stability of the items for the research questions yielded a correlation of 0.74 which was considered high enough. The data collected were analyzed using the mean and standard deviation statistical methods. A decision rule for accepting any factor as accepted was set at mean ( $\bar{x}$ ) equal to or above 3.50, while those with 3.49 and below were rejected.

### Presentation and Analysis of Data

In this section, the data collected are analyzed. See Table 2 – 6.

#### Question One

Are the goals of tertiary institutions in Nigeria well stated to guide the Office Educators? To answer this question, the data in table 2 were used.

**Table 2: Goals of Tertiary Education in Nigeria.**

Q/items	Goals of Tertiary Education	$\bar{x}$	SD	Remarks
1	Contribute to national development through high level relevant manpower training;	3.60	0.47	Agreed
2	Develop and inculcate proper values for the survival of the individual and society;	3.73	0.36	”
3	Develop the intellectual capability of individuals to understand and appreciate their local and external environments;	3.65	0.38	”
4	Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;	4.10	0.32	”
5	Promote and encourage scholarship and community service;	3.54	0.38	”
6	Forge and cement national unity;and	3.60	0.41	”
7	Promote national and international understanding and interaction.	3.84	0.40	”

**Source:** Field survey, 2014.

As regards items 1- 7 in Table 2 which sought to find out whether or not the goals of tertiary education in Nigeria are well stated, all the items received 3.50 and above with a minimum SD of 0.47. It was concluded here that the goals of tertiary institutions in Nigeria as contained in the National Policy on Education are well stated in order to properly guide the office educators.

Question two

What are the Entrepreneurship Development Education courses offered in Polytechnics in the Nigerian South-South zone? The data in Table 3 answered this question.

**Table 3: Entrepreneurship Development Education Courses offered in Polytechnics.**

Q/I	Entrepreneurship Development Education Courses	$\bar{x}$	SD	Remark
8	EED 126 – Introduction to Entrepreneurship	3.71	0.40	Agreed
9	EED 216 – The Practice of Entrepreneurship	3.82	0.42	”
10	EED 413 – Entrepreneurship Development	3.64	0.38	”

**Source:** Field Survey, 2014

With reference to Table 3, all the questionnaire items received a minimum of 3.64 and maximum of 3.82. Also it recorded a high SD of 0.42. From the result of this study, it was agreed that the three EDE courses are taught as prescribed by NBTE.

Question Three

Are the goals of EDE courses taught in Polytechnics well stated to guide the office educators in the implementation of the EDE Curriculum? To answer this question, the data in Table 4 were used.

**Table 4: The Goals of EDE courses in Polytechnic Education Programmes.**

Q/items	Goals of EDE Courses of Polytechnic Education	$\bar{x}$	SD	Remarks
11	Inculcate in the trainees/students the skills and ability to manage business;	3.60	0.44	Agreed
12	Identify and solve problems using critical and creative thinking;	3.57	0.46	”
13	Work effectively with others as a practice team member and cultivate the ability to resolve conflicts;	3.72	0.41	”
14	Organize and manage oneself and one's ability;	3.33	0.58	Disagreed
15	Collect, analyze, organize and critically evaluate information (to make decisions that must be carried through);	3.92	0.39	Agreed
16	Communicate and negotiate effectively;	3.61	0.43	”
17	Reflect on experiences and explore various strategies for effective learning (to learn at all times);	3.64	0.45	”
18	Become curious leading to readiness to experiment and innovate being never satisfied with the status quo and considers self-employment as a viable option upon graduation from their institutions.	3.70	0.42	”

**Source:** Field Trip, 2014.

As regards items on Table 4 which sought to find out from the respondents whether or not the goals of EDE are well stated, all the items recorded minimum mean of 3.50 and above and SD of between 0.39 – 0.58. The implication here was that the goals of EDE courses are well stated to guide the office educators in the operation of the curriculum.

Question four

What are the teaching methods used by lecturers who teach EDE courses? The data presented in Table 5 answered this question.



**Table 5: Teaching methods used by Office Educators in teaching EDE Courses.**

Q/items	Teaching Methods used by Office Educators	$\bar{x}$	SD	Remarks
19	Traditional lecture	3.84	0.40	Agreed
20	Textbook assignment	3.60	0.43	"
21	Questioning	3.57	0.44	"
22	Question-and-answer	3.89	0.41	"
23	Excursion	3.02	0.50	Disagreed
24	Discussion	3.43	0.48	"
25	Discovery	3.22	0.46	"
26	Demonstration	3.19	0.47	"
27	Apprenticeship	3.04	0.49	"
28	Role playing	3.22	0.46	"
29	Case Report	3.07	0.49	"
30	Team Teaching	3.19	0.48	"
31	Guest Speaker	3.76	0.40	Agreed
32	Seminar	3.07	0.52	Disagreed
33	Brainstorming	3.09	0.51	"
34	Interview	3.19	0.59	"
35	Cooperative Plan	3.25	0.49	"
36	Leaderless	3.00	0.50	"
37	Devil Advocate	3.10	0.51	"
38	Conference	3.16	0.52	"
39	Debate	3.23	0.42	"
40	Project	3.42	0.39	"
41	Large Group	3.33	0.40	"
42	Small Group	3.42	0.42	"
43	Experimental	3.20	0.43	"
44	Experiential	3.32	0.47	"
45	Heuristic	3.22	0.54	"
46	Participatory	3.41	0.49	"
47	Stimulated Office Plan	3.32	0.50	"
48	Institutional	3.40	0.42	"
49	The old War Stories	3.15	0.49	"
50	The Case Study	3.17	0.62	"
51	The Planning	3.12	0.63	"
52	The Generic	3.05	0.72	"

Source: Field Survey, 2014

With reference to Table 5, items 19, 20, 21, 22 and 31 recorded 3.50 and above while other items received below 3.50. Similarly, the SD recorded between 0.39 to 0.72. The conclusion drawn here was that the lecturers who taught EDE courses do not use the teaching methods (student-oriented) that would make students acquire entrepreneurial skills for self-employment.

#### Question five

What are the number, the academic and professional qualifications possessed by Office Educators who taught EDE courses in the Polytechnics? The responses obtained from the respondents were presented in Table 6.

**Table 6: Academic and Professional Qualifications obtained by Office Educators.**

Q/I	Academic and Professional Qualifications	Number	%
53	Ph.D Business Education or Office Education/Technology	21	16.15
54	M.Ed Business or Office Education/Technology	37	28.46
55	M.Sc Computer Studies	10	7.69
56	Masters of Business Administration with PGDE	15	11.54
57	Masters of Business Administration without PGDE	5	3.85
58	B.Ed/B.Sc Education in Business Education or Office Technology	12	9.23
59	BSc in Business Administration with PGDE	5	3.85
60	B.Sc in Business Administration/Management without PGDE	2	1.54
61	B.Sc in Computer Studies	4	3.08
62	HND OTM/Secretarial Studies/ Business Administration with PGDE/PGD (Technical Education)	10	7.69
63	HND OTM/Secretarial Studies without PGDE/PGD (Technical Education)	3	2.31
64	ICSA with PGDE/PGD Technical Education	5	3.85
65	ICSA without PGDE/PGD Technical Education	1	0.77
		130	100

Source: Field Trip, 2014

Of the 130 office educators covered in this study,(see Table 6), 21 (16.15%) obtained the Ph.D degree in Business Education/Office Technology; 37 respondents representing 28.46% possessed M.Ed in Business/Office Education Technology; 10(7.69%) obtained M.Sc in Computer Studies. Fifteen, representing 11.54% acquired MBA with PGDE, while 5(3.85%) obtained MBA without PGDE. 12(9.23%) possessed B.Ed/B.Sc in Business/Office Education while two office educators with (1.54%) had B.Sc in Business Administration without PGDE and four (3.08%) acquired B.Sc degree in Computer Studies. Ten respondents, representing 7.69% obtained the HND OTM/Secretarial Studies/Business Administration with PGDE/PGD Technical Education. Three respondents representing 3(2.31%) also acquired HND (OTM) without PGDE, 5(3.85%) obtained ICSA with PGDE, while one respondent representing (0.77%) possessed ICSA without the Postgraduate Diploma in Education.

It does appear from the analysis and interpretation above, that majority of the Office Educators who taught EDE courses in the Polytechnics are holders of M.Ed in Business/Office education Technology. See Table 6, items 54 which recorded 37(28.46%).

## RESULTS AND DISCUSSION

The purpose of this study was to find out the implementation of EDE courses of Polytechnics towards unemployment reduction among OTM graduates in the Nigerian South-South zone. It was found out that the goals of tertiary education are well stated. This finding was supported by the studies of Nwagwu (2009) and Olaitan (2009) which noted that the development of manpower for the country is the responsibility of tertiary educational institutions. It was also discovered that the three EDE courses are taught in the Polytechnics studied. Asuquo (2011) supported this finding when he noted that EDE had been accepted as unique courses aimed at equipping students with skills and competencies in order to make graduating students self-reliant.

It was found that the goals of EDE courses are well stated to guide the office educators. Okolocha and Ile (2011) supported this result when they observed that the aim of the various governments was to eradicate poverty and increase the standard of living as well as equip OTM graduates with entrepreneurship skills. The study also revealed that lecturers who teach EDE courses mainly used the lecturer-oriented methods that would not lead students to acquire the relevant skills. The study by Agbamu (2011), Onojetah (2011) and Paul (2007) which noted that lecturers teaching EDE courses should use the participating, experimental, and experiential methods in which students are actively engaged in learning by doing.

Finally, the study revealed that majority of the lecturers who taught EDE courses are holders of the M.Ed in Business Education/Office Technology. The findings by Esene (2012), Umoru (2012) and Mebane (2006) suggested that for students to possess the right education and training resulting in entrepreneurial skills for self-reliance and paid employment, lecturers with the right academic and professional qualifications should be assigned to teach EDE courses in Polytechnics.

## CONCLUSION

The introduction of Entrepreneurship Development Education into Nigerian Polytechnics Curriculum is a recent development in the Nigerian education system. Tertiary institutions are grounds on which every curriculum is implemented for the development of manpower for the country. The EDE courses are integrated into higher education curricula to enable students acquire entrepreneurial skills for self-reliance in view of the increase unemployment in the society. The goals of EDE courses are well stated to guide the office educators in the teaching and learning processes. Similarly, the government and management of polytechnic education should provide the basic facilities as well as the instructional materials and equipment for use by lecturers and students. For OTM students to acquire the right entrepreneurial skills, appropriate teaching methods that would engage students to acquire practical skills should be used. In addition, lecturers who are knowledgeable in both content and pedagogy should be employed to teach EDE courses if the OTM students must be better equipped to meet the challenges occasioned by the unemployment situation in the society.

## RECOMMENDATIONS

On the basis of the results of the study and the conclusion reached, it is recommended that:

1. Although the goals of tertiary education as contained in the National Policy on education are well stated, there is the need to improve on them since we are dynamic society.
2. Although there is ample evidence that EDE courses are taught in the polytechnics, it is suggested that more EDE courses should be added in order to beef up the curriculum and strengthen OTM graduates.
3. Although the goals of EDE courses are well stated, it is suggested that they should be improved upon in order to take care of future expansion as well as to guide the operators in the implementation of EDE curriculum.
4. Lecturers teaching EDE courses should be familiar with teaching methods so as to vary learning activities in the interest of students with respect to equipping them with the right entrepreneurial skills.

5. Lecturers should be trained and retrained through short, medium and long term programmes in order that they can update and upgrade themselves in the light of current methodology required of them in the teaching and learning process.

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