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STATUS OF HUMAN RESOURCES AND EVALUATION TECHNIQUES USED FOR ENTREPRENEURSHIP DEVELOPMENT PROGRAMME IN POLYTECHNICS IN SOUTH-EAST NIGERIA

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ABSTRACT: *This study was carried out to find out the status of human resources and evaluation techniques used for entrepreneurship development programme in polytechnics in South-east Nigeria. The study adopted descriptive survey design. The study was conducted in all the polytechnics in South-east Nigeria. The population of this study comprised all the 390 entrepreneurship lecturers in polytechnics in South-east Nigeria. As a result of the manageable size, the entire population was used. Thus, there was no sampling of respondents. Data were collected for the study through the administration of validated questionnaire on the respondents. The reliability of the instrument was established using Cronbach alpha (α) reliability statistic. The overall reliability coefficient obtained was 0.84. Two research questions were formulated to guide the study and two null hypotheses were tested at 0.05 level of significance. In analyzing the data collected for the study, mean and standard deviation were used to answer research the questions. T-test inferential statistic was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that the human resources needed for implementing entrepreneurship development programme were available, and all evaluation techniques for entrepreneurship development programme were utilized. The study further revealed that computer, instructional materials and white marker boards, scanner, photocopiers, printers, lecture halls and spacious lecture rooms were available for implementing entrepreneurship development programme of polytechnics in South-east Nigeria. It was recommended, among others that lecturers should continue to use the various teaching methods revealed in study while further efforts should be made to research on other methods that are not included in the option which will also reduce unemployment among the youths. Entrepreneurship educators should continually appraise themselves in order to make worthwhile adjustment in their teaching techniques*

KEYWORDS: status, human resources, evaluation techniques, entrepreneurship development programme, polytechnics**, South**-East, Nigeria

INTRODUCTION

The high rate of unemployment among graduates of polytechnics in Nigeria has become a serious challenge to educationists and the government. It has increased the call for curriculum planners and management of polytechnic education to seek effective methods that will train graduates for the world of work and self-reliance. This explains why the Nigerian government stipulated in her

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National Policy on Education that the acquisition of appropriate skills, abilities and competencies, both mental and physical are pre-requisites for individuals to live in and contribute to the development of the society (Federal Republic of Nigeria (FRN, 2014).

It is in the bid to equip Nigerian graduates with skills and competencies that would enable them become self-reliant upon graduation, that the Federal Ministry of Education directed that entrepreneurship development programme and new venture creation should be included as part of the curricular of polytechnics through the National Board for Technical Education (NBTE) effective from the 2007/2008 academic session (Gabadeen and Raimi, 2012). This is based on the belief that entrepreneurship development programme will help enlighten the youths on how to discover business opportunities, business ideas and act on them promptly in order to harness the opportunity and convert same to profitable venture. The prosperity and progress of a nation depends on the quality of its people. If the people are enterprising, ambitious and courageous enough to bear the risk, the society will develop quickly. Such people are identified as entrepreneurs and their character reflects entrepreneurship (Adeyemi, 2013).

Okolocha and Ile (2011) defined entrepreneurship development as a developmental programme designed to prepare young people to acquire appropriate business skills, ideas and knowledge that will help them to live a fulfilled life, increase their economic status and contribute to the development of the society. Entrepreneurship development is intended to equip graduates with entrepreneurial skills not only to make them to become self-reliant but to be more employable and to contribute their quota meaningfully to economic development.

It is expected that the introduction of entrepreneurship development programme in polytechnics will bring the problem of growing unemployment to an end or at least to the bearest minimum as it has done in some developed countries of the world. According to Kulo, Agbogo and Okudarie (2017), more than a decade has passed after the mandatory entrepreneurship development in polytechnics, yet the expected result is not in view. Graduates of polytechnics are still largely seen on the street of the nation searching for paid employment. On yearly basis, polytechnics turn out graduates who do not show any interest in entrepreneurship venture. Thus, the unemployment rate has remained continuously on the increase year after year.

It has become imperative therefore to examine the status of entrepreneurship development programme in polytechnics in order to address this problem of graduates' unemployment. Status, in this context, is the position of something relative to what it should be. It describes what is obtainable as against what is expected using certain indices as criteria for comparison. The status of entrepreneurship development programme in the context of this study is the state of affairs with respect to entrepreneurship development programme in polytechnics in South-east Nigeria. The areas in which the status of entrepreneurship development programme can be determined are human resources and evaluation methods used in entrepreneurship development programme.

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Evaluation, according to Iro (2016), involves the process of making value judgment based on information from one or more sources. It is a mechanism of determining students' progress towards the attainment of stated cognitive, affective and psychomotor objectives. Since methods used in evaluating students are paramount to the attainment of the objectives of entrepreneurship programme, it is required that entrepreneurship educators should be well armed with appropriate methods needed to evaluate the students objectively. This is because wrong evaluation will give wrong result or impression about entrepreneurship development programme in the polytechnics. In other words, the success of entrepreneurship development programme depends heavily on the effectiveness of the assessment method used by lecturers.

Statement of the Problem

There is growing concern that more than a decade after the introduction of entrepreneurship development programme policy in polytechnics, graduate unemployment seems to remain unabated. It is becoming more worrisome that entrepreneurship development programme which is widely acclaimed to have helped many nations of the world to reduce unemployment has not made much impact on the Nigeria unemployment situation. This is becoming more worrisome as many polytechnic graduates are still found roaming the streets in search of while collar jobs that are scarcely available. Many students who have undertaken entrepreneurship development programme courses do not appear anywhere near entrepreneurship venture after graduation and so remain unemployed.This situation is so obvious that one may ask: what could be responsible for the ugly situation? Could it be linked to the human and material resources used or the evaluation methods adopted by entrepreneurship educators in polytechnics? These questions constitute the worry of this study.

Purpose of the Study

The purpose of the study was to ascertain the status of entrepreneurship development programme in polytechnics in South-east Nigeria. Specifically, the study sought to ascertain the status of:

1. human resources for entrepreneurship development programme in polytechnics in South-east Nigeria
2. evaluation techniques used in entrepreneurship development programme in polytechnics in South-east Nigeria

Research Questions

The study was guided by the following research questions:

1. What is the status of human resources for entrepreneurship development programme in polytechnics in South-east Nigeria?
2. What is the status of evaluation techniques used in entrepreneurship development programme in polytechnics in South-east Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

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Ho_1 There is no significant difference in the mean ratings of male and female entrepreneurship educators on the status of human resources for entrepreneurship development programme in polytechnics in South-East Nigeria.
Ho_2 There is no significant difference between male and female entrepreneurship educators on the status of evaluation techniques used for entrepreneurship development programme in polytechnics in South-east Nigeria.

METHODOLOGY

This study utilized descriptive survey research design in conducting the study. The population of this study comprised all the entrepreneurship lecturers in polytechnics in South-east Nigeria. The population of the study was made up of 390 entrepreneurship educators in polytechnics in South-east Nigeria, comprising both males and females with varied years of teaching experiences. Data concerning the population of the study was obtained from Entrepreneurship Development Centres of the various polytechnics in South-east Nigeria. The entire population was studied since the population size is manageable. Thus, there was no sampling of respondents.

Instrument for Data Collection

The instrument that was used to elicit data for this study is a structured questionnaire, titled: Status of Entrepreneurship Development Programme Questionnaire (SEDPQ) which was developed by the researcher with insight gained from literature reviewed. The SEDPQ consisted of two parts - A and B. Part A focuses on respondents' demographic data such as: gender, and years of teaching experience of lecturers in the polytechnics while Part B is made up of two clusters, B1 to B2, covering the two research questions. The clusters contain items on human resources for entrepreneurship development programme and evaluation techniques in entrepreneurship development programme.

The instrument is structured on a 4-point rating scale with response options as shown below:

Response	**Options**	**Rating**	
Strongly Agree	(SA)	4	points
Agree	(A)	3	points
Disagree	(D)	2	points
Strongly Disagree	(SD)	1	point

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Respondents were required to examine the items in clusters B1 – B2 of the questionnaire and then rate to show the level of their agreement or disagreement with the various items of the questionnaire.

Validation of the Instrument

To ascertain the validity of the instrument for the study, the purpose of the study, research questions, hypotheses and the questionnaire were given to five experts one from Science Education Department and four from Business Education Department, Ebonyi State University, Abakaliki for validation. Their comments and suggestions were incorporated in producing the final copy of the instrument.

Reliability of the Instrument

After determining the validity of the instrument, it was subjected to internal consistency test using the Cronbach Alpha. The items were tested using 30 lecturers in Entrepreneurial Development programme from polytechnics in the South-South Nigeria. The correlation coefficient obtained was coefficient of 0.84. This is considered high enough for the instrument to be reliable.

Method of Data Collection

Copies of the questionnaire were personally administered on entrepreneurship educators by the researcher with the help of research assistants. These assistants were drawn from members of staff in each of the polytechnics in south-east Nigeria where the entrepreneurship development courses are offered. The use of assistants who are members of staff helped in reaching all the respondents and fast tracking the administration of the questionnaire. The assistants were briefed on the modalities of the administration of the questionnaire. The use of telephone calls, text messages and email assisted the researcher to adequately monitor the activities of research assistants.

Method of Data Analysis

Data collected for the study were analyzed using percentage, mean rating and standard deviation. The mean statistic and standard deviation were used in answering the research questions. Hypotheses were tested using the t-test statistic at 0.05 level of significance.

Decision Rule: For the research questions, any item with a mean score that is equal to or greater than 2.5 was considered agreed while any item with a mean scores that is less than 2.5 was considered disagreed.

Presentation of Data

The results of the study were presented in tables according to research questions while the test of hypotheses was presented in tables 3 and 4.

Research Question 1

What is the status of human resources used for entrepreneurship development programme in polytechnics in South-east Nigeria?

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The summary of the analysis of data relating to this research question is presented in Table 1.

Table 1: Mean Result on Status of Human Resources used for Entrepreneurship Development Programme

S/N	Item	SA	A	D	SD	$\bar{x}$	S.D	Remarks
1.	Qualified personnel are adequately hired to teach entrepreneurship courses in the polytechnics.	142	107	82	57	2.86	1.07	Agreed
2.	Lecturers are encouraged for staff development.	179	88	71	50	3.02	1.07	Agreed
3.	Lecturers are sponsored for staff development.	139	131	64	54	2.91	1.03	Agreed
4.	Academic exposure of lecturers is adequate for entrepreneurial development of students.	129	49	63	147	2.41	1.29	Disagreed
5.	Lecturers have good experience of teaching methods.	185	32	73	98	2.78	1.27	Agreed
6.	Lecturers apply necessary teaching methods.	190	49	95	54	2.96	1.13	Agreed
7.	Lecturers are vocationally skilled.	90	132	112	54	2.66	0.98	Agreed
8.	Lecturers can effectively use ICTs in teaching.	281	46	28	33	3.48	0.95	Agreed
9.	Lecturers can prepare quality business plan.	240	96	17	35	3.39	0.93	Agreed
10.	Lecturers can vary their teaching methods to cater for the needs of individual student.	277	23	54	34	3.39	1.02	Agreed
11.	Lecturers use continuous assessment to assess their instructional effectiveness.	166	82	79	61	2.91	1.12	Agreed
12.	Lecturers usually deliver their lessons in sequential order.	190	90	44	64	3.04	1.12	Agreed
13.	Lecturers apply different motivational strategies to boost the interest of the students.	147	44	123	74	2.68	1.16	Agreed
14.	Lecturers can conduct good feasibility studies.	221	25	92	50	3.07	1.14	Agreed
	Grand Mean					**2.96**		**Agreed**

The data in Table 1 reveals the rating of entrepreneurship educators on the status of human resources used for entrepreneurship development programme in polytechnics in South-east Nigeria. The result shows that items 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13 14, received mean scores above 2.50, hence they were rated agreed. Only item 4 received a mean score of 2.41 which is less than 2.50 and was therefore rated disagreed. However, the grand mean of this cluster is 2.96 which is also above 2.50. This implies that the respondents agreed that the relevant human resources needed for implementation of entrepreneurship development programme in polytechnics in South-east Nigeria are available.

Research Question 2

What is the status of evaluation techniques in entrepreneurship development programme in polytechnics in South-east Nigeria?

The summary of the analysis of data relating to this research question is presented in Table 2

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Table 2: Mean Result on Status of Evaluation Techniques in Entrepreneurship Development Programme

S/N	Item	SA	A	D	SD	$\bar{X}$	S.D	Remark
15.	Students are given take home assignments on various topics.	199	23	76	90	2.85	1.27	Agreed
16.	Students' are given group project works to assess their team building and management abilities.	187	101	57	43	3.11	1.03	Agreed
17.	Students' carryout practical in the school to measure the extent various skills have been acquired.	180	37	50	121	2.71	1.32	Agreed
18.	Students' write reports on their practical activities.	226	95	21	46	3.29	1.01	Agreed
19.	Students' are given quiz to determine level of students' cognitive understanding of entrepreneurship concepts and practices.	209	39	91	49	3.05	1.13	Agreed
20.	Students' class participation form part of the overall students' assessment.	190	13	62	123	2.69	1.35	Agreed
21.	Class attendance form part of the overall students' assessment.	194	23	77	94	2.81	1.28	Agreed
22.	Students' continuous assessment.	105	96	121	66	2.61	1.5	Agreed
23.	Students' summative.	158	35	81	114	2.61	1.28	Agreed
24.	Students' final examination.	162	43	67	116	2.64	1.29	Agreed
25.	Students' results are properly moderated.	150	59	80	99	2.67	1.22	Agreed
26.	Students' scripts are properly moderated.	162	57	94	75	2.78	1.18	Agreed
27.	Examinations are well timed.	136	49	102	101	2.56	1.21	Agreed
28.	Examinations are properly supervised.	145	77	106	60	2.79	1.10	Agreed
	Grand Mean					**2.79**		**Agreed**

Table 2 shows the rating of entrepreneurship educators on the status of evaluation techniques used in entrepreneurship development programme in polytechnics in South-east Nigeria. The result reveals that all the items (15, 16, 17, 18, 19, 20, 21, 22, 23 24, 25, 26, 27 and 28) on status of evaluation techniques used in entrepreneurship development programme received mean scores above 2.50. The grand mean of this cluster (2.69) is also above 2.50. This implies that the respondents agreed that all the above evaluation techniques are used in teaching entrepreneurship development programme in polytechnics in South-east Nigeria.

Testing of Hypotheses

The null hypotheses formulated for this study were tested in this section. The t-test statistic was used for testing the Hypotheses. All the hypotheses were tested at 0.05 level of significance.

HO_1: There is no significant difference in the mean ratings of male and female entrepreneurship educators on the status of human resources for entrepreneurship development programme in polytechnics in South-east Nigeria.

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Table 3: t-test Results on Status of Human Resources Based on Gender

S/N	Var.	No	$\bar{X}$	S.D	Df	t-cal	t-crit	Decision	Significance
1.	Male	223	3.03	1.10	386	3.70	1.960	Reject H_O	Significant
	Female	165	2.63	0.98					
2.	Male	223	2.69	1.08	386	7.38	1.960	Reject H_O	Significant
	Female	165	3.46	0.91					
3.	Male	223	2.74	1.01	386	4.04	1.960	Reject H_O	Significant
	Female	165	3.16	1.03					
4.	Male	223	2.66	1.28	386	4.48	1.960	Reject H_O	Significant
	Female	165	2.08	1.24					
5.	Male	223	3.35	1.08	386	11.83	1.960	Reject H_O	Significant
	Female	165	2.02	1.12					
6.	Male	223	3.48	0.91	386	12.13	1.960	Reject H_O	Significant
	Female	165	2.27	1.05					
7.	Male	223	2.65	0.95	386	0.24	1.960	Accept H_O	Not Significant
	Female	165	2.68	1.04					
8.	Male	223	3.49	0.98	386	0.27	1.960	Accept H_O	Not Significant
	Female	165	3.47	0.92					
9.	Male	223	3.64	0.73	386	6.36	1.960	Reject H_O	Significant
	Female	165	3.06	1.06					
10.	Male	223	3.59	0.90	386	4.30	1.960	Reject H_O	Significant
	Female	165	3.15	1.12					
11.	Male	223	2.65	1.15	386	5.50	1.960	Reject H_O	Significant
	Female	165	3.26	0.98					
12.	Male	223	3.27	1.05	386	4.65	1.960	Reject H_O	Significant
	Female	165	2.75	1.15					
13.	Male	223	3.00	1.17	386	6.51	1.960	Reject H_O	Significant
	Female	165	2.25	1.01					
14.	Male	223	3.02	1.15	386	1.13	1.960	Accept H_O	Not Significant
	Female	165	3.15	1.15					
Overall t-test value									
	Male	223	3.09	1.03	386	5.18	1.960	Reject H_O	Significant
	Female	165	2.81	1.05					

Table 3 shows the t-test analysis of responses of male and female entrepreneurship educators on the status of human resources for entrepreneurship development programme in polytechnics in South-East Nigeria. The table revealed that items 1, 2, 3, 4, 5, 6, 9, 10, 11,12 and 13 recorded calculated t-values less than t-critical value of 1.96, hence they were rejected while items 7, 8 and 14 recorded calculated t-values less than t-critical value of 1.96 hence they were accepted. The table also revealed that the overall t-calculated value of 5.18 is greater than the t-critical value of 1.96 at 386 degree of freedom and 0.05 level of significance. Therefore, H_{O1} was rejected. This means that there is a significant difference between the mean ratings of male and female entrepreneurship educators on the status of human resources for entrepreneurship development programme in polytechnics in South-east Nigeria.

HO_2: There is no significant difference between male and female entrepreneurship educators on the status of evaluation techniques used in implementing entrepreneurship development programme in polytechnics in South-east Nigeria.

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Table 4: t-test Results on Status of Evaluation Techniques Based on Gender

S/N	Var.	No	$\overline{X}$	SD	Df	t-cal	t-crit	Decision	Significance
15.	Male	223	2.79	1.30	386	1.07	1.960	Accept H_O	Not Significant
	Female	165	2.93	1.24					
16.	Male	223	2.88	1.03	386	5.40	1.960	Reject H_O	Significant
	Female	165	3.43	0.95					
17.	Male	223	2.63	1.28	386	1.37	1.960	Accept H_O	Not Significant
	Female	165	2.82	1.39					
18.	Male	223	3.45	0.96	386	3.60	1.960	Reject H_O	Significant
	Female	165	3.08	1.05					
19.	Male	223	3.12	1.09	386	1.41	1.960	Accept H_O	Not Significant
	Female	165	2.96	1.19					
20.	Male	223	2.67	1.37	386	0.39	1.960	Accept H_O	Not Significant
	Female	165	2.73	1.33					
21.	Male	223	2.69	1.30	386	2.36	1.960	Reject H_O	Significant
	Female	165	2.99	1.24					
22.	Male	223	2.44	1.04	386	4.05	1.960	Reject H_O	Significant
	Female	165	2.87	1.03					
23.	Male	223	2.75	1.32	386	2.48	1.960	Reject H_O	Significant
	Female	165	2.42	1.22					
24.	Male	223	2.61	1.35	386	0.74	1.960	Accept H_O	Not Significant
	Female	165	2.70	1.21					
25.	Male	223	2.74	1.26	386	1.22	1.960	Accept H_O	Not Significant
	Female	165	2.58	1.20					
26.	Male	223	3.08	1.15	386	5.81	1.960	Reject H_O	Significant
	Female	165	3.40	1.11					
27.	Male	223	2.30	1.14	386	5.29	1.960	Reject H_O	Significant
	Female	165	2.93	1.22					
28.	Male	223	3.13	1.05	386	7.38	1.960	Reject H_O	Significant
	Female	165	2.34	1.02					
Overall t-test value									
	Male	223	2.81	1.18	386	3.04	1.960	Reject H_O	Significant
	Female	165	2.87	1.17					

Table 4 shows the t-test analysis of responses of male and female entrepreneurship educators on the status of evaluation techniques used for entrepreneurship development programme in polytechnics in South-east Nigeria. The table revealed that items 16, 18, 21, 22, 23, 26, 27 and 28 recorded calculated t-values less than t-critical value of 1.96, hence they were rejected while items 15, 17, 19, 20, 24 and 25 recorded calculated t-values less than t-critical value of 1.96 hence they were accepted. The table also revealed that the overall t-calculated value of 3.04 is greater than the t-critical value of 1.96 at 386 degree of freedom and 0.05 level of significance. Therefore, H_{O2} was rejected. This means that there is a significant difference between the mean ratings of male and female entrepreneurship educators on the status of evaluation techniques used in implementing entrepreneurship development programme in polytechnics in South-east Nigeria.

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DISCUSSION OF FINDINGS

The findings of the study revealed that the status of human resources are adequate for implementation of entrepreneurship development programme in polytechnics in South-east Nigeria. The study revealed that qualified personnel are adequately hired to teach entrepreneurship courses in the polytechnics as lecturers are also encouraged for staff development. Again, lecturers are sponsored for staff development, apply necessary teaching methods, vocationally skilled and utilize ICTs in teaching can vary their teaching methods to cater for the needs of individual student. Again, the finding of the study revealed that entrepreneurship educators in polytechnics in South-east Nigeria can prepare quality business plan, vary their teaching methods to cater for the needs of individual student, use continuous assessment to assess their instructional effectiveness. Lecturers usually deliver their lessons in sequential order and apply different motivational strategies to boost the interest of the students. The study also revealed that entrepreneurship educators can conduct good feasibility studies.

The result of this study is also in accordance with that of Iniobong, (2013) who held that among others, the human resources provided for teaching entrepreneurship are competent enough to teach the students, the needed entrepreneurship skills, but lack the facilities for teaching and learning. Similarly, the result of the study carried out by Ani (2016) showed that lecturers had the appropriate teaching skills for effective delivering of lessons, use motivational strategies in their lectures and deliver their lectures in sequential order quite adequate. The study of Oduma (2012) equally revealed that lecturers are exposed to ICT knowledge, they are skilled in the preparation of business plan and always prepared for their lectures.

The findings of the study with respect to the tested hypothesis on Table 3 indicated that there is a significant difference between the mean ratings of male and female entrepreneurship educators on the status of human resources used for entrepreneurship development programme in polytechnics in South-East Nigeria. This implies that there is no consensus among the respondents in terms of gender on the status of human resources used for entrepreneurship development programme in polytechnics in South-East Nigeria.

The findings of this study reveals that evaluation techniques used for entrepreneurship development programme in polytechnics in South-east Nigeria. The result of the study also revealed that entrepreneurship educators in polytechnics in South-east Nigeria used take home assignments on various topics, students' group project to assess their team building and management abilities, practical, report writing, quiz, class participation and class attendance to evaluate students in entrepreneurship development. Other evaluation techniques used by entrepreneurship educators as revealed by the study include continuous assessment, with properly moderated, questions and scripts, properly supervised and well timed final examination.

The findings of this study is in accordance with Olannye (2015) who found out that the use of continuous assessment (CA) as evaluation technique has been effective in monitoring students'

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academic progress and a means lecturers assess the efficacies of their instructional strategies. The consistent and effective use of continuous assessment determines the strength or weakness of the pedagogical approach adopted by lecturers through students' performances. Olannye (2015) maintained that through continuous assessment students demonstrate their commitment to tasks over time, their work-force readiness and their competence in team or group performance contexts. CA reinforces students' zeal for active learning. Similarly, Akpomi (2009) maintained that evaluation techniques used in entrepreneurship development should not be examinations only. The advocated for continuous assessment because with it, students who are not making progress can be detected and the cause of the defect could be detected and possible remedy provided intermittently.

The findings of the study with respect to the tested hypothesis on Table 4 indicated that there is a significant difference between the mean ratings of male and female entrepreneurship educators on the status of evaluation techniques used in entrepreneurship development programme in polytechnics in South-east Nigeria. This implies that there is no consensus among the respondents in terms of gender on the status of evaluation techniques used in entrepreneurship development programme in polytechnics in South-east Nigeria.

CONCLUSION

It was also concluded that entrepreneurship educators in polytechnics in South-east Nigeria use lecture method, games method, design based method, case study method, group discussion method and cooperative learning method and that the available human resources are adequate for implementation of entrepreneurship development programme in polytechnics in South-east Nigeria. The study also concluded that entrepreneurship educators in polytechnics in South-east Nigeria among others used take home assignments on various topics, students' group project to assess their team building and management abilities, practical, reports writing, quiz, class participation and class attendance to evaluate students in entrepreneurship development and that computer, instructional materials and white marker boards are available for implementing entrepreneurship development programme of polytechnic in South-east Nigeria. Again, the study concluded that there is no significant difference between the mean rating of male and female entrepreneurship educators on the status of human resources and evaluation techniques used for entrepreneurship development programme of polytechnics in South-east Nigeria.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were made:

1. Lecturers of entrepreneurship development programme should continue to use the various teaching methods revealed in this work while further efforts should be made to research on other methods that are not included in the option which will also reduce unemployment among the youth.
2. Polytechnics in other geo-political zones in Nigeria should ensure that various findings of the study are adopted in their institutions for competent entrepreneurial development of students

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especially with respect to domiciliation, methods used in teaching and adequacy of human resources for entrepreneurship development programme.

3. Entrepreneurship educators should continually appraise themselves in order to make worthwhile adjustment in their teaching techniques using strategies such as continuous assessment and self appraisal techniques.

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