UNIVERSITY OF CAPE COAST

THE ROLE OF ENTREPRENEURSHIP EDUCATION IN NEW VENTURE CREATION IN THE HIGHER EDUCATION INSTITUTIONS: A CASE STUDY OF KUMASI POLYTECHNIC

JOHN KOFI MENSAH

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BY

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A dissertation submitted to the Centre for Entrepreneurship and Small Business Development of the School of Business, University of Cape Coast, in partial fulfillment of the requirement for the award of Master of Business Administration in Entrepreneurship and Small Enterprise Development

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ..... Date:.....

Name: John Kofi Mensah

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: ..... Date: .....

Name:Dr. Nana Yaw Oppong

ABSTRACT

While the number of entrepreneurship education programmes is growing, their impact is under-researched and studies paint anambiguous picture of the impact of entrepreneurship education. This study therefore examined the role of entrepreneurship education in new venture creation in the tertiaryeducation. This study was basically quantitative in nature. Descriptive statistical methods were used to analyze the data obtained from 227 participants who were students and lecturers from Kumasi Polytechnic.The findings revealedthat entrepreneurship was core course that is taught at the Polytechnic. The course content included developing business plans, how to acquire start-up capital, how to grow business, taking initiatives and inculcating entrepreneurial mind-set into students. It wasestablished that the teaching mode of the entrepreneurial courses at the polytechnic shouldbe reviewed to enhance experiential learning for the full benefit of using entrepreneurshipeducation as a tool for economic development to be realized. It was also realized from thestudy that most students study the course because it is perceived to be the mostappropriate means to job creation that enables students to become effectiveentrepreneurs.The study recommends that the curriculum should be reviewed to close the mismatch between what is learnt in the classroom and what is practiced by iconic entrepreneurs.

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DEDICATION

This work is dedicated to my wife Mrs. Regina Mensah.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Today, more than ever in their history, higher education institutions are being judged by the waysin which they respond to the social and economic needs of society, that is, how they are facilitatingsocial mobility and wider access to higher education for disadvantaged groups.How their actionsenhance graduate employability, their short-term and long-term contributions to national economic growthand local development, and the ways in which they are stimulating the birth of new enterprises andinnovation in existing firms. However, the complexity of our world is constantly adding new challenges forhigher education institutions. Notwithstanding the fact that not all of the challenges require direct responses or can be solved by highereducation institutions.

Yet, in their totality, these challenges raise questions about the current shapeand constitution of the educational sector (tertiary level).Some scholars call for a deep, radical and urgent transformation(Barber, Donnelly & Rizvi, 2013), questioning in particular the relevance of traditional conceptual andorganisational models of higher education institutions. There isno "unique" approach, but a variety of ways in which higher education institutions can actentrepreneurially, for

example, in how they manage resources and build organisational capacity,involve external stakeholders in their leadership and governance, create and nurture synergiesbetween teaching, research and their societal engagement, and how they promote entrepreneurshipthrough education and business start-up support, as well as knowledge exchange to enhance theinnovation capacity of existing firms (Shane, & Delmar, 2004).

Entrepreneurship involves identifying, evaluating, and exploiting opportunities and introducing new products to the market through organised efforts (Carree &Thurik, 2010; Kirzner, 1997; Knight, 1921; Miller, 1983; Schumpeter & Backhaus, 1934; Shane, 2003). There is a general recognition that entrepreneurship contributes to economic ert68evelopment, competition, innovation and employment generation in economies (de Kok & de Wit, 2014).

For instance, in Zambia, Micro, Small and Medium-sized Enterprises (MSMEs) account for 97% of all firms and contribute 89% of the jobs in the economy (CSO, 2013). In developed countries like the United Kingdom, MSMEs account for 89.9% of all enterprises, 58.8 % of private sector employment and 48.8% of private sector turnover (Lord Young, 2012).

Given the potential benefits in relation to entrepreneurship (Gray, 2006), there is increasing expectation that entrepreneurship addresses the unemployment challenges faced by young university graduates (Henry, 2013). On one hand, as technology and contingent factors are changing,

the expectations of employers are shifting and they increasingly demand for graduates who possess enterprising or entrepreneurial attributes to help them develop competitive advantage (CBI - NUS, 2011; Collins, Hannon & Smith, 2004; Galloway, Anderson, Brown & Wilson, 2005; Mitra, 2011; Wilson, Vyakarnann, Volkmann, Mariotti & Rabuzzi, 2009). Competition for jobs is becoming intense, therefore, students need to proactively develop appropriate skills to align with the changing job market (Woodier-Harris, 2010). On the other hand, tertiary education is no longer apassport to secure employment for the 21st century graduate (Collins, Hannon, & Smith, 2004;Nabi & Bagley, 1999).

Globally, the number of new graduates is increasing while available jobs are fewer, compelling stakeholders to consider initiatives that promote new venture creation as a viable career option (Culkin, 2013; Nabi &Holden, 2008). Thus, understanding factors that promote graduates' involvement in entrepreneurship becomes vital (Nabi, & Holden, 2008)

Entrepreneurial learning has recently emerged as a new practice involvingboth entrepreneurship and higher education processes (Mitra, 2011). Cope(2005) observed that 'a better theoretical grasp of entrepreneuriallearning is imperative, as it is through learning that entrepreneursdevelop and grow.' Building on an educational case study, Rae (2009)defines entrepreneurial learning as learning to recognize and act on opportunities,and interacting socially to initiate, organize and

manageventures. This process has the double connotation both of learningto behave in, as well as learning through entrepreneurial ways. Learningshould be relational, authentic, relevant, useful and productivelyshared (Rae 2009). However, the concept of entrepreneurial learning has been mainly defined from a perspective of entrepreneurship theory.

For instance, Minniti and Bygrave (2001) define entrepreneurshipas a process of learning, where entrepreneurial learning is describedas generated, at least in part, by the reinforcement of the belief incertain actions due to their positive outcomes. Similarly, Politis (2005) describes entrepreneurial learning as a process that facilitates the developmentof necessary knowledge for being effective in starting up andmanaging new ventures. Entrepreneurship is a new and growing field in scientific research and education, as there have been considerable academic efforts focused on entrepreneurship education, helping this field to develop and gain momentum and to contribute to the understanding thereof (Fayolle, 2007).

Over time, the need for entrepreneurship to solve social issues such as unemployment through creating jobs has become obvious, especially in developing countries. To understand this phenomenon of entrepreneurship, academic research into this field has expanded around the world (Fayolle & Gailly, 2008). This is evident in the research that

started at Harvard Business School in 1945 with their main interest in the explosive growth of entrepreneurship education (Kirby, 2004).

Entrepreneurship education must equip future entrepreneurs with the necessary skills to meet the need to accelerate economic development through generating new ideas and converting those ideas into viable and profitable ventures (Tucker & Selcuk, 2009). The entrepreneurship education concept has become an important economic and social phenomenon as well as a popular research subject. It has also become an academic and teaching field (Fayolle & Gailly, 2008), considering the rapidly increasing number of universities worldwide, which offer entrepreneurship programmes and courses.

The first class of student of 1945 at Harvard Business School sparked the interest in and the explosive growth of entrepreneurship education in the global village (Kirby, 2004). A number of good studies have traced the development and state of entrepreneurship education (Kuratko, 2003; Garavan & O'Cinneide, 1994). These studies have revealed the remarkable progress that has been made in this field, helping it to develop and gain momentum (Fayolle, 2007).

Statement of the Problem

The type of education provided in most higher education institutions produce graduates for whom there exists little or no job market demands.It is quite surprising to find that so few courses and

programmes actually have adopted these principles and theories in practice. Neck and Greene (2011) state that it is only in theory, not in practice, that there is agreement that entrepreneurship should be taught differently from traditional management courses. Mwasalwiba (2010) posits that this can be explained by the higher cost and the difficulty to align action-based approaches to the conventional university system of teaching and awarding. Gibb (2005) argues that the culture of business schools, in which entrepreneurship is predominantly taught, is strongly influenced by the corporate model valuing order, control, planning and compartmentalizing of knowledge.

Entrepreneurship has not attracted the needed attention by teachers and students at the tertiary institutions. Sometimes the theory is taught in schools but not practiced by students after graduation. This contrasts with the tacit experiential knowledge gained through learning by doing (Cope & Watts, 2000), seen as a foundation of entrepreneurship education which is action-based (Rasmussen & Sørheim, 2006).

Action-based entrepreneurship programme, where real-life ventures are created within the educational framework, seems to be very rare. And this is despite its seemingly strong positive effects on student engagement, new venture creation and tertiary-based commercialization structures (Siegel, 2009; Berggren, 2011). Thus, the research question is: What obstacles are experienced when establishing (facilitating) a venture

creation programmes at a Higher Education Institution (particularly financial, educational and incentive related)?

In Ghana graduate unemployment has undoubtedly become a herculean national canker of which every government has to deal with. A section of the public are of the view that job opportunities for new graduates are few whiles others contend that there are enough job opportunities but the type of graduates produced from the institutions of higher learning arenot all that suited for the available jobs. (Gibb, 2007).

Objectives of the Study

The main objective of the study is to examine the role of entrepreneurship in new venture creation in the higher education institutions. The study sought to specifically to:

1. examine what entrepreneurial mind-set and enterprising skills that are imparted to students of higher educational institutions.
2. ascertain the capabilities of students to start, operate and grow an enterprise effectively.
3. examine the obstacles that are experiencedwhen establishingentrepreneurship programmesat higher education institutions.
4. develop possible interventions that can help in improvingthe entrepreneurial training in the Higher Education Institutions.

Research Questions

The research objectives have been turned to the following research questions:

1. What are the entrepreneurial mind-set and enterprising skills that are imparted to students of higher educational institutions?
2. What are the capabilities of students to start, operate and grow an enterprise effectively?
3. What are the obstacles that are experienced when establishingentrepreneurship programmes at higher education institutions?
4. What are the possible interventions that can help in improvingthe entrepreneurial training in the Higher Education Institutions?

Scope of the Study

The study covered a number of issues on entrepreneurship in higher education; this included what entrepreneurship is about, entrepreneurship in higher education, relevance of entrepreneurship education, key issues and challenges of entrepreneurship education, objectives of entrepreneurship education, teaching approaches and methods of entrepreneurship education, content of entrepreneurship, etc. The study was based on primary data that was collected from respondents in the Kumasi Polytechnic in the Ashanti Region of Ghana between the period of August and September, 2015.

Significance of the Study

The study would contribute to literature that already exists on entrepreneurship and venture capital creation. The students at the higher education levels will be challenged by this study to opt for entrepreneurship programme and cultivate entrepreneurial skills not as one of the alternatives means of solving unemploymentproblem but also a desired to create wealth and own businesses. The research findings would assist universities and polytechnicto evaluate their curricula on entrepreneurship and make necessary adjustments as the case may be. When entrepreneurship is well entrenched, tertiary institutions stand to benefit from innovative teaching in the subject of entrepreneurship.

Finally stakeholders in the Polytechnic education, policy makers and the National Council for Tertiary Education will rely on the recommendations to improve upon decisions regarding the training of tertiary students.

Organisation of the Study

The study was organised into five chapters. Chapter one dealt with the background of the study, statement of the problem, objective of the study, research questions, scope of the study, organisation of the study and significance of the study. Chapter two covered the review of related literature which included theoretical review on entrepreneurship,theory on

venture creation programmes (VCPs),obstacles to establishing a VCP in theory, what entrepreneurship is about, eentrepreneurship education in higher institutions, entrepreneurship education, and relevance of entrepreneurship education, key issues and challenges in entrepreneurship education.

Chapter three was the research methods for the adopted for the study. This covered description of the study area, research approach, study design, sources of data, the target population, sample and sampling procedures, data collection procedure, data collection instrument, pre-testing of instrument and data analysis. Chapter four dealt with the analysis, presentation of results and findings. The final chapter which was Chapter five covered summary, conclusions and recommendations, as well as suggested areas for future research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter focuses on review of relevant literature on entrepreneurship and new venture creation in the higher education institutions, theory on venture creation programmes with a conceptual framework crafted for the study.

Theoretical Framework for the Study

The theoretical definition of a venture creation programme (VCP) is derived from the tripartite classification of mental activities often used within psychology(Hilgard, 1980), where the study of mind is divided into three constructs – cognition, affectionand conation – i.e. knowledge, feelings and actions respectively. Using two of these threeconstructs, a VCP is defined as a programme where both affective and conative learning dimensionsare perceived as very high due to the students engaging in real-life venture creation during theeducational programme.

The use of these constructs within the domain of entrepreneurship education has been pioneered by Kyro (2008), Gibb (2005) and Krueger (2005). In the view of Kyro(2008) actionpedagogies, in the form of

affection and conation, are fundamental to learning and thus should beat the core of entrepreneurship education, in contrast to the cognitive learning paradigm prevalentat most universities. Lackéus and Williams-Middleton (2011) elaborated these constructs in relation to VCPs and supported by 'learning by doing' (Dewey, 1916), action learning (Revans, 1971), reflective practice (Schön, 1983), and experiential learning (Kolb, 1984).

The affective construct – feelings and emotions – has been significantly less explored inconnection to education. Despite the in depth discussion of entrepreneurial learning by Cope and Watts (Cope, 2005, Cope & Watts, 2000), stating that theemotional intensity of an experience is believed to increase the resultant depth of reflection andlearning, many scholarly disciplines still seem to systematically omit and devalue emotions(Boler, 1999).

However in general, descriptions andreferences to these types of programmes seem to be limited, with extremely few contributions beforethe turn of the millennium. Common themes in the above mentioned literature are action-basedlearning, the venture creation process, university commercialisation, importance of an externalnetwork of resources, and regional development aspects.Lackéus and Williams-Middleton(2011) have illustrated fourmain observations of VCPs: there are three typologies of ventures created: ventures based on studentideas or venture based on external ideas, the importance of interdisciplinary in

programme design, focus on the process rather than the 'conventional functional paradigms' (Gibb, 2005) and ownership plays both legal and emotional role in the venture created.

In addition, the importance of association toentrepreneurial ecosystems that facilitate boundary spanning activities, not only acrossuniversities' schools, such as business, engineering and medical, but engagement of localnetworks, including regional and alumni networks. It is speculated that these characteristics of aVCP might negatively influence the likelihood of their existence, such that there are variousobstacles to incorporating these characteristics into a programme. To make them less common thanmore conventionally-based programmes. Building upon literature, identifying financial,educational and incentive based categories of obstacles to institutionalization of such programmes,it continuous by exploring possible obstacles previously described in literature around actionbasededucation generally and VCPs more specifically.

Given the increasing consensus among scholars on the virtue of action-based entrepreneurship education and the multitude of available theoretical frameworks for this approach (Revans, 1971, Kolb, 1984; Schön, 1983; Dewey, 1916), it is quite surprising to find that so few courses and programmes actually have adopted these principles and theories in practice. Neck and Greene (2011) state that it is only in theory,

not in practice, that there is agreement that entrepreneurship should be taught differently from traditional management courses.

Mwasalwiba (2010) posits that this can be explained by the higher cost and the difficulty to align action-based approaches to the conventional university system of teaching and awarding. Gibb (2005) argues that the culture of business schools, in which entrepreneurship is predominantly taught, is strongly influenced by the corporate model valuing order, control, planning and compartmentalizing of knowledge.

Hence entrepreneurship has not attracted the needed attention by teachers and students at tertiary institutions. Sometimes the theory is taught in schools but not practiced by students after graduation. This contrasts with the tacit experiential knowledge gained through learning by doing (Cope & Watts, 2000), seen as a foundation of entrepreneurship education which is action-based (Rasmussen & Sørheim, 2006). Action-based entrepreneurship programme, where real-life ventures are created within the educational framework, seems to be very rare, despite its seemingly strong positive effects on student engagement, new venture creation and tertiary-based commercialisation structures (Siegel, 2009, Berggren, 2011). Thus, the research question is: What obstacles are experienced when establishing (facilitating) a venture creation programmes at a Higher Education Institution (particularly financial, educational and incentive related).

Entrepreneurship Education

According to Shepherd and Douglas (1997) and cited by Solomon (2007) "the essence of entrepreneurship education is the ability to envision and chart a course for a new business venture by combining information from the functional disciplines and from the external environment in the context of the extraordinary uncertainty and ambiguity which faces a new business venture".

Furthermore, Albert, Sciascia, and Poli (2004), defined entrepreneurship as "the structured formal conveyance ofentrepreneurial competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures. Entrepreneurship manifests itself in creative strategies, innovative tactics, uncanny perception of trends and market move changes, courageous leadership when the way forward is not obvious and so on.

Currently, universities are expected to play a new role in society, in addition to research and teaching, by applying a third mission" namely that of economic development. This development has been apparent in many US universities for decades, and is currently accelerating also in Europe (Rasmussen & Sorheim, 2006). The primary purpose of entrepreneurship education in higher education institutions should be to develop entrepreneurial capacities and mindsets (European Commission, 2008). A perceived lack of relevant experience and self-confidence are

two often-cited reasons for new graduates not engaging in entrepreneurship after graduation. It is perceived that the university experience could bridge this cap.

The learning experience needs to build depth and breadth in awareness and understanding of entrepreneurship education. Although not applicable in all cases, the general approach would be to provide exposure and positive and motivational experiences during the early stages of university life. This then provides a platform from which to build depth and capability in preparation for an entrepreneurial career at the point of exit. The important point here is one of progression, not only through universities, but also through the whole education system at all levels (European Commission, 2008).

Higher education institutions can help create a more entrepreneurial disposition among young people by instilling a clear understanding of risks and rewards, teaching opportunity seeking and recognition skills as well as creating and building enterprises. They can also play a role in developing entrepreneurial traits in students (Jesselyn & Mitchell, 2006). With the recent increase of university graduates and self-employment and business ownership being perceived as growing employment opportunities, it has been recognised and acknowledged that higher education needs to be equipping its graduates better for the diverse range of skills required to manage this type of work (Carey & Naudin, 2006).

Entrepreneurship Education in Tertiary Institutions

Entrepreneurship education is critical for developing entrepreneurial skills, attitudes and behaviours that form the basis for the economic growth of a country. Entrepreneurship education at universities can have a positive influence in attitudes towards entrepreneurship, and in turn promote entrepreneurship as a useful and respectable career prospect for graduates (Galloway & Brown, 2002).

According to Matlay (2006), many universities claim that they offer entrepreneurship education at an advanced level whilst focusing on writing business plans, acquiring start-up capital and developing managerial skills, particularly nascent entrepreneurs.

For Hamidi, Wennberg, and Berglund, (2008) primary goal for the majority of the programmes was to increase the awareness and understanding of entrepreneurship as a process. The second major goal was to increase students‟ awareness of entrepreneurship as a career possibility. Universities, especially technical universities, can be seen as engines of scientific and technological invention and play an important role in transforming the invention and technological development into innovation (Volkmann, Wilson, Mariotti, Rabuzzi, Vyakarnam, & Sepulveda, 2009).

Universities play a key role in harnessing the talents of students, graduates and researchers. A university can be conceptualised as a societal innovation system, and entrepreneurship education, when embedded in such a system, could be regarded not only as a task of producing entrepreneurially oriented competent individuals, but also reproducing the social mechanisms that underpin and facilitate the birth and growth of businesses (Petridou, Sarri, & Kyrgidou, 2009).

In addition, universities play a key role as entrepreneurial hubs, connecting researchers, students, entrepreneurs, business enterprises and other stakeholders. Nevertheless, access and exposure to entrepreneurship within educational systems at all levels is important as they are intended to target audiences even outside universities by way of outreach programmes (Volkmann et al., 2009).

In order to get a clear understanding of the term entrepreneurship education‟ as used in this research, it is vital to provide a pertinent and permissible definition of entrepreneurship and entrepreneurship education.

Entrepreneurship

Entrepreneurship will be defined as the process by which a prospective entrepreneur or entrepreneur pursues opportunities without regard to the resources that they presently control. This essentially means the ability of the entrepreneur to combine all other productions means

namely, natural resources, capital and labour to ensure that the business become a success (Strydom & Nieuwenhuizen, 2007). Rwigema and Venter (2004) further define entrepreneurship as a "process of conceptualising, organising, launching and through innovation nurturing a business opportunity into a potential growth venture in a complex and unstable environment"

Importance of Entrepreneurship Education

Generally, education is a lifelong process of developing the powers of reasoning and judgment as well as preparing individuals for life (Matheson, 2008). Specifically, formal education is a structured process in which knowledge, skills, attitudes, character and behaviour of a person are shaped and molded (Kolb et al., 2001; Krathwohl & Bloom, 2002; Matheson, 2008). Scholars have indicated that education is a mirror of society since it reflects societal priorities. Therefore, whenever the needs of society change, its education system changes accordingly. Since education's aims and methods depend on the nature of the society, certain factors are expected to shape the emphases of education. These may include socio-cultural conditions, geographical position, economic conditions, political/government policies as well as philosophy (Matheson, 2008; Wilson, Vyakarnam, Volkmann, Mariotti, & Rabuzzi, 2009; Gibb, 2007).

Wilson, Vyakarnam, Volkmann, Mariotti and Rabuzzi, (2009) claim that entrepreneurship is the engine fuelling innovation, employment generation and economic growth. Considering the power that education has in developing the skills that generate an entrepreneurial mind-set and in preparing future leaders for solving more complex, interlinked and fast-changing problems, it is clear that enterprise education is important (Wilson, et al. 2009). Mitra (2011) suggests that there is need to integrate the acquisition of entrepreneurial competencies and 'soft skills' such as creativity, initiative and persuasion in the curriculum across all ages and subjects. This implies a shift from the traditional emphasis on evaluating the ideas of others to generating and implementing one's own ideas.

Mitra (2011) further notes that whatever the definition of entrepreneurship, it is closely associated with change, creativity, knowledge, innovation and flexibility, which are important sources of competitiveness in an increasingly globalised world economy. The world is changing fast. The number of people working in small firms or who are self-employed has grown sharply, while jobs in the public sector and large firms are cut back (Galloway, Anderson, Brown, & Wilson, 2005; Rae, Martin, Anclif, & Hannon, 2012). These trends seem set to continue. Young people seeking jobs need to be more flexible and entrepreneurial. Even in larger firms, public and voluntary sectors, entrepreneurial skills are more highly valued than they were in the past (CBI - NUS, 2011;

Davies, 2002). Thus, the education systems are playing an important role in developing people for the changing world of work and employability.

According to Cheng, Chan, and Mahmood, (2009) there has been a growing burgeoning of entrepreneurship education since mid – 1990s as an emergence of new economic direction whereby knowledge has become a predominant resource for economic activities. This was matched by a corresponding growth in the number of courses offered by both academic institutions and by enterprise agencies of one sort or another (Jack & Anderson 1999). They further argue that this development is a consequence of a variety of interrelated changes in the national and international economy. They identify three sources of demand: governmental, students, and education and the business world (Niyonkuru, 2005).

The governmental source of demand is primarily economic and is driven by the shift towards a post-florist economy, aimed at developing an entrepreneurial culture oriented to job creation (Jack & Anderson, 1999; Niyonkuru, 2005). It is documented that most new jobs arise from entrepreneurial small firms (Nieman & Nieuwenhuizen, 2008). Unemployment is a rampant challenge in many communities and as such most people seeking employment depend on entrepreneurs to embark on new ventures and hire them.The second source of demand for entrepreneurshipeducation is the students. Jack and Anderson (1999)

suggest that there are two sets of reasons why students may want to study entrepreneurship.

Firstly, the student may plan to start their own business; secondly, they may wish to acquire knowledge, which will be helpful in their careers in larger organisations. Some researchers even propose that some students may be attracted to enterprise learning as insurance against economic downturn. The third source of demand for entrepreneurial education is business itself. Alberti et al. (2004) point out that, on one hand, there seems to be a general shortage of managerial skills in small and micro enterprises and on the other hand, within larger companies there is a need for managers who are oriented to the development of new business initiatives to ensure a continuous renewal of products and services.

Entrepreneurship Education in Ghana

In a study on how the teaching and learning of entrepreneurship can reduce graduateunemployment in Ghana, it was revealed that some of the problems that universitygraduates face include demand for years of experience, understanding the differencebetween theories and practice and a choked public sector employment. It was also revealedthat entrepreneurship courses are relevant and contribute toward curbing graduateunemployment and result in economic growth.

According to Amponsah (1997), theteaching techniques were found to be mostly theoretical with little or no practical methods.In the view of Owusu-Ansah (2004),there was the need to invest more resources to make entrepreneurship education more effective inaddressing the unemployment challenge is very important.

Entrepreneurship education encourages the growth of personality traits, creativity, risktaking, responsibility, and provision of practical and business skills that are needed to initiatenew ventures. The exposure of university students to entrepreneurship education unleashesthe entrepreneurial spirit in students and significantly leads to the reduction of graduate unemployment. However, there is the feeling that the training received by universitystudents has not been fully successful in equipping them with the required skills andcompetences needed for job creation and self-employment.

In Ghana, many of the tertiary institutions offering courses in entrepreneurship have coursecontents that are more theoretically inclined. The Ghanaian entrepreneurship coursecontents include topics such as creativity and innovation, start-up issues, marketingresearch, managing people, financial planning and business plan. However, most of theseare taught theoretically with little or no practical work.

Giving the relevance ofentrepreneurship, there must be well drafted course contents that will ensure that studentsare equipped with the necessary entrepreneurial skills with which they can start their

ownenterprises. The theoretical emphasis of such a course may not enhance the innovative andcreative capabilities of the future entrepreneurs. Entrepreneurship course has become morerelevant in the educational curriculum of most of the higher education institutions in Ghana.

Most of the public institutions of higher learning have realised the importance of self-employment and have taken steps to introduce entrepreneurship in their curriculums. Thereis a renewed interest in encouraging a culture of entrepreneurship in the country. Most of thepublic universities and the Polytechnics, including, University of Professional Studies,University of Ghana, University of Cape Coast, Kwame Nkrumah University of Science andTechnology, University of Education and the University for Development Studies haveintroduced entrepreneurship courses in their curricular development with the ultimate aim ofgetting graduates to make jobs instead of taking jobs.

Curbing Unemployment Menace in Ghana

In curbing the unemployment situation, many universities in Ghana, both public and private,have introduced entrepreneurship courses in their curricular. This is in an attempt to reversethe trend of graduate unemployment through the provision of necessary education andtraining in entrepreneurial skills for business set ups and the creation of awareness of self-employment as a viable career option.Ghana government

initiatives such as the establishment of Venture Capital Trust Fund(VCTF) and the Graduate Business Support Scheme (GBSS) are some of the policies andinterventions that enable graduates to directly derive some benefit for job creation.

TheGBSS is a recent private-public sector support scheme aimed at equipping 10,000unemployed graduates nationwide with business-focused skills, experiences and exposuresto enhance their chances of employability. The scheme aims to provide sponsorship foracquisition of practical experience for the attainment of knowledge in international bestpractices and also to aid graduates to set up 100 trans-generational businesses in Ghana.GBSS was established in collaboration with the Ministry of Employment and Social Welfareand the Graduate Business Support Scheme Limited (GBSSL).

The scheme is support bythe Management Development and Productivity Institute (MDPI), Ministry of Finance,Ministry of Local Government and the Ministry of Youth and Sports (Ghana governmentwebsite). The VCTF on the other hand was established by ACT 680 in 2004 as aGovernment of Ghana initiative to provide finance to Small and Medium Scale Enterprises(Venture Capital website). Other ongoing government of Ghana support programs suchas the Local Enterprises and Skills Development Program (LESDEP), the Youth Enterprisesand Skills

Development Centre (YESDEC), and the Rural Enterprises Project (REP) are allgeared toward curbing the unemployment menace in the country.

With the increasing levelof unemployment in Ghana, self-employment initiatives have become high on the country'sagenda. Self-employment initiatives are being encouraged with the hope that alternative foremployment in the formal sector could be achieved. Research findings have indicated thatabout 250,000 young people enter Ghana labor market annually and less than 5000representing (2%) get employed in the formal sector, leaving about 98 percent unemployed. It has been estimated that annual graduate unemployment in Ghana is 44 percent. Morethan 30 percent of the 250,000 Ghanaians who seek employment have education frominstitutions of higher learning in Ghana. This unemployment situation calls for graduateswith entrepreneurial knowledge and skills to help in job creation for the development of theeconomy.

Specific Pressures Molding the Need for Entrepreneurial Skills

In the challenging economic environment, entrepreneurial skills can be beneficial (Collins, Hanon, Smith 2004; Robertson, Collins, Meddeirs, & Slater, 2003; Woodier-Harris, 2010). The challenges continue to create greater uncertainty and complexity confronting people at four levels: global, societal, organisational, and individual levels (Fayolle, 2007; Gibb, 2007). Firstly, at the global level, the reduction of

trade barriers tointernational business, standardisation of goods and services, in conjunction with the advancements in technology, all combine to provide more competition, opportunities as well as uncertainties.

Secondly, in countries with open market economies, privatisation, reduced welfare and social security spending, high unemployment and mounting environmental concerns, there are greater complexities and uncertainties. Thirdly, at the organisational level, the need for restructuring and re-engineering for efficiency and effectiveness, as well as the growing demand for flexibility in the workforce, lead to an uncertain climate. Lastly, at the individual level, there is a wider variety of sources of employment uncertainty such as more responsibility at work and more stress, more short term contracts and few employment opportunities.

Types of Enterprise and Entrepreneurship Education

Scholars argue that there is a difference between 'enterprise' and 'entrepreneurship' and similarly between 'enterprise' and entrepreneurship' education. For example, scholars often ask the question "are they trying to develop enterprising graduates or entrepreneurial graduates?" (Kirby, 2004). This query implies that it is necessary to distinguish between the broader meaning of enterprise education and the narrow meaning of entrepreneurship education (Henry et al., 2003).

Specifically, some scholars perceive enterprise education as a process of equipping students (or graduates) with an enhanced capacity to generate ideas and the skills to proactively make them happen. Others believeentrepreneurship education is a process that equips students with the additional knowledge, attributes and capabilities required in the context of setting up, managing and growing a new venture or business (QAA, 2012; Rae, Martin, Ancliff, Hannaon,2012; Williamson et al., 2013).

Numerous scholars (Hills, 1988; Jamieson, 1984; Mcmullan & Long, 1987) highlight the variety of approaches/paradigms of entrepreneurship education with variations in content, learning methods and goals. These approaches broadly comprise education 'through' enterprise, education 'in' entrepreneurship, education 'about' entrepreneurship, and education 'for' entrepreneurship (Béchard & Grégoire, 2005; Blenker et al., 2011; Honig, 2004).

Enterprise and Enterprise Education

Enterprise is defined as the application of creative ideas and innovations to practical situations (Rae et al., 2012). It combines creativity, idea development, initiative, independence and problem solving with communication and practical action. This definition is distinct from the generic use of the word in reference to a project or business venture (Bridge et al., 2009; Gibb, 2000). Education "through"

enterprise embraces teaching approaches/styles which require idea generation and action-based learning (entrepreneurial situations) as part of the education process. Consequently, enterprise values, attitudes and behaviours are learnt through the process (De Faoite et al., 2003; Hannon, 2005; Matlay & Mitra, 2002). Gibb (2007) provides a framework of entrepreneurial behaviours, skills, attributes and values that enterprise education should attempt to develop/enhance.

Obstacles to Establishing a VCP in Theory and Literature

After investigating five different cases of programmes putting special emphasis on the learning-by doing approach, Rasmussen and Sørheim (2006) found it necessary for universities to employ substantial amounts of resources when establishing such a programme compared to most other types of programmes. It also seemed necessary to include a broader range of activities than in traditional classroom settings. These findings are in line with observations from the recent literature study by Mwasalwiba (2010), stating that the cost of action-based teaching methods is a major hurdle.

Many scholars point out that action-based entrepreneurship education is experiencing frequent difficulties in aligning to the most common university values and educational philosophies (Taatila, 2010, Hager, 2005, Kyrö, 2005, Gibb, 2005). Kyrö (2008) states that action-focused approaches are outright contradictory to many educational

paradigms, such as behaviourism and the cognitive paradigm. Taatila (2010) states that the most suitable educational philosophy for entrepreneurship education is likely to be pragmatism. According to Ardalan (2008), universities have indeed been shown to act according to their underlying philosophies of education when specifying course goals, learning outcomes and content. Based on this, it was hypothesized that many of the obstacles encountered when trying to establish a VCPs are related to a university's dominant educational paradigm (Lockerus & Williams-Middleton, 2011).

The third area of potential obstacles concerns incentives for starting and running VCPs, or rather lack of incentives. Education being subordinated a disciplinary research tradition (Boyer, 1990) is one explanation to why faculties do not engage into interdisciplinary entrepreneurship education (Béchard & Grégoire, 2005). Lack of understanding about what entrepreneurs actually do and what is taught in the classroom could make it difficult for faculty knowing what new content to adopt (Edelman et al., 2008). Another incentive-related obstacle regards the integration of educational activities on one hand and university engaging in commercialisation and venture creation on the other hand (Ollila & Williams Middleton, 2011, Boni & Emerson, 2005, Nelson & Byers, 2005).

Apart from these university actors normally being situated from each other organisationally and geographically, there are also a range of

more or less practical challenges identifiable to students actually engaging into venture creation such as screening ideas, forming and supporting venture teams, networking and attracting resources and competencies, regulate ownership, conflict of interest issues, etc. (Barr, Baker & Markham 2009; Burg, Georges, Romme, Gilsing & Reymen, 2008).

Based on these, it is hypothesized that many of the obstacles encountered when trying to establish a VCP can be related to lack of incentives for university employees in regards to venture creation.

Stevenson (2000) stated, "entrepreneurial educators must be more than cheerleaders. It can no longer simply be said 'entrepreneurship is different.' Entrepreneurship is now a part of the mainstream. Perhaps the greatest danger of all is that the hardy band of entrepreneurial scholars will become like many successful businesses. Business and scholars fail by not valuing change. Guarding the past, espousing orthodoxy and refusing to see the wisdom inherent in the challenges of the young and inexperienced will lead to the same problems in education as in business."

With that thought in mind, we examine the current challenges confronting entrepreneurship education. Using Solomon, Duffy and Tara, (2002)and Katz's (2003) research studies, five specific issues appear on the forefront. Katz (2003) argues that the presence of entrepreneurship courses in all schools, entrepreneurship field centers, academic journals, and the "legitimization" of the field by the mainstream media.

This is all true and agrees that it points to legitimisation but respectfully disagree about maturity. However, the "real war" continues to wage for complete respectability and leadership. How many full departments of entrepreneurship exist? How many young faculties are being granted tenure purely for their research and teaching in entrepreneurship? Katz (2003) poses the dual problems of a publications glutton many journals chasing too few quality articles; and the push for leading edge entrepreneurship researchers to publish in the "mainstream management journals.

Key Issues and Challenges in Entrepreneurship Education

According to Garavan and O'Cinneide (1994), the major challenge for researchers and educators in relation to entrepreneurship education is the appropriateness of curricula and training programmes. Jack and Anderson (1999) add that there is a need to teach students theory to support their practical learning experience. Researchers and educators need to provide a conceptual background that allows students to understand and engage with the real business world. Fiet (1998) as cited in Jack and Anderson (1999) proposes that if the substance of what is taught to students studying entrepreneurship is to improve, the following needs to happen: (i) pursue theory-driven research agendas and be actively seen to do so; and (ii) expose students to the notions of why some entrepreneurs succeed and others fail.

More of research should be theory-driven rather than descriptive and it should integrate research findings and theory in a way that can be understood and applied by students. From a researcher's perspective, Alberti et al. (2004) identify five main issues in debating how to develop entrepreneurship through education, namely the variety of audience, objectives, the content of entrepreneurship courses, pedagogies and assessment methods. However, they mention that the debate around audiences and objectives seems to be closed due to the apparent consensus among scholars, whereas the debate around pedagogies and content is still open.

According to Niyonkuru (2005), educational goals depend on the learning audience. Assessment can be done only if goals are fixed, and pedagogies can be chosen depending on content and audiences; assessment depends on both content and pedagogies. According to this view, assessment appears to be the most relevant dimension in entrepreneurship education, since it is the issue with the highest number of incoming relationships. This means that it is the issue that is most influenced by all the others (Alberti et al., 2005) and hence requires more research.

According to Alberti et al. (2004), for effective entrepreneurship education there should be a relationship between the goals of the entrepreneurship programme, the audiences to which the programme is delivered, the content of the entrepreneurship courses or modules, the

method of delivery or pedagogy and finally the assessment that will be used. Niyonkuru (2005) concludes that the five core research issues in entrepreneurship education and their relationship have important implications for the development of an effective learning process.

Objectives of Entrepreneurship Education

Entrepreneurship education is aimed at equipping learners to be able to establish their own businesses as soon they complete their studies. Its objectives are to; (i) provide opportunity for students to learn about entrepreneurial orientation, (ii) increase students' awareness of entrepreneurship as a career option and (iii) increase self-efficacy among the students.

Content of Entrepreneurship

In order for entrepreneurship to be effective, its content should cover aspects such as idea generation, business planning to the identification of the products or services, how to conduct market research and how to write business plan.

Over and above all these aspects, it is also imperative to include in the content skills as identified by Hisrich and Peters (1988) required by entrepreneurs to be successful and these ranges from (i) technical skills which relates to oral communication, technical management as well organising skills, (ii) personal entrepreneurial skills –this includes

attributes such as risk taking and innovation, (iii) business management skills- relates to generic management functions, decision-making, marketing and financial accounting skills. Once students are exposed to these interventions, there would be a greater possibility of enhancing self-efficacy among them.

Teaching Approaches and Methods of Entrepreneurship Education

It is apparent from the literature that the learning methods employed in entrepreneurship education and training programmes vary considerably, from lectures, presentations and handouts to video and case study-based learning, with group discussion and role plays (Henry et al., 2006). The study of what should be taught (learning content) and how it should be taught (pedagogies) has dominated interest in many researchers. Jack and Anderson (1999) posit that education can serve a preparatory function in relation to new venture creation, the transfer of knowledge and the acquisition and development of relevant skills would be expected to increase the self-confidence of the students to start their own businesses.

Very little is known about effective teaching techniques for entrepreneurship education (Alberti et al., 2005) and research and knowledge about how to teach entrepreneurship remains relatively underdeveloped despite the growing demand for more entrepreneurial-oriented graduates (Kirby, 2002).

What about working on a case study or attending a traditional classroom lecture

In an attempt to assess alternative approaches to teaching entrepreneurship, Henry et al. (2006) compared the case method of teaching with the project method, by conducting a survey amongst MBA students and alumni at the University of Calgary. They discovered that the students felt the case method was effective in developing analytical skills and the ability to synthesise information. However, courses based on the project method were perceived to develop and enhance knowledge and understanding of the subject area, as well as the ability to evaluate, and were felt to be more effective in teaching entrepreneurship.

According to Kolb (1984) knowledge and skills are usually achieved through experiential learning. In order for learners to be effective in their learning, they need to acquire abilities such as concrete experience abilities, reflective abilities, abstract conceptualisation abilities and active experimentation abilities.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter deals with the methodological approach used for the study. It covered study design, sources of data, the target population, sample and sampling procedure, data collection procedures, data collection instrument, pre-testing of instruments and data analysis.

Research Approach

Many researchers have written about various approaches that are used in research. Quantitative and qualitative approaches are the two basic research methods with the third being mixed approach, also referred to as 'methodological dualism which is the combination of both quantitative and qualitative approaches. (Cohen, Manion & Morrison, 2007). Quantitative research emphasises on quantification, in collection and analysis of data (Bryman & Bell, 2007). It enables the researcher gather information in numbers that can be represented numerically. It also enables the researcher manipulate data to presents results in an objective manner, thereby making the results statistically reliable.

Mixed approach on the other hand involves measurement of variables numerically, presentations of findings in numbers, expression of results in words and provision of in-depth knowledge about the phenomenon. The mixed approach also allows the research

to address both research questions and test hypotheses as well (Creswell, 2007).

Creswell (2007), asserted the importance of illustrating the research approach as an effective strategy to increase the validity of social research. For Saunders, Lewis and Thornhill (2009), the quantitative research approach usually develops theories and allows hypotheses to be tested. The research findings were quantitatively presented.

Study Design

For the purpose of the study, descriptive survey was chosen. According to Cohen, Manion and Morrison (2007), survey enables researchers to scan a wide range of issues, population and programmes in order to measure and generalised findings and this was exactly what the researcher wanted from the study. .

There was complete independence from the concept being studied in order to obtain validity in the results to be produced. With the survey research, it involves the selection of a relatively large sample of respondents from a pre-determined population, followed by the collection of a relatively some amount of data from those respondents. Data from the respondents was used to make some inference about the wider population after the analysis and presentation of the results.

When survey strategy is adopted, data is often obtained by the use questionnaires. Also the data gathered are standardised, allowing

easy comparison. One other advantage of the survey strategy is that it is perceived generally as authoritative, and is both comparatively easy to explain and to understand (Saunders, Lewis & Thornhill, 2007). The unit of analysis were all the selected permanent staff of the Kumasi Polytechnic and some students of the Polytechnic.

Descriptive research was employed by the researcher to enable the entrepreneurship education at the tertiary education and be appropriately presented to depict the state of the entrepreneurship education. For Babbie (2007), descriptive research is probably the best method available to the social scientist interested in collecting original data for describing a population which is too large to observe directly.

Sarantakos (2005) added that descriptive research design is a report of the way things are, what is or what has been.This allows the researchers to describe the events, organise, tabulates and depicts data collected. In the view of Cohen, Manion and Morrison (2007), descriptive survey is used when a researcher wants to scan a wide range of issues, populations and programmes in order to measure or describe and generalised features.The researcher used statistical tools such as frequencies, graphs and percentages to analysis the data that were collected.

Study Population

Babbie (2007) posits that population is the group that the researcher is interested about for the purpose of generalisation. In the view of Zikmund (1997) target population refers to the entire group of

specific respondents or elements relevant to the research. The target population was defined and restricted to include the teaching staff and the students of Kumasi Polytechnic for the 2014/2015 academic year.Available statistics, from the Office of the Registrar, put the overall target population for the teaching staff to be 277 and students' population to be 10,020. Therefore, given a total population of 10,297 for the study.

Sampling and Sampling Procedure

Bless and Higson-Smith (2000) define a sample as "a sub-set of a populationwhich must have properties which make it representative of the whole". Similarly, Bryman and Bell (2003) refer to samples as the population that is selected forinvestigation. Samples involve collecting information from a portion of the largergroup, and on this basis, infer something about the larger group (population). Arepresentative sample is crucial to quantitative research and must reflect thepopulation accurately so that inferences can be drawn.Sampling refers to the process of selecting the individualsfor research or response to questions.

The sample, which is selected from the population, should be enough to generate confidence in the data collected and the subsequent generalisation to the population (Anderson, 1995). In order to increase the validity of the data of the study, the stratified sampling that incorporates elements of simple random sampling was adopted for selecting the respondents. The stratification was based on

programmes, departments and schools in the Polytechnic. Table 1 shows the breakdown according to schools.

A set of criteria for selecting respondents was established. The list of the HND programmes in Kumasi Polytechnic was grouped into their respective schools. These were the School of Business, the School of Engineering, and the School of Applied Sciences. From each of these schools, because the researcher was constrained with resource and time, two percent of the student population was selected and ten percent of the entire lecturers in the Polytechnic were selected.

Two percent of the total population of students was 200 and ten percent for the total population of the lecturers was 27, giving a total sampled size of 227. This sampling process was adopted to give all the students and the lecturers' equal chance of being selected for the study.

Table 1: Sampled Students

Category	Frequency	2 percent of the pop.
School of Business	4883	97
School of Engineering	2341	47
School of Applied Sciences	2796	56
Total	10020	200

Source: Fieldwork, Mensah (2016)

Data Collection Instrument

The data collection method adopted by the researcher for the study was questionnaires, this is a set of questions that were

assembled from the literature reviewed and also some adapted questions from other studies that were conducted which were reviewed as well. The items in the questionnaire were framed in simple, precise language and motivating enough to obtain the willingness and enthusiastic co-operation of the respondents. Both close-ended and open-ended items were included in the questionnaire on entrepreneurship and new venture creation among the HND students and the lecturers.

The open-ended items were such that respondents were free to organise information and give their views on the subject matter, whereas the close-ended items guided respondents to choose from possible options given in the questionnaire. The questionnaires was organized into two sections, section A, which containedfive items on the personal information of the respondents and section B contained items on entrepreneurship education in new venture creationat the polytechnic. Questions were also passed to ascertainthe challenges of entrepreneurship education that lecturers are encountered with at the tertiary institutions.

Pre-testing of 1nstrument

As a necessary part of the research process, a pre-testing of the instrument, involving some selected Higher National Diplomastudents and lecturers of Cape Coast Polytechnic was conducted in June2015. The rationale and objectives of the pre-test were to help the researcher assess the appropriateness and reliability of the questionnaire; to

rehearse the data collection procedure in order to appraise its appropriateness; and to find out possible flaws and problems with regard to thechosen instrument and operational procedures with a view to effecting any necessary changes, modifications, corrections and adjustments.

FiftyHigher National Diplomastudents in Cape Coast Polytechnicwere chosen out of which fifteen respondents were randomly selected for the pre-test and fifty lecturers were also chosen out of which ten were then randomly sampled giving a total of twenty five for the pre-testing. A set of questionnaires originally containing 37 – items was administered to the lecturers and the students. Response categories ranged from agree to disagree on a five point Likert scale.

The institution Cape Coast Polytechnic was chosen for the pre-testing because the population (Higher National Diplomastudentsand lecturers) had similar characteristics with that of Kumasi Polytechnic which was used as a case study. A visit was made to the institution to seek audiences and permission of their management to conduct the survey.

The data collected from the 25 respondents were coded and analysed using the Statistical Package for Social Sciences Version 16.0 (SPSS) computer programme. The analysis produced both descriptive and statistical data. The results of the pre–testing helped in the following ways: (1) the wording for few statements were modified, (2) the initial 3 point Likert scale was modified to have 5

points; and (3) it provided the researcher prior knowledge of the problems likely to be encountered during the conduct of the main research.

Data Collection Procedure

The reason for undertaking this research is to increase knowledge on entrepreneurship and or to understand the current status of a phenomenon being investigated – that is the role of entrepreneurship education in new venture creation at the tertiary institutions. These are achieved through relevant, accurate and appropriate data collection, analysis and interpretation. Babbie (2007) asserted that data collection is a stage in the research process whereby a researcher gathers any relevant information for the solution of the research problem under study.

Rapport was established with the respondents in the Kumasi Polytechnic. This was to do away with any possible hostilities, anxiety and apathy that may arise in the course of collection the relevant data needed for the study to be successful, which could hinderthe progress and success of the study. The month of August 2015 was used for the data collection. Completed questionnaires were retrieved from the students and lecturers with 91% return rate after about three week's duration. Three visits were made to the respondent before the questionnaires were retrieved. Some respondents lost the first questionnaires and had to be given another set of copies for completion.

Data Analysis

After retrieving the questionnaires from the respondent for the Kumasi Polytechnic, the questionnaire numbered to ensure the identification of each questionnaire was easy. The open ended items were then coded, categorised into thematic areas and numerical codes were assigned to the thematic areas and keyed into the Statistical Product and Service Solutions (SPSS version 16.0) programme for processing and analysis.

Data for the study were analysed quantitatively using simple descriptive statistics. For objective one, results were computed in bar graphs, for objective two results were computed in frequencies and percentages and for objective threeanalysis was done using frequencies and percentages. The demographic characteristics of the respondents were also computed using frequencies and percentages.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

The study was undertaken to investigate the role of entrepreneurship education in new venture creation in the higher education institutions using Kumasi Polytechnic as a case. Data were collected from 27 lecturers and 200 students, giving a total of 227 respondents. This chapter provides the presentation and discussions of the results.

Demographic background of respondents

The researcher computed the ages of the respondents which were made up of students and lecturers, by putting all the respondents into age brackets. Table 2 provides the summary of ages.

Table 2: Age of respondents

Category	Frequency	Percentages (%)
18 -29	109	48.02
30 -39	62	27.31
40 – 49	47	20.70
50 and Above	9	3.96
Total	227	100

Source: Fieldwork, Mensah(2016)

From Table 2, it can be realized that out of the 227 respondents sampled, 109 giving a percentage of 48.02 fell within 18 – 29 years, 62 representing 27.31 were between 30 - 39 years, for the

ages of 40 – 49, there were 47 respondents representing 20.70 percent. Nine of the respondents representing 3.96 were above 50 years old. The analysis shows that most of the respondents were young.

Further demographic analysis revealed that 156 representing 68.72 percent were male whiles 71 representing 31.21 were females. The results shows that both gender were considered by the study but the results show that the respondents sampled had the male being 50 percent more than the female. With the representation of all the genders, the study gave a fair view of both sexes regarding entrepreneurship and venture creation at the Kumasi Polytechnic.

The researcher computed the data to ascertain the percentage of respondents that were gathered from each of the schools in the Kumasi Polytechnic in the study. Ninety seven respondents were randomly selected from the School of Business, forty seven respondents were chosen from the School of Engineering and fifty six students were also randomly selected from the School of Applied Sciencs.

The study allowed respondents to be sampled from all the three Schools so that the views or findings will be from the entire Polytechnic. It is expected that entrepreneurship education should be part of the curriculum of all the programmes that ran in the tertiary levels.

Academic Qualification

In order to ascertain the classes of lecturers who were sampled for the study, analysis was done to know the qualifications of the lecturers. Nevertheless, according to the MOE (2001) that the minimum qualification for HND programme lecturers in the Polytechnics is a Master's degree. In addition to the basic requirements stated by the Ministry of Education, lecturers are expected to satisfy respective departmental requirements. From the analysis, it was revealed that only one of the lecturers possess first degree certificate this represent 3.70%,eleven of the lecturers sampled have Master of (Arts, Science and Education) certificates, representing 40.74%, nine of the lecturers were Master of Business Administration degree holders, representing 33.33%, and six of them hold Master of Philosophy certificates, representing 22.22% of the total number of lecturers sampled.

It can be inferred from the results that 40 percent of the 27 lecturers were holders of either, M.Ed., MSc., or Master of Arts certificate, 33.33 percent of the respondents were holders of MBA certificate, 22.22 percent of the lecturers hold Master of Philosophy certificate. The analysis shows that most of the lecturers at the Polytechnic have their postgraduate education which is the minimum requirement.

Objective One: Examine what entrepreneurial mind-set andenterprising skills that are imparted to the students of higher educational intuitions

In order to examine what entrepreneurial mind-set and enterprising skills are imparted to students of higher educational institutions by the lecturers, the students were asked whether they will consider becoming entrepreneurs after their education.

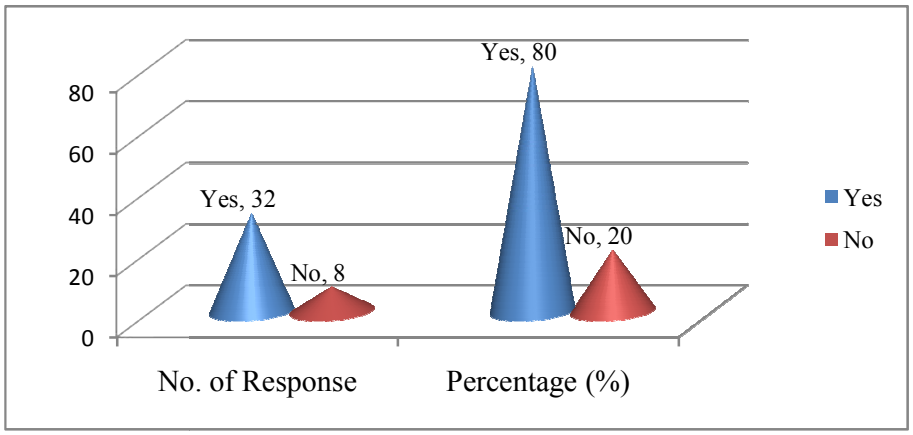

Fig. 1: Would you like to become an entrepreneur after your education (Readiness of becoming entrepreneurs)

Source: Fieldwork, Mensah (2016)

The results from the analysis show that for the first years students who have not been taught anything on entrepreneurship, 32% said yes, they would become entrepreneurs and 8% said no, and for the second and third year students who are being taught lessons on entrepreneurship and new venture creation 80% said they would like to be entrepreneurs, hence become self-employed after education whiles 20% said no. This result implies that after one has been taught

lessons on entrepreneurship and venture creation, one become interested of being an entrepreneur.

Objective Two: Ascertain the capabilities of students to start, operate and grow an enterprise effectively

In order to determine the role of entrepreneurship education in new venture creation at the Kumasi Polytechnic, analysis was run from the responses that were collected and thisis present in Table 4.

Table 4: Entrepreneurship education in Kumasi Polytechnic

Statements	Response Type					
	S Agree	Agree	Neutral	Disagree	SDisag	Total
	N (%)	N (%)	N (%)	N (%)	N (%)	
Entrepreneurship education is critical for developing entrepreneurial skills, attitudes and behavioursof tertiary students	91 (40%)	88 (38.7%)	10 (4.4%)	34 (14.9%)	4 (1.7%)	227 100%
Very little is known about effective teaching techniques for entrepreneurship education at the Kumasi Poly	21 (9.25%)	48 (21.14)	6 (2.6%)	89 (39.20)	63 (27.7%)	227 100%
Kumasi Polytechnic offers entrepreneurship education at an advanced level whilst focusing on writing business plans, acquiring start-up capital and developing managerial skills at the first year	40 (17.62 %)	89 (39.20%)	12 (5.2%)	38 (16.7%)	48 (21.1)	227 !00%
Lack of understanding about what entrepreneurs actually do and what is taught in the classroom could make it difficult for lecturers knowing what new content to adopt in the teaching of the course	74 (32.5%)	73 (32.1%)	10 (4.4%)	48 (21.1%)	22 (9.6%)	227 100%
Entrepreneurship education can serve a preparatory function in relation to new venture creation, the transfer of knowledge and the acquisition and development of	73 (32.2%)	87 (38.3%)	8 (3.5%)	36 (15.9%)	23 (10.1%)	227 100)

relevant skillsexpected to increase the self-confidence of the students to start their own business						
The major challenge for researchers and educators in relation to entrepreneurship education is the appropriateness of curricula and training programmes	56 (24.7%)	97 (42.7%)	12 (5.3%)	39 (17.2%)	23 (10.1%)	227 100%
Entrepreneurship manifests itself in creative strategies, innovative strategies, uncanny perception of trends and market move changes, courageous leadership	93 (40.9%)	75 (33.0%)	9 (3.9%)	33 (14.5%)	17 (75%)	227 100%
Entrepreneurship is about creativity, idea development, initiative, independence and problem solving	65 (28.6%)	85 (37.4%)	9 (3.9%)	42 (18.5%)	26 (11.5%)	227 100%
Entrepreneurship is the engine fuelling innovation, employment generation and economic growth	48 (21.1 %)	87 (38.3%)	24 (10.6%)	32 (14.0%)	36 (15.9%)	227 100%

Source: Fieldwork, Mensah (2016)

N= 227

From Table 4, it can be observed that 91 of the respondents representing 40% were of strong agreement of the view that entrepreneurship education is very critical for developing entrepreneurial skills, attitudes and behaviours of tertiary students. Thirty eight percent were in agreement that entrepreneurship is very critical whiles four of the respondents representing 1.7 % were of the view that entrepreneurship education wasnot critical for the development of entrepreneurship skills, attitudes and behaviour. From the results it can be concluded that since most of the respondents see the entrepreneurial education to be critical for developing attitudes, it implies attention is being given to the training of students of the Polytechnic and therefore students of the Kumasi Polytechnic will complete their courses of study having enough knowledge on

entrepreneurship because of the entrepreneurial training they have received.

It can be observed from the results that mostof the lecturers of the Kumasi Polytechnic were in disagreement that little is known on theeffective teaching of entrepreneurship as a course.Out of the 227 respondents, 89 representing 39.2%disagreed that the lecturers have very little knowledge on the entrepreneurship that they teach at the Polytechnic. Sixty three of the respondents representing 27.7% strongly disagree that lecturers at the Polytechnic have little knowledge.

Twenty one of the total respondents,representing 9.25%, strongly agree that lecturers of the Polytechnic have little techniques for teaching entrepreneurship, 48 of the respondents; representing 21.14% do not agree that lecturers do not have little knowledge on effective teaching of entrepreneurship. This findingcontradicts the assertion of Alberti et al (2005) that most people have very little knowledge of the effective teaching techniques for entrepreneurship education at the tertiary level of education.

The results further presents that 40 of the respondents sampled strongly agree that Kumasi Polytechnic offers entrepreneurship education which focuses on the writing of business plans, acquiring start-up capital and developing managerial skills of students to become entrepreneurs.Eighty nine representing 39.2% of the respondents agree that entrepreneurship is taught at the higher level at the Polytechnic which focus on writing of business plans, strategies in

acquiring start-up capital and the development of managerial skill.However, 48 of the sampled respondents representing 21.1% were of the opinion that entrepreneurship is not taught at the advanced level.

With regard to the understanding of what entrepreneurs actually do and what is taught in the classroom, the results revealed that 32.5 % and 32.1% strongly agree and agree respectively that there is a mismatch on what entrepreneurs actually do and what is taught in the classroom, this results confirmed the study of Edelman et al (2008) that lack of understanding about what entrepreneurs actually do and what is taught in the classroom could make it difficult for lecturersto decide on what new content to adopt in the teaching of entrepreneurship at the tertiary level.

Respondents were asked to determine if entrepreneurship education can serve as preparation function in relation to new venture creations, 73 of the 227 respondents representing 32.2% strongly agree that entrepreneurship education can serve as a transfer of knowledge and the acquisition and development of relevant skills expected to increase the self-confidence of the students to start their own businesses, 38.3% agree to the statement.

Observably, the analysis further revealed that 56 of the respondents representing 24.7% were of strong agreement that the major challenge for researchers and educators in relation to entrepreneurship education is the appropriateness of the curriculum and the training programmes that are introduced at the educational

levels. Ninety seven of the respondents representing 42.7% were of the agreement that appropriateness of the curriculum and training matters in terms of entrepreneurship education. This implies that the proper the curriculum that lecturers teach, the higher the understanding and interest of students to enter into entrepreneurship after their tertiary education. This result supports the findings of Garavan and O'Cinneide (1994).

The analysis of the responses shows that most of the respondents werethat 168 out of 227 representing 73.9% agreed that one will be seen to be an entrepreneur in terms of his or her creative strategies, innovativeness and being courageous to take step even when the future outcome is not obvious.

To ascertain the what students and lecturers see entrepreneurship to be, questions were asked, the results reveals that 65 of the respondents were in strong agreement that entrepreneurship is about creativity, idea development, initiative, independence and problem solving with communication and practical action. Eighty five respondents representing 37.4% were also in agreement of that entrepreneurship is about creativity. This implies that entrepreneurs should be creative and be problem solvers. Nevertheless, 42 of the respondents representing 18.5% were not in agreement that entrepreneurship is about been creative and initiative.

Entrepreneurship is seen to be the engine fuelling innovation, employment generation and economic growth hence it is relevant the subject is taught at the school. The results from Table 5 shows that 87

of the respondents representing 38.3% support that entrepreneurship bring employment. Forty-eight representing 21.1% respondents strongly agreement to the statement that entrepreneurship offers employment and support economic growth. The findings confirmed the results of Wilson et al of (2009).

Objective three: Examine the obstacles that are experienced when establishing entrepreneurship programmes in higher education institutions.

Because academic staffs are involved in the development and review of academic programmes at the tertiary institutions, the study solicited information from the sampled lecturers on the development of entrepreneurship curriculum for the Polytechnic students. The challenges regarding the introduction of entrepreneurship education in the higher level of education were on presented in Table 5. The researcher gave open ended questions for responses; there responses gathered were grouped into appropriate headings for easy analysis.

Table 5: Challenges of entrepreneurship education

Challenges	Freq	Percentages (%)
Development of curriculum	12	44.44
Provision of funds for training	2	7.40
Sponsorship for further education	4	14.81
Support by Polytechnic Mgt.	9	33.33
Total	**27**	**100**

Source: Fieldwork, Mensah (2016)

It can be observed from Table 5 that there have been a number of challenges in the development of entrepreneurship curriculum for the teaching of the students of Kumasi Polytechnic. Twelve out the twenty seven respondents representing 44.44% remarked that there have been challenges in the development of entrepreneurship curriculum. This might be perhaps because of the need to meet the requirement of the National Council for Tertiary Education regarding the development of new academic programmes in the higher level of educational institutions.

One other challenge was the support of the entrepreneurship concept by the Management of Polytechnic. The results revealed that support from Management has not been so encouraging (33.33%) of the lecturers were not satisfied with the level of involvement of the Polytechnic Management.The training of the lecturers to get knowledge about entrepreneurship for better delivery also receives low attention from the Polytechnic.

Therefore sponsorship for further studies in entrepreneurship and the funding for other training opportunities such as seminars, conferences and workshop to some extent was low. However, in the long run, these challenges were overcome and the course was being run in the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter provides summary of the key findings, conclusions made from the results and renders recommendations to tertiary institutionsin Ghana, more especially to the Kumasi Polytechnic School.

Summary

The main objective of the study was to examine the role of entrepreneurship education in new venture creation in the Higher EducationInstitutions: A case study of Kumasi Polytechnic. Specifically, the study looked at the nature of entrepreneurship education in order to recommend best ways of teaching entrepreneurship in Ghana. The study looked at the factors influencing the entrepreneurship education in the Kumasi Polytechnic. The table also examined what entrepreneurial mind set and enterprising skills are in the students of higher educational institutions and ascertained the capabilities of students to start and grow enterprises effectively.

The researcher used a simple random sampling technique to sample 227 respondentswith five point Likert Scale questionnaires. Data was analysed using (SPSS version 16.0). The results were presented using descriptive statistics including, frequencies and percentages.

Key findings

The findings are presented under objectives that were set for the study.

Objective one.Examine what entrepreneurial mind set and enterprising skills that are impacted to students of higher educational institutions.

With regards to objective one, the study revealed that lecturers and students of the Kumasi Polytechnic appreciate the relevance of entrepreneurial skills, attitudes and behaviours and therefore all students taught and given the requisite knowledge on entrepreneurship and made them to develop the desire to be creative, initiative and have idea development and problem solving skills. The students and lecturers developed possible interventions that can help in improving the entrepreneurial training in the Higher Education Institutions

Objective two:ascertain the capabilities of students to start, operate and grow an enterprise effectively.

With regards to objective two, the findings were that Kumasi Polytechnic offers entrepreneurship programmes which help to expose the students to the development of business plans, how to acquire startup capital, development of managerial skills and leadership skill. The study revealed that much attention is placed on the up bring of the tertiary student to be self-employed.

Objective three: examine the obstacles that are experienced when establishing entrepreneurship programmes at higher education institutions.

With regards to objective three, the key finding on the obstacles of the tertiary institutionson the introduction entrepreneurship programmes include low level of support from the polytechnic Management, non-sponsorship of lecturers to do further studies on entrepreneurial programmes and inability to develop comprehensive entrepreneurship programmes for the students. It was therefore revealed that there is problem in the appropriateness of curricula and training programmes

*Objective four:*Develop possible interventions that can help in improving the entrepreneurial training in the Higher Education Institutions.

With regard to objective four, the key finding was that most of the respondents were of the view that there should not be mismatch between what is studied in the classroom and how entrepreneurs go about their businesses. Most of the respondents were of strong agreement that entrepreneurship education should serve as a preparatory functions in relation to new venture creation and transfer of knowledge and the acquisition and development of relevant skills expected to increase the self-confidence of the students to start their own business.

Conclusions

Based upon the findings of the study, the following conclusions could be drawn:

1. Kumasi Polytechnic made frantic effort to train the students on entrepreneurship and new venture creation.
2. Students of the Polytechnic were trained on how to write business plan, solicit for start-up capital and also develop the entrepreneurship and managerial skills.
3. Entrepreneurship and new venture creation was realised to be relevant in the tertiary institutions.
4. Actively partaking in the process of entrepreneurship can support and facilitate the development of entrepreneurial behaviour. As the process of entrepreneurship is as yet still not well understood, then identifying and accessing the process, as it is ongoing, is difficult, but environments involving incubation of new ideas in university environments are proposed as one potential area for study of new venture creation processes

Recommendations

Based on the findings and conclusions of the study, the following recommendations are made to the Council of Kumasi Polytechnic, other tertiary institutions and other stakeholders of tertiary education.

The study recommends that students of tertiary institutions should be taught and encouraged to develop attractive business plans that will enable the students acquired funds to start their businesses after school. The study further recommends students of entrepreneurship should be made to embark on industrial visits to entrepreneurs who are icons from which the students can learn and have a practical feels of what these entrepreneurs are doing. This will enable them appreciate the relationship between what entrepreneurs actually do and what is taught in the classroom.

The study further recommends that the Polytechnic Management should support lecturers who wished to develop themselves further in the area of entrepreneurship education so that knowledge gathered can be transferred to the students. Management should also take efforts to include entrepreneurship course at the first year of Polytechnic programme and all disciplines made to study entrepreneurship as a compulsory course.

Limitation of the Study

As peculiar of every study, there were a number of problems encountered during the research, especially at data collection period. Hundred percent data collection was not achieved and some answers were not provided to the some of the questionnaires.

Further Research Area

The study was situated in the Polytechnic and Kumasi Polytechnic to be specific. Future studies could compare and construct how entrepreneurship education is done in the Polytechnics and Universities. Studies can also be conducted to ascertain whether entrepreneurship is taught more in the public tertiary institutions or private tertiary institutions and what accounts for the difference if there should be.

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APPENDIX

UNIVERSITY OF CAPE COAST- SCHOOL OF BUSINESS, CENTRE FOR ENTREPRENUERSHIP AND SMALL BUSINESS DEVELOPMENT

I, a student of the above named institution, seek to solicit views from your staff and students on the topic **'THE ROLE OFENTREPRENEURSHIP EDUCATION IN NEW VENTURE CREATION IN THE HIGHER EDUCATION INSTITUTIONS: A CASE STUDY OF KUMASI POLYTECHNIC'**. The information I receive from you will be strictly confidential and will be used only for the research I am undertaking for my postgraduate programme.

Dear respondent, this exercise will take approximately 30 minutes of your time.

SECTION A: BACKGROUND CHARACTERISTICS

Please select the most appropriate answer by ticking (√) in the box provided.

Que. 1) Sex: a) Male..... b) Female.....

Que. 2) a) 18 - 29..... b) 30 –39 .....

c) 40 – 49..... d) 50-60.....

Que.3) Highest educational qualification (if a lecturer).

a)HND..... b) First degree..... c) Master's degree.....d)Ph.D degree..... e)Other qualifications.....

Que. 4). Which school/department do you belong (if a student).....

SECTION B: Entrepreneurship education in the Kumasi Polytechnic.

STATEMENTS	SD	D	Ne	A	SA
5) Entrepreneurship education is critical for developing entrepreneurial skills, attitudes and behaviours..					
6) Very little is known about effective teaching techniques for entrepreneurship education.					
7) Kumasi Polytechnic offers entrepreneurship education at an advanced level whilst focusing on writing business plans, acquiring start-up capital and developing managerial skills.					
8) Lack of understanding about what entrepreneurs actually do and what is taught in the classroom could make it difficult for lecturers knowing what new content to adopt.					
9) Entrepreneurship education can serve a preparatory function in relation to new venture creation, the transfer of knowledge and the acquisition and development of relevant skills would be expected to increase the self-confidence of the students to start their own businesses.					
10) The major challenge for researchers and educators in relation to entrepreneurship education					

is the appropriateness of curricula and training programmes.					
11) Entrepreneurship manifests itself in creative strategies, innovative tactics, uncanny perception of trends and market move changes, courageous leadership when the way forward is not obvious and so on.					
12) Entrepreneurship is about creativity, idea development, initiative, independence and problem solving with communication and practical action.					
13) Entrepreneurship is the engine fuelling innovation, employment generation and economic growth.					

14) Would you like to become an entrepreneur after your education?.....

15). What are some of the challenges encountered during the introduction of entrepreneurship in your school? …….

16). what two ways will you recommend to the Polytechnic Management to help improveupon the entrepreneurship curriculum and training? .....

Thank you