



Effect of Entrepreneurship Education on Students' Self-Employment, Job Creation and Job Seeking Intentions in National Polytechnics in Western Kenya

Maliro John¹ & Susan Kurgat² & Mwei Philip³

¹Department of Curriculum Instruction and Educational Media (CIEM), School of Education, Moi University, P.O.BOX 3900-30100, Eldoret Kenya

^{2,3}Department of Curriculum Instruction and Educational Media (CIEM), School of Education, Moi University, P.O.BOX 3900-30100, Eldoret Kenya

Correspondence: Maliro John, Moi University, Eldoret Kenya.

Email: malirowafula@gmail.com

DOI: 10.53103/cjess.v2i5.70

Abstract

The purpose of this study was to find out the effect of entrepreneurship education on self-employment, job creation and job seeking intentions of students. The study was guided by the Theory of Planned Behavior by Ajzen. All the 5 National Polytechnics in Western Kenya were targeted with only 2 being selected using simple random sampling technique. The study involved 273 students from the selected polytechnics who were purposively selected. The study adopted a descriptive survey research design. Data were collected using questionnaires and were analyzed using descriptive statistics of percentages and frequencies and inferential statistics (Chi-Square and Free-man Halton Test) to test the relationship between independent and dependent variables. It emerged that passive teaching methods like lecture were frequently used at a rate of 86.4%; whereas, active methods like field study were less used at rate of 68% making students not being ready for self-employment and job creation leaving majority of them preparing to seek employment after study. The study concluded that students were not well prepared to be self-employed and create jobs for others upon graduation since inactive teaching methods were frequently used as opposed to active teaching methods that could trigger students towards self-employment and job creation hence the majority of the students being left for job seeking intentions. The study recommended that entrepreneurship education tutors should use active method that cultivate entrepreneurial culture among students. Kenya Institute of Curriculum Development should work closely with curriculum implementers to review entrepreneurship education syllabus to make it more practical oriented and ensure that it is fully implemented and evaluated.

Keywords: Entrepreneurship, Entrepreneurship Education, Selected Teaching Methods, Self-Employment, Job Creation and Job Seeking Intentions

Introduction

In Kenya youth entrepreneurship education was and is being emphasized since

many youths leaving higher learning institutions in Kenya have no stable source of earning a living and unemployment among them is the song of the day. The 2019 Kenya National population census that is always conducted by Kenya National Bureau of Statistics after every 10 years was almost being disturbed by the youth who claimed to have education but jobless.

Any time one switch on television stations and radio stations in Kenya, youth unemployment is always the main topic being discussed. This is being supported by Citizen Television Nipashe news of 7:00 pm on 28th September 2019 which highlighted that approximately one million two hundred thousand (1, 200,000) graduates are released yearly from universities, colleges and polytechnics with a mindset of looking for jobs which are not available because of closure of some industries or companies led by high operation costs and corruption.

This is also being supported by (Kenya National Bureau of Statistics Economic Survey 2017, 2018 and 2019) which state that higher learning institutions in Kenya every year produces thousands of graduates on the job market despite weak economic growth leading to overwhelming unemployment rate among graduates.

According to International Labour Organization (2017), the rate of Kenyan youth unemployment stands at 26.21% being too high compared to her neighbor countries like Tanzania standing at 24%, Ethiopia standing at 21.6% and Uganda at 18.1 %. This is being led by millions of graduates being released from the higher learning institutions with a mindset of white color jobs instead of creating jobs. To solve this menace of unemployment among school leavers, the government of Kenya through the Ministry of Education saw the need of introducing entrepreneurship education across all departments in post-secondary learning institutions. A study conducted in Kenya by Murithi (2013) disclosed that the government of Kenya through the Ministry of Education introduced entrepreneurship education in Kenyan higher learning institutions to enable learners to get entrepreneurial skills that will make them to be self-reliant, create jobs for others, become innovative, creative and industrious. According to me, this was one of the best ways of empowering the youth with entrepreneurial skills for job creation and self-employment.

Njati (2015) citing MPET 1997-2010 revealed out some of the objectives of Technical and Vocational Education Training institutions in Kenya and among them is inculcating the vocational and entrepreneurial skills necessary for self-employment and job creation. It is being insisted that entrepreneurship education should be a key for self-employment and job creation among graduates and this may end up solving the unemployment problems we have currently in our country Kenya. According to Chuma, Peal and Chizoba (2013) concluded that entrepreneurship education is very useful in increasing the innovativeness, creativity, boosting entrepreneurial spirit among learners, learners become industrious, self-reliant and a spirit of self-employment is built in them hence reducing unemployment among themselves. This was also supported by another

study on entrepreneurship education in Kenya that was carried out by Lidovo (2016) who reported that entrepreneurship education is the main source of employment, economic growth, innovation, promoting productivity and service quality, competition and economic flexibility.

A study carried out by Ondigi (2012) in Kenya on entrepreneurship indicated that entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education has a positive relationship with fresh graduates' business start-up intention (Faloye & Olatunji, 2018). Moreover, a study carried out in Nigeria on entrepreneurship education by Oluseye, Adebayo, Olulamu, Adesola, and Omonike (2017) concluded that entrepreneurship education is a pillar for self-employment initiatives among graduates in Nigeria and it is also a source of economic growth and development.

It is well seen from the above literature that entrepreneurship is a source of employment, it is also a pillar for economic growth and development, makes one to be self-reliant and sufficient in the provision of his or her daily needs, improve the living standards of people and makes them to be creative, innovative and risk takers. Wang, Yaohuizhang, and Wen (2018) concluded that European Union believed that entrepreneurship education nurtures peoples' creative and innovative thinking and improves their ability of risk taking, which enables them to develop their ability of planning and program managing to achieve their objectives.

Despite the importance of entrepreneurship education highlighted in the studies above and the billions of money being channeled by the Kenyan Government to polytechnic institutions in Kenya with an aim to improve their standards of teaching and learning with high hopes of graduates from such institutions to have entrepreneurial culture enabling them to be self-employed and create jobs for others, the problem of unemployment is still a big issue in the country. This leaves the researcher wanting to know whether the problem contributing to youth from entrepreneurship education class not engaging in enterprise activities enabling them to become self-employed and create jobs for others stems from the way entrepreneurship education is being taught in Kenyan polytechnics. This is a big concern for the researcher to find out the effect of entrepreneurship education on self-employment, job creation and job seeking intentions of polytechnic students in Kenya by investigating how entrepreneurship education is being taught in Kenyan polytechnics.

Literature Review

Otunga, Odero and Barasa (2011) in their study defined teaching pedagogies as the process that facilitates acquisition of knowledge, skills, attitude and values. According to them, it is from approaches that methods are derived.

Many scholars who have researched on the relationship between entrepreneurship

education and entrepreneurial intention of students for self-employment, job creation and job seeking intentions in higher learning intuitions world wide support practical, learner-centered, experiential learning and resource-based as the best approaches of teaching entrepreneurship education.

For instance, Rahman and Day (2014) studied the involvement of the entrepreneurial role models as a way of developing entrepreneurship education and found out that the involvement of a role model(s) in entrepreneurship teaching and learning give a positive influence to entrepreneurial intentions of students and also motivate students to become entrepreneurs in future. Role models being mentioned here are parents, entrepreneurs and lecturers/ teachers.

This was also supported by another study on entrepreneurship education by Oduor, Bancy, and Masese (2018) who reported that role models who have succeeded after vocational training should be identified and individuals' case studies and success stories should be used in demonstrating the value of vocational education. A study carried in Kenya by Ondigi (2012) supported that teachers should ensure instructional practices that incorporate life skills, social skills and skills in self-advocacy throughout the curriculum. That teaching and learning method chosen should be the one that match the learning needs and styles of the student (Njati, 2015). Supporting this argument, Balanskat et al. (2006) observed that ICT increases motivational levels of learners, improve their skills performance of, and enhance abilities in independent learning as well as increase abilities for team work.

Vaziri, Hosseini and Jafari (2014) emphasized the use of entrepreneurs as consultants since they have sufficient experience and know about entrepreneurial market. They also provide useful guidelines and explore the way people conduct business.

Nnadozie, Akanwa and Nnadozie (2013) gave a great support to role model as the best method of teaching and learning entrepreneurship education by recommending that managers of schools and heads of tertiary institutions in Nigeria should identify people to serve as entrepreneurial role-models for their students. Ismail (2010) insisted that to complement entrepreneurship courses or classroom modules, the polytechnic department, in collaboration with appropriate bodies, should organize various entrepreneurial activities. Murithi (2013) in her study found that if youth polytechnics are really to equip their trainees with appropriate entrepreneurial skills the ministry of youth affairs should employ instructors with entrepreneurship training background, all the teaching should involve case studies, field attachments, field visits and all other methods that would give trainees hands on experience.

Bwisa (2011) insisted on the following: That a teacher of entrepreneurship education should employ effective entrepreneurship delivery and assessment methods, develop effective entrepreneurship educators, integrate entrepreneurs in curricula design and delivery and also establish university business incubators. Wanjau and Mkala (2013)

argue that the impact of entrepreneurship education on students' post-training career choice and practice is influenced by the teaching and assessment methodologies used in delivering entrepreneurship education lessons, teachers' personal interaction with entrepreneurship practitioners, and the availability of training resources. Faloye and Olatunji (2018) in their study titled entrepreneurship education and self-employment intentions among fresh graduates in Nigeria opined that coming up with more skills acquisition and innovation centers across Nigeria to equip the young graduates with the skills, knowledge and attitudes required to be self-reliant will assist in making them job creators rather than job seekers and in the long term effect graduates unemployment and criminal activities among Nigerian youths will be reduced.

Ndyali (2016) was interested to know why students from higher learning institutions in Tanzania remain jobless despite having acquired skills to either be self-employed or look for a job. It was confirmed from the study that majority of students learn through lectures and academic textbooks and are academically sound but they have limited opportunities of acquiring practical experience by using machinery, equipment and practical techniques associated with the professions.

The researcher is in agreement with these findings because traditional teaching methods like lecture method do not impact so much in the acquisition of skills among students. This method is good for covering a lot of work by tutors and also enable students to learn by memorization but is not effective for future application of skills gained by learners. That is why learners continue being jobless after graduation despite being in an entrepreneurship class.

Muofhe and Toit (2011) carried out a study in South Africa on the relationship between entrepreneurial role models and career choice among students. The study revealed that a positive relationship between entrepreneurship education, role models and entrepreneurial intentions existed. Wang, Yuohuizhang and Wen (2018) argued that college entrepreneurship education needs to cover every college student in the school, creating a good internal and external environment for them and connecting institutions inside and outside the school.

From the above literature, it is clearly being revealed that practical and experiential teaching methods that instill entrepreneurial skills among learners for self-employment should be applied. Such methods make learning to be interesting and permanent. This enables learners to apply what they have learned in real life situation.

Methodology

Introduction

This is how it was organized: Research design, description of the study area/location of the study, target population, the sample size, sampling procedures, research

instruments, pilot study, data collection procedures, data analysis, data presentation and logical and ethical considerations.

Research Design

The study used descriptive survey research design. Creswell (2018) supported that a survey design provides a quantitative description of trends, attitudes and opinions of a population or test for relationships among variables of a population, by studying a sample of that population.

Research Area

The research was carried out in Western Kenya. The study involved national polytechnics in western Kenya. In this study Western Kenya constituted the following counties: Busia, Vihiga, Kakamega, Kisumu, Kisii, Homabay, Siaya, Migori, Bungoma, Trans Nzoia, and Uasin Ngishu counties.

According to KNBS economic survey (2017) Kenya has 13 national polytechnics and two of them were elevated to University status leaving 11 national polytechnics. Western Kenya has five National polytechnics namely: Sigalagala, Kisumu, Kisi, Kitale and Eldoret National polytechnics. Two polytechnics out of five were randomly selected for this study.

Population of the Study

The two polytechnics picked had a total population of 273 entrepreneurship students in their final year. Data was collected from all 273 students both from these two selected polytechnics. Final year students taking entrepreneurship studies were chosen because they were expected to have covered enough work of entrepreneurship and were on their exit to mean they had formed mind whether to be entrepreneurs or not.

The Sample and Sampling Procedure

The researcher employed purposive sampling procedure where by data were collected from all 273 students taking diploma courses in entrepreneurship studies as Mugenda and Mugenda (1999) suggested that it is advisable to take a whole population where the target population is small. The researcher used education level as criteria for choosing students for the study. Creswell (2018), Mugenda and Mugenda (1999) defined purposive sampling techniques as the sampling technique where the researcher purposively targets a group of people reliable for the study or have the required information with respect to the objectives of his or her study.

Instruments of Data Collection

Data were collected from the respondents by the use of a questionnaire which was administered by the researcher himself. The study used both open-ended questionnaire and closed ended questionnaire. Open ended questionnaire involved questions to which the respondents were required to write answers individually without being directed by the researcher. Closed-ended questionnaire consisted questions and answers where the respondents were required to choose answers from the choices give.

Piloting

In this study piloting was done to ascertain whether the instruments proposed could be used to collect sufficient, adequate and relevant data, identify any problem that is likely to occur at the time of actual data collection. It was done in a national polytechnic in Western Kenya and this polytechnic was not part of those polytechnics where the final study was conducted. The items in the questionnaires were moderated by the help of supervisors assigned to me. The results were used to test the validity and reliability of the research instruments.

Reliability and Validity of Research Instruments

Validity of instruments

There are several types of validity but this study dealt with content and construct validity where the questionnaire was developed by the researcher and handed over to the two supervisors assigned to him by the university. The researcher together with the two supervisors evaluated the measurement tool to establish whether it is representing the interest under study and also whether it covers all relevant parts of the stud

Reliability

Reliability was carried out in order to find out whether measures of research instrument yield the same results any time such research is repeated. Mugenda and Mugenda (1999) support that reliability of the research instruments are the ability of the instruments to give same response after repeated administration. Cronbach's alpha coefficient was used and it was 0.702 showing that the instruments used were reliable.

Data Collection Procedures

For data collection procedure, the researcher sought permission from Moi University School of Education as per the guidelines. The researcher was allowed to

acquire research permit from NACOSTI which he did. The researcher was directed by NACOSTI authority to get a go ahead from county commission and county director of education where research was to take place. The researcher was given permission by these authorities. The researcher went ahead to seek permission from the polytechnic administration, heads of departments and tutors to contact research.

Data Analysis

The researcher employed both descriptive and inferential statistics. Descriptive statistics involved calculation of percentages and frequencies and inferential statistics involved Chi-Square Test of independence and Freeman-Halton Test an extension of Fisher's Exact Test where possible. The Exact Tests provide a powerful means for obtaining accurate results when your data set is small, contains many ties, your tables are sparse or unbalanced, the data are not normally distributed, or the data fail to meet any of the underlying assumptions necessary for reliable results using the standard asymptotic method (Mehta and Patel, 1989,2012).

Fisher's Exact test was used in case of a 2×2 contingency table with cells that had expected frequencies less than 5. Freeman – Halton test was applied in case of a contingency table with either row or column being greater than 2 and had cells with expected frequencies less than 5 and if the cells of the contingency table had expected frequencies greater than or equal to 5, then a chi-square of independence was used. For quicker and easier analysis of data collected, the researcher employed statistical packages for social scientists (SPSS VERSION 21).

Data Presentation

The researcher used percentages for data presentation.

Ethical and Legal Considerations

The researcher observed all rules and regulations in carrying out research in Kenya. The researcher ensured that confidentiality, honesty and openness were considered throughout the study. The researcher also respected the rights of the respondents.

Data Analysis and Discussion

Data analysis refers to the processes associated with surfacing meaning and understanding from the various data sets that may be collected during the action research project as a basis for further action and theory building (Rowley, 2014). Data analysis involve coding data collected, extracting it from the questionnaires and using statistical methods to make it more meaning full to the users for decision making processes.

Data collected were analyzed using Pearson Chi-square Test of independence and Freeman Holton Test (an extension of Fisher's Exact Test) where applicable by using SPSS version 21. The p-value less than 0.05 was considered as significance.

Returning Rate

Out of 273 questionnaires that were distributed by the researcher, 267 were returned and 6 questionnaires were not returned. The returning rate was 97.8%. This returning rate was considered adequate. 157(58.8%) of the participants were male students and 110 (41.2%) were female students.

Selected Teaching Methods

The following teaching methods were listed and the researcher wanted to know the frequency in which such methods were used by entrepreneurship tutors to teach entrepreneurship education and whether such methods have influence or not to self-employment, job creation and job seeking intentions of students after school. These methods were; lecture, group discussion, demonstration and modeling, field trip, question and answer method, brainstorming, use of resource person, project-based learning and application of ICT in teaching and learning processes. A 5-point Likert-type scale ranging from "All ways (5), Often (4), Sometime (3), rarely (2) to never" (1) was used. This scale was further collapsed to, frequently used (always + often), (sometimes) and not frequently used (rarely + never).

To test the effects these methods, have to self-employment, job creation and job seeking intentions of students after school, another five likert scale was developed and this consisted of strongly agree, agree, neutral, disagree and strongly disagree. The scale was further collapsed to, has influence (strongly agree+ agree), undecided (neutral) and has no influence (strongly disagree + disagree).

The methods were analyzed one at a time and each method yielded three objectives and three hypotheses as follows

Hypothesis H01.1: Self-Employment Intentions Are Not Influenced by the Frequency of Use of Lecture Method

It was found that lecture method is frequently used by entrepreneurship tutors in the learning process of entrepreneurship education. This is because frequently used denoted by "often + always" had the highest percentage 229 (86.4%) as compared to not frequently used which is denoted by "never + rarely" having the lowest percentage at 2 (0.8 %). It is also sometimes used by tutors, 34 (12.8 %). In general, lecture method is frequently used by tutors in the teaching and learning processes of entrepreneurship education.

Also, 238 (89.8 %) of the respondents confirm that lecture method influence self-employment intentions of students while 10 (3.8 %) of the respondents are not in agreement that lecture method influence self-employment intentions of students. Also 17 (6.4%) of the respondents are neutral whether the method influence or it does not influence self-employment intentions of students.

To test the relationship between lecture method and self-employment intentions of students, Freeman-Halton test was performed and the results indicated that lecture method and self-employment intentions of students have statistical significant relationship as being indicated by a p-value ($p=.0137$). Therefore, hypothesis H01.1 was rejected. This finding implies that the influence of lecture method on self-employment intentions is dependent on the frequency of lecture method usage although the influence is very small.

4.2.2 Hypothesis H01.2: Job Creation Intentions Are Not Influenced by the Frequency of Use of Lecture Method

It was found that lecture method is frequently used and it influences job creation intention of students. This is because, 216 (81.5 %) of the respondents confirm that lecture method does influence job creation intentions of students while 15 (5.7 %) of the respondents are not in agreement that lecture method does influence job creation intentions of students. On the other hand, 34 (12.8%) of the respondents are neutral whether lecture method influences job creation intentions of the students or not.

To test the relationship between lecture method and job creation intentions of students, Freeman-Halton test was performed and the results indicated that lecture method and job creation intentions of students have no statistical significant relationship as being indicated by a p-value ($p=.6097$). Therefore, hypothesis H01.2 was accepted. This finding implies that the influence of lecture method on job creation intentions is independent on the frequency of lecture method usage.

Hypothesis H01.3: Job Seeking Intentions Are Not Influenced by the Frequency of Use of Lecture Method

The difference between respondents who support that lecture method influences job seeking intention and those respondents who do not support that lecture method influences job seeking intentions of students is very small. 95(35.8 %) of the respondents confirm that lecture method does influence job seeking intentions of students while 89 (33.6 %) of the respondents are not in agreement that lecture method does influence job seeking intentions of students. On the other hand, 81(30.6%) of the respondents were undecided whether lecture method does influence job seeking intentions of students or not.

To test the relationship between lecture method and job seeking intentions of students, Freeman-Halton test was performed and the results indicated that lecture method

and job seeking intentions of students have statistical significant relationship as being indicated by a p-value ($p=.002$). Therefore, hypothesis H01.3 was rejected. This finding implies that the influence of lecture method on job seeking intentions is dependent on the frequency of lecture method usage.

Hypothesis H01.4: Self-Employment Intentions Are Not Influenced by the Frequency of Use of Demonstration and Modeling Method

Demonstration and modeling method is not frequently used by entrepreneurship tutors in the learning process of entrepreneurship education. This is because not frequently used denoted by “never + rarely” has the highest percentage 159 (61.9%) as compared to “frequently used” which is denoted by “often + always” having the lowest percentage at 46 (17.9 %). Demonstration and modeling method is also sometimes used by tutors, 52 (20.2 %).

Also, demonstration and modeling method influence self-employment intentions of students. This is because, 231(89.9 %) of the respondents confirm that demonstration and modeling method does influence self-employment intentions of students while 10 (3.9 %) of the respondents are not in agreement that demonstration and modeling method does influence self-employment intentions of students. On the other hand, 16 (6.2 %) of the respondents were undecided whether demonstration and modeling method does influence self-employment intention of students or not.

To test the relationship between demonstration and modeling method and self-employment intentions of students, Freeman-Halton test was performed and the results indicated that demonstration and modeling method and self-employment intentions of students have no statistical significant relationship as being indicated by a p-value ($p=.2509$). Therefore, hypothesis H01.4 was accepted. This finding implies that the influence of demonstration and modeling method on self-employment intentions is independent on the frequency of demonstration and modeling method usage.

Hypothesis H01.5: Job Creation Intentions Are Not Influenced by the Frequency of Use of Demonstration and Modeling Method

Demonstration and modeling method is not frequently used as it influences job creation intentions of students. This is because, 211(82.1 %) of the respondents confirm that demonstration and modeling method does influence job creation intentions of students while 14 (5.4 %) of the respondents are not in agreement that demonstration and modeling method does influence job creation intentions of students. On the other hand, 32 (12.5 %) of the respondents were undecided whether demonstration and modeling method does influence job creation intention of students or not.

To test the relationship between demonstration and modeling method and job

creation intentions of students, Freeman-Halton test was performed and the results indicated that demonstration and modeling method and job creation intentions of students have no statistically significant relationship as being indicated by a p-value ($p=.2545$). Therefore, hypothesis H01.5 was accepted. This finding implies that the influence of demonstration and modeling method on job creation intentions is independent on the frequency of demonstration and modeling method usage.

Hypothesis H01.6: Job Seeking Intentions Are Not Influenced by the Frequency of Use of Demonstration and Modeling Method

The difference between respondents who support that demonstration and modeling method influence job seeking intention and those respondents who do not support that demonstration and modeling method influence job seeking intentions of students is very small because 94 (36.6 %) of the respondents confirm that this method does influence job seeking intentions of students while 83 (32.3%) of the respondents are not in agreement that this method does influence job seeking intentions of students. On the other hand, 81(30.6%) of the respondents were undecided whether this method does influence job seeking intentions of students or not.

To test this hypothesis, a chi-square of independence test was performed. This analysis indicated that there was statistically significant difference as shown by the chi-square value ($\chi^2 = 22.805$, $p=0.000$). Therefore, hypothesis H01.6 was rejected. This finding implies that job seeking intentions is dependent on frequency of use of demonstration/modeling method.

Hypothesis H01.7: Self-Employment Intentions Are Not Influenced by the Frequency of the Use of Problem-Based Learning Method

It was revealed that problem-based learning method is not frequently used by entrepreneurship tutors in the learning process of entrepreneurship education. This is because not frequently used denoted by “never + rarely” has the highest percentage 125 (49.4%) as compared to “frequently used” which is denoted by “often + always” having the lowest percentage at 43 (17 %). Problem- based learning method is also sometimes used by tutors as shown 85 (33.6%).

Also, problem-based learning method influence self-employment intentions of students. This is because, 229 (90.5 %) of the respondents confirm that problem-based learning method does influence self-employment intentions of students while 9 (3.6%) of the respondents are not in agreement that problem-based learning method does influence self-employment intentions of students. On the other hand, 15 (5.9 %) of the respondents were undecided whether problem-based learning method does influence self-employment intention of students or not.

To test the relationship between problem-based learning method and self-employment intentions of students, Freeman-Halton test was performed and the results indicated that problem-based learning method and self-employment intentions of students have no statistical significant relationship as being indicated by a p-value ($p=.4351$). Therefore, hypothesis H01.7 was accepted. This finding implies that the influence of problem-based learning method on self-employment intentions is independent on the frequency of problem-based learning method usage.

Hypothesis H01.8: Job Creation Intentions Are Not Influenced by the Frequency of the Use of Problem-Based Learning Method

It was found that problem-based learning method has a positive influence on job creation intentions of students. This is because, 207 (81.8 %) of the respondents confirm that problem-based learning method does influence job creation intentions of students while 14 (5.5%) of the respondents are not in agreement that problem-based learning method does influence job creation intentions of students. On the other hand, 32 (12.6 %) of the respondents were undecided whether problem-based learning method does influence job creation intention of students or not.

To test the relationship between problem-based learning method and job creation intentions of students, Freeman-Halton test was performed and the results indicated that problem-based learning method and job creation intentions of students have no statistical significant relationship as being indicated by a p-value ($p=.1003$). Therefore, hypothesis H01.8 was accepted. This finding implies that the influence of problem-based learning method on job creation intentions is independent on the frequency of problem-based learning method usage.

Hypothesis H01.9: Job Seeking Intentions Are Not Influenced by the Frequency of the Use of Problem-Based Learning Method

The difference between respondents who support that problem-based learning method influence job seeking intention and those respondents who do not support that problem-based learning method influence job seeking intentions of students is very small. 92 (36.4 %) of the respondents confirm that this method does influence job seeking intentions of students while 85 (33.6%) of the respondents are not in agreement that this method does influence job seeking intentions of students. On the other hand, 76 (30.0%) of the respondents were undecided whether this method does influence job seeking intentions of students or not.

To test the relationship between problem-based learning method and job seeking intentions of students, a Chi-square of independence test was performed and the results indicated that problem-based learning method and job seeking intentions of students have

statistical significant relationship as being indicated by a p-value ($p=.014$). Therefore, hypothesis H01.9 was rejected. This finding implies that the influence of problem-based learning method on job seeking intentions is dependent on the frequency of problem-based learning method usage.

Hypothesis H01.10: Self-Employment Intentions Are Not Influenced by the Frequency of the Use of ICT Method

It was found that ICT method is not frequently used by entrepreneurship tutors in the learning process of entrepreneurship education. This is because not frequently used denoted by “never + rarely” has the highest percentage 146 (56.2%) as compared to “frequently used” which is denoted by “often + always” having the lowest percentage at 79 (30.4 %). ICT method is also sometimes used by tutors, 35 (13.5%).

Also, ICT method influence self-employment intentions of students. This is because, 233 (89.6 %) of the respondents confirm that ICT method does influence self-employment intentions of students while 10 (3.8%) of the respondents are not in agreement that ICT method does influence self-employment intentions of students. On the other hand, 17 (6.5%) of the respondents were undecided whether ICT method does influence self-employment intention of students or not.

To test the relationship between ICT method and self-employment intentions of students, Freeman-Halton test was performed and the results indicated that ICT method and self-employment intentions of students have no statistical significant relationship as being indicated by a p-value ($p=.6437$). Therefore, hypothesis H01.10 was accepted. This finding implies that the influence of ICT method on self-employment intentions is independent on the frequency of ICT method usage.

Hypothesis H01.11: Jcreation Intentions Are Not Influenced by the Frequency of the Use of ICT Method

ICT method is not frequently used by entrepreneurship tutors and also influence job creation intentions of students since 211 (81.2 %) of the respondents confirm that ICT method does influence job creation intentions of students while 15 (5.8%) of the respondents are not in agreement that ICT method does influence job creation intentions of students. On the other hand, 34(13.0%) of the respondents were undecided whether ICT method does influence job creation intention of students or not.

To test the relationship between ICT method and job creation intentions of students, Freeman-Halton test was performed and the results indicated that ICT method and job creation intentions of students have no statistical significant relationship as being indicated by a p-value ($p=.1088$). Therefore, hypothesis H01.11 was accepted. This finding implies that the influence of ICT method on job creation intentions is independent on the

frequency of ICT method usage.

Hypothesis H01.12: Job Seeking Intentions Are Not Influenced by the Frequency of the Use of ICT Method

ICT method is not frequently used by tutors in the teaching and learning processes of entrepreneurship education. It is also shown that ICT method influence job seeking intentions of students. 92 (35.4 %) of the respondents confirm that ICT method does influence job seeking intentions of students while 89 (34.2%) of the respondents are not in agreement that ICT method does influence job seeking intentions of students. On the other hand, 79 (30.4%) of the respondents were undecided whether ICT method does influence job seeking intention of students or not.

To test this hypothesis, a chi-square of independence test was performed. This analysis indicated that there was statistically significant difference as shown by the Pearson chi-square value ($\chi^2 = 38.540$, $p = .000$). This hypothesis was rejected. This finding implies that job seeking intentions is dependent on frequency of use of ICT method.

Hypothesis H01.13: Self-Employment Intentions Are Not Influenced by the Frequency of the Use of Field Trip Method

Field trip method is not frequently used by entrepreneurship tutors in the learning process of entrepreneurship education. This is because not frequently used denoted by “never + rarely” has the highest percentage 176 (68%) as compared to “frequently used” which is denoted by “often + always” having the lowest percentage at 32 (12.4 %). Field trip method is also sometimes used by tutors as indicated by the table, 51 (19.7%). In general, field trip method is not frequently used by tutors in the teaching and learning processes of entrepreneurship education because, 234 (90.3 %) of the respondents confirm that field trip method does influence self-employment intentions of students while 10 (3.9%) of the respondents are not in agreement that field trip method does influence self-employment intentions of students while 15 (5.8%) of the respondents were undecided whether field trip method does influence self-employment intention of students or not.

To test the relationship between field trip method and self-employment intentions of students, Freeman-Halton test was performed and the results indicated that field trip method and self-employment intentions of students have no statistical significant relationship as being indicated by a p-value ($p = .2998$). Therefore, hypothesis H01.13 was accepted. This finding implies that the influence of field trip method on self-employment intentions is independent on the frequency of field trip method usage.

Hypothesis H01.14: Job Creation Intentions Are Not Influenced by the Frequency of the Use of Field Trip Method

Field trip method is not frequently used by tutors in the teaching and learning processes of entrepreneurship education. It is also being shown that field trip method influences job creation intentions of students. This is because, 234 (90.3 %) of the respondents confirm that field trip method does influence job creation intentions of students while 10 (3.9%) of the respondents are not in agreement that field trip method does influence job creation intentions of students. On the other hand, 15 (5.8%) of the respondents were undecided whether field trip method does influence job creation intention of students or not.

To test the relationship between field trip method and job creation intentions of students, Freeman-Halton test was performed and the results indicated that field trip method and job creation intentions of students have statistical significant relationship as being indicated by a p-value ($p=.0487$). Therefore, hypothesis H01.14 was rejected. This finding implies that the influence of field trip method on job creation intentions is dependent on the frequency of field trip method usage.

Hypothesis H01.15: Job Seeking Intentions Are Not Influenced by the Frequency of the Use of Field Trip Method

Field trip is not frequently used and it has an influence on job seeking intentions of students because, 93 (35.9 %) of the respondents confirm that field trip method does influence job seeking intentions of students while 85 (32.8%) of the respondents are not in agreement that field trip method does influence job seeking intentions of students. On the other hand, 81 (31.3%) of the respondents were undecided whether field trip method does influence job seeking intention of students or not.

To test this hypothesis, a chi-square of independence test was performed. This analysis indicated that there was statistically significant difference as shown by the Pearson chi-square value ($\chi^2 = 15.922$, $p=.003$). This hypothesis was rejected. This finding implies that job seeking intentions is dependent on frequency of use of field trip method.

Hypothesis H01.16: Self-Employment Intentions Are Not Influenced by the Frequency of the Use of Group Discussion Method

It was found that group discussion method is frequently used by entrepreneurship tutors in the learning process of entrepreneurship education. This is because frequently used denoted by "often + always" has the highest percentage 95 (36.1%) as compared to "not frequently used" which is denoted by "never + rarely" having the lowest percentage at 90 (34.2 %). Group discussion method is also sometimes used by tutors as indicated by the table, 78 (29.7%). It is also being shown that group discussion method influence self-

employment intentions of students because, 237 (90.1 %) of the respondents confirm that group discussion method does influence self-employment intentions of students while 10 (3.8%) of the respondents are not in agreement that group discussion method does influence self-employment intentions of students. Also 16 (6.1%) of the respondents were undecided whether group discussion method does influence self-employment intention of students or not.

To test this hypothesis, a chi-square of independence test was performed. This analysis indicated that there was statistically significant difference as shown by a p-value ($\chi^2 = 10.082$, $p = .029$). This hypothesis was rejected. This finding implies that a self-employment intention is dependent on the frequency of use of group discussion method.

Hypothesis H01.17: Job Creation Intentions Are Not Influenced by the Frequency of the Use of Group Discussion Method

It was revealed that group discussion method is frequently used by entrepreneurship tutors in the learning process of entrepreneurship education and it influences job creation intentions of students since 215 (81.7 %) of the respondents confirm that group discussion method does influence job creation intentions of students while 15 (5.7%) of the respondents are not in agreement that group discussion method does influence job creation intentions of students. On the other hand, 33 (12.5%) of the respondents were undecided whether group discussion method does influence job creation intention of students or not

To test this hypothesis, a chi-square of independence test was performed. This analysis indicated that there was statistically significant difference as shown by the Pearson chi-square value ($\chi^2 = 10.431$, $p = .034$). This hypothesis was rejected. This finding implies that a job creation intention is dependent on the frequency of use of group discussion method.

Hypothesis H01.18: Job Seeking Intentions Are Not Influenced by the Frequency of the Use of Group Discussion Method

Group discussion method is frequently used by entrepreneurship tutors in the learning process of entrepreneurship education and also influences job seeking intentions of students as 94 (35.7 %) of the respondents confirm that group discussion method does influence job seeking intentions of students while 89 (33.8%) of the respondents are not in agreement that group discussion method does influence job seeking intentions of students. On the other hand, 80 (30.4%) of the respondents were undecided whether group discussion method does influence job seeking intention of students or not.

To test this hypothesis, a chi-square of independence test was performed. This analysis indicated that there was statistically significant difference as shown by the Pearson

chi-square value ($\chi^2 = 39.088$, $p = .000$). This hypothesis was rejected. This finding implies that job seeking intention is dependent on the frequency of use of group discussion method.

Hypothesis H01.19: Self-Employment Intentions Are Not Influenced by the Frequency of the Use of Brainstorming Method

It was found that brainstorming method is not frequently used by entrepreneurship tutors in the learning process of entrepreneurship education. This is because frequently used denoted by “often + always” has the lowest percentage, 61 (23.9%) as compared to “not frequently used” which is denoted by “never + rarely” having the highest percentage at 117 (45.9 %). Brainstorming method is also sometimes used by tutors as indicated by the table, 77 (30.2%). It is also being shown that brainstorming method influence self-employment intentions of students because, 231 (90.6 %) of the respondents confirm that brainstorming method does influence self-employment intentions of students while 10 (3.9%) of the respondents are not in agreement that brainstorming method does influence self-employment intentions of students. On the other hand, 14 (5.5%) of the respondents were undecided whether brainstorming method does influence self-employment intention of students or not.

To test the relationship between brainstorming method and self-employment intentions of students, Freeman-Halton test was performed and the results indicated that brainstorming method and self-employment intentions of students have no statistical significant relationship as being indicated by a p-value ($p = .0980$). Therefore, hypothesis H01.19 was accepted. This finding implies that the influence of brainstorming method on self-employment intentions is independent on the frequency of brainstorming method usage.

Hypothesis H01.20: Job Creation Intentions Are Not Influenced by the Frequency of the Use of Brainstorming Method

It was revealed that brainstorming method is not frequently used by entrepreneurship tutors in the learning process of entrepreneurship education and also it influences job creation intentions of students since 209 (82.0 %) of the respondents confirm that brainstorming method does influence job creation intentions of students while 13 (5.1%) of the respondents are not in agreement that brainstorming method does influence job creation intentions of students. On the other hand, 33 (5.5%) of the respondents were undecided whether brainstorming method does influence job creation intention of students or not.

To test the relationship between brainstorming method and job creation intentions of students, Freeman-Halton test was performed and the results indicated that

brainstorming method and job creation intentions of students have statistical significant relationship as being indicated by a p-value ($p=.0416$). Therefore, hypothesis H01.20 was rejected. This finding implies that the influence of brainstorming method on job creation intentions is dependent on the frequency of brainstorming method usage.

Hypothesis H01.21: Job Seeking Intentions Are Not Influenced by the Frequency of the Use of Brainstorming Method

The research found that brainstorming method is not frequently used by entrepreneurship tutors in the learning process of entrepreneurship education. It is also being shown that brainstorming method influence job seeking intentions of students since 91 (35.7 %) of the respondents confirm that brainstorming method does influence job seeking intentions of students while 85 (33.3%) of the respondents are not in agreement that brainstorming method does influence job seeking intentions of students on the other hand, 79 (31.0%) of the respondents were undecided whether brainstorming method does influence job seeking intention of students or not.

To test this hypothesis, a chi-square of independence test was performed. This analysis indicated that there was statistically significant difference as shown by the Pearson chi-square value ($\chi^2 = 11.727, p=.020$). This hypothesis was rejected. This finding implies that job seeking intention is dependent on the frequency of use of brainstorming method.

Hypothesis H01.22: Self-Employment Intentions Are Not Influenced by the Frequency of the Use of Resource Person Method

It was shown that use of resource person method is not frequently used by entrepreneurship tutors in the learning process of entrepreneurship education. This is because frequently used denoted by “often + always” has the lowest percentage, 42 (16.3%) as compared to “not frequently used” which is denoted by “never + rarely” having the highest percentage at 172 (66.9 %). Use of resource person method is also sometimes used by tutors as indicated by the table, 43 (16.7%). It is also being shown that use of resource person method influences self-employment intentions of students since 232 (90.3 %) of the respondents confirm that use of resource person method does influence self-employment intentions of students while 10 (3.9%) of the respondents are not in agreement that use of resource person method does influence self-employment intentions of students. On the other hand, 15 (5.8%) of the respondents were undecided whether the use of resource person method does influence self-employment intention of students or not.

To test the relationship between the use of resource person method and self-employment intentions of students, Freeman-Halton test was performed and the results indicated that use of resource person method and self-employment intentions of students have no statistical significant relationship as being indicated by a p-value ($p=.4582$).

Therefore, hypothesis H02.22 was accepted. This finding implies that the influence of the use of resource person method on self-employment intentions is independent on the frequency of use of resource person method usage.

Hypothesis H01.23: Job Creation Intentions Are Not Influenced by the Frequency of the Use of Resource Person Method

It is being shown that the use of resource person method is not frequently used by entrepreneurship tutors in the learning process of entrepreneurship education and also this method influences job creation intentions of students since 208 (80.9 %) of the respondents confirm that the use of resource person method does influence job creation intentions of students while 15 (5.8%) of the respondents are not in agreement that the use of resource person method does influence job creation intentions of students. On the other hand, 34 (13.2%) of the respondents were undecided whether use of resource person method does influence job creation intention of students or not.

To test the relationship between use of resource person method and job creation intentions of students, Freeman-Halton test was performed and the results indicated that the use of resource person method and job creation intentions of students have no statistical significant relationship as being indicated by a p-value ($p=.0725$). Therefore, hypothesis H01.23 was accepted. This finding implies that the influence of use of resource person method on job creation intentions is independent on the frequency of use of job creation method

Hypothesis H01.24: Job Seeking Intentions Are Not Influenced by the Frequency of Use of Resource Person Method

It is being indicated that the use of resource person method is not frequently used by entrepreneurship tutors in the learning process of entrepreneurship education and it influences job seeking intentions of students since 92 (35.8 %) of the respondents confirm that the use of resource person method does influence job seeking intentions of students while 86 (33.5%) of the respondents are not in agreement that use of resource person method does influence job seeking intentions of students. On the other hand, 79 (30.7%) of the respondents were undecided whether the use of resource person method does influence job seeking intention of students or not.

To test this hypothesis, a chi-square of independence test was performed. This analysis indicated that there was statistically significant difference as shown by the Pearson chi-square value ($\chi^2 = 31.118, p=0.000$). This hypothesis was rejected. This finding implies that job seeking intention is dependent on the frequency of use of resource person method.

Hypothesis H01.25: Self-Employment Intentions Are Not Influenced by the Frequency of the Use of Question and Answer Method

It is being shown that the use of question and answer method is frequently used by entrepreneurship tutors in the learning process of entrepreneurship education. This is because frequently used denoted by “often + always” has the highest percentage, 105 (40.5%) as compared to “not frequently used” which is denoted by “never + rarely” having the lowest percentage at 85 (32.8 %). Question and answer method is also sometimes used by tutors as indicated by the table, 69 (26.6%).

In general, use of question and answer method is frequently used by tutors in the teaching and learning processes of entrepreneurship education.

It is also being shown that the use of question and answer method influences self-employment intentions of students since 232 (89.6 %) of the respondents confirm that question and answer method does influence self-employment intentions of students while 10 (3.9%) of the respondents are not in agreement that the use of question and answer method does influence self-employment intentions of students. On the other hand, 17 (6.7%) of the respondents were undecided whether the use of question and answer method does influence self-employment intention of students or not.

To test the relationship between the use of question and answer method and self-employment intentions of students, Freeman-Halton test was performed and the results indicated that question and answer method and self-employment intentions of students have statistical significant relationship as being indicated by a p-value ($p=.0112$). Therefore, hypothesis H01.25 was rejected. This finding implies that the influence of question and answer method on self-employment intentions is dependent on the frequency of use of question and answer method

Hypothesis H01.26: Job Creation Intentions Are Not Influenced by the Frequency of the Use of Question and Answer Method

It is being shown that the use of question and answer method is frequently used by entrepreneurship tutors in the learning process of entrepreneurship education and also this method influences job creation intentions of students. Also, 210 (81.1 %) of the respondents confirm that question and answer method does influence job creation intentions of students while 15 (5.8%) of the respondents are not in agreement that the use of question and answer method does influence job creation intentions of students. On the other hand, 34 (13.1%) of the respondents were undecided whether the use of question and answer method does influence job creation intention of students or not.

To test the relationship between the use of question and answer method and job creation intentions of students, Freeman-Halton test was performed and the results indicated that question and answer method and job creation intentions of students have

statistical significant relationship as being indicated by a p-value ($p=.0246$). Therefore, hypothesis H02.26 was rejected. This finding implies that the influence of question and answer method on job creation intentions is dependent on the frequency of the use of question and answer method

Hypothesis H01.27: Job Seeking Intentions Are Not Influenced by the Frequency of the Use of Question and Answer Method

It is being shown that the use of question and answer method is frequently used by entrepreneurship tutors in the learning process of entrepreneurship education and also influence job seeking intentions of students since 94 (36.3 %) of the respondents confirm that question and answer method does influence job seeking intentions of students while 86 (33.2%) of the respondents are not in agreement that question and answer method does influence job seeking intentions of students. On the other hand, 79 (30.5%) of the respondents were undecided whether the use of question and answer method does influence job seeking intention of students or not.

To test this hypothesis, a chi-square of independence test was performed. This analysis indicated that there was statistically significant difference as shown by the Pearson chi-square value ($\chi^2 = 19.248, p=.001$). This hypothesis was rejected. This finding implies that job seeking intention is dependent of frequency of use of question answer method.

Based on the above analysis, respondents were in agreement that entrepreneurship education is theoretically taught by entrepreneurship education tutors. This is because, practical methods or active methods like project- based learning, demonstration / modeling, the use of resource persons, the use of ICT in learning, brainstorming and field trips/ visits were not frequently used. Teaching methods like lecture method and question and answer method were frequently used.

Still on the acquisition of practical skills by students the researcher had to establish whether the polytechnics had business centers or not where students could apply what they had learned in class so that they could gain daily experience or practical skills by carrying out a descriptive statistic consisting of means and percentages. The respondents were either to accept (strongly agree + agree), reject (disagree + strongly disagree) or remain undecided whether polytechnics have business centers where they can acquire entrepreneurship practical skills.

Students rejected that the polytechnics in which they study have business enterprises where they can gain entrepreneurial experience in what they learn. This is being confirmed by 173 (63.3%) as compared to 58 (21.9%) of students who accepted that polytechnics have business centres where they practice what they have learned in class. This shows that students are not exposed to practical entrepreneurial activities due to lack of business centers in this institutions.

Further, on the acquisition of practical entrepreneurial skills, the researcher went

ahead to find out whether the institutions have a platform where successful entrepreneurs are invited to interact with students to enable them gain practical entrepreneurial skills and be motivated to become entrepreneurs hence becoming self-employed and create jobs for others. The respondents were either to accept (always + often), reject (never + rarely) or remain undecided (sometimes) whether they interact with successful entrepreneurs by responding to the question “How often do successful entrepreneurs come to interact with you as entrepreneurial motivation speakers in the process of learning entrepreneurship education? In this case, a researcher carried out a descriptive statistic (frequency and percentages). It was revealed that 199 (74.8%) of the respondents confirmed that they do not interact with successful entrepreneurs as compared to 22 (8.3%) who accepted that they do interact with successful entrepreneurs.

Still on the acquisition of practical skills and practicing the skills already acquired by these students to test whether students are ready to venture into businesses after school, the researcher established whether these students own some businesses or they operate some businesses by asking the students to respond to the question; Do you own or operate any business activities? The researcher carried out a descriptive statistic on this to find out whether students operate or own any business activities. It was revealed that 222 (84.4%) of the students neither operate nor own any business activities while 34 (15.6%) of them run some businesses. This shows that students are not ready to venture into business activities so as to create jobs and be self-employed. Due to theoretical way of learning in these polytechnics, students are ready to be employed as opposed to job creation and self-employment.

From the analysis above, students are in agreement that passive teaching methods are commonly used by tutors while teaching entrepreneurship education. The most used method in these two polytechnics is lecture method. Active methods that involve the learners are less used.

Discussion

It was found that lecture method was frequently used since 86.4% of respondents confirmed and the method had a statistical significant relationship with self-employment intentions of students as it was indicated by Freeman-Halton test ($p=.0137$) being less than the value considered to be significant.

This finding is inconsistent with many researchers who established that lecture method insignificantly influenced self-employment intentions of students since it was termed as inactive teaching method. For example, Lettmayr (2011) carried out a study titled “Guidance supporting Europe’s aspiring entrepreneurs. Policy and practice to harness future potential” and from the study, it was found that inactive methods are mostly used. However, while such methods are common and have an important part to play in

information dissemination, they may not necessarily be the most effective methods of engaging students in entrepreneurial learning. Wanjau and Mkala (2013) argue that the impact of entrepreneurship education on students' post-training career choice and practice is influenced by the teaching and assessment methodologies used in delivering entrepreneurship education lessons, teachers' personal interaction with entrepreneurship practitioners, and the availability of training resources.

Akpan and Etor (2013) carried out a study on University lecturers' perception on entrepreneurship education as an employment strategy for graduate self-employment in South-South Nigeria, found that lecture method does not promote or encourage entrepreneurial behavior.

It was also established that the frequency of use of lecture method had no statistical significant relationship with job creation intentions of students as it was indicated by Freeman-Halton test ($p=.609$) being more than the value considered to be significant. This means that the more lecture method is used, the less students get influenced towards job creation after graduation and if they are not creating jobs then they are likely looking for jobs to work for others. It was also further revealed that there was statistical significant relationship between lecture method and job seeking intentions of students as it was indicated by Freeman-Halton test ($p=.002$) being less than the value considered to be significant. This implies that the more lecture method is used, the more students get influenced towards job seeking after graduation.

These findings are consistent with that of Ndyali (2016) who was interested to know why students from higher learning institutions in Tanzania remain jobless due job seeking mindset despite having acquired skills to either be self-employed or create jobs for others, it was confirmed from the study that majority of students learn through lectures and academic textbooks and are academically sound but they have limited opportunities of acquiring practical experience by using machinery, equipment and practical techniques associated with the professions.

It was revealed from the study that demonstration and modeling method was not frequently used since 61.9% of the respondents confirmed and the method had no statistical significant relationship with self-employment intentions of students as it was indicated by Freeman-Halton test ($p=.2509$) being more than the value considered to be significant. Also, the frequency of the use of demonstration and modeling method had no statistical significant relationship with job creation intentions of students as it was indicated by Freeman-Halton test ($p=.2545$) being more than the value considered to be significant. It was also established that the frequency of use of demonstration and modeling method had a statistical significant relationship with job seeking intentions of students as it was indicated by Chi-Square of Independence test ($p=.000$).

Demonstration and modeling method is considered by many scholars to be active teaching method whereby if it is used in the teaching and learning process, learners will be

involved actively hence making them to understand and apply what was taught. The book entitled “A handbook for Curriculum and Instruction” by Otunga, Odeo, and Barasa (2011) stated that the demonstration and modeling method involves the teacher performing a task or process to show the learners how something should be done. Since demonstration and modeling method was not frequently used in the teaching of entrepreneurship education which was defined in terms of job creation and self-employment among students, students were not influenced towards job creation and self-employment. Students still possessed job seeking minds because of traditional methods like lecture method which was found to be frequently used.

These findings correlate to the findings of Maric, Jarej, and Paulin (2020). In their study “Entrepreneurship as a solution to the unemployment”, it was established that countries with better entrepreneurial infrastructure for example universities with business incubators where students can get real life skills through demonstration are open to competition and entrepreneurial activities than others. These findings are also in agreement with another study by Ansah and Poku (2012) which revealed that setting up an enterprise center to support students to encourage more students to recognize self-employment as a career option is what is needed.

The study revealed from the study that problem-based learning method was not frequently used since 49.4% of the respondents confirmed and the method had no statistical significant relationship with self-employment intentions of students as it was indicated by Freeman-Halton test ($p=.25409$) being more than the value considered to be significant. Also, the frequency of use of problem-based learning method had no statistical significant relationship with job creation intentions of students as it was indicated by Freeman-Halton test ($p=.1003$) being more than the value considered to be significant. It was also established that the frequency of use of problem-based learning method had a statistical significant relationship with job seeking intentions of students as it was indicated by Chi-Square of Independence test ($p=.014$). Problem-based learning method is considered by many scholars to be an active teaching method whereby if it is used in the teaching and learning process, learners will be involved actively hence making them to understand and apply what was taught. In this study, problem-based learning was less used as confirmed by students in the teaching and learning of entrepreneurship education. This hindered creative and innovative minds of creating jobs and being self-employed among students after graduation

This finding is not in agreement with the study by Mei, Lee, and Xiang (2020) who established that students’ self-efficacy sub-scales such as goal setting, self-appraisal, and problem-solving are significantly and positively related to entrepreneurial intentions. According to Garcia & Barac (2020), it was supported that the use of problem solving methodology made students to acquire entrepreneurship competences.

This finding is supported by Lettmayr (2011) who carried out a study titled

“Guidance supporting Europe’s aspiring entrepreneurs. Policy and practice to harness future potential and from the study”, it was emphasized that traditional education and training systems in Europe do not support entrepreneurship and self-employment intentions. Fayole and Olatunji (2018) in their study concluded that establishment of more skills acquisition and innovation centres across Nigeria to equip the young graduates with skills, knowledge and attitudes required to be self-reliant will assist in making them job creators rather than job seekers.

It was revealed from the study that ICT method was not frequently used since 56.2% of the respondents confirmed and the method had no statistical significant relationship with self-employment intentions of students as it was indicated by Freeman-Halton test ($p=.6437$) being more than the value considered to be significant. Also, the frequency of use of ICT method had no statistical significant relationship with job creation intentions of students as it was indicated by Freeman-Halton test ($p=.1088$) being more than the value considered to be significant. It was also established that the frequency of use of ICT method had a statistical significant relationship with job seeking intentions of students as it was indicated by Chi-Square of Independence test ($p=.000$).

This finding is not supported by Njati (2015) who stated that Integration of ICT in teaching and learning entrepreneurship education makes learning to be attractive. Since it is less used by tutors in the teaching of entrepreneurship education as per this study, it has no scientific relationship with self-employment and job creation intentions of students making students to still possess job seeking minds. ICT increases motivational levels of learners, improve their skills performance of, enhance abilities in independent learning as well as increase abilities for team work.

It was revealed from the study that field trips method was not frequently used since 68% of the respondents confirmed and the method had no statistical significant relationship with self-employment intentions of students as it was indicated by Freeman-Halton test ($p=.2998$) being more than the value considered to be significant. Also, the frequency of use of field trip method showed slight statistical significant relationship with job creation intentions of students as it was indicated by Freeman-Halton test ($p=.0487$) being slightly less than the value considered to be significant. It was also established that the frequency of use of field trip method had a statistical significant relationship with job seeking intentions of students as it was indicated by Chi-Square of Independence test ($p=.003$).

This finding is inconsistency with the study by Treiblmaier & Lisa (2018) which stated that field trips build students’ knowledge, improve their attitudes and increase their behavioral intentions towards the subject under study. Field trips are an effective means for successful knowledge transfer and are suitable to trigger attitudinal and behavioral change. Since it was less used in this study, students were not positively influenced towards self-employment and job creation since entrepreneurial knowledge was not well transferred to students through lecture method which was mostly used but they were influenced

towards job seeking intentions due to the use of traditional teaching systems. Tutors of entrepreneurship are encouraged to use active teaching methods like field trips for successful knowledge transfer and behavioral change.

A study by Burhanuddin, Shahwir, Norlina and Juhari (2019) supported that field trip was the method of experiential learning that brings students away from traditional classroom learning into a new mode of learning which visiting to industries or companies. Oluwaseyi (2017) in their study highlighted some of the best practices that can be used in the university entrepreneurship education pedagogy and among them was field trips.

It was established from the study that group discussion method was slightly frequently used since 36.1% of the respondents confirmed and the method had statistical significant relationship with self-employment intentions of students as it was indicated by Freeman-Halton test ($p=.029$) being less than the value considered to be significant. Also, the frequency of use of group discussion method had statistical significant relationship with job creation intentions of students as it was indicated by chi-square test of independence ($p=.0416$) being slightly less than the value considered to be significant. It was also established that the frequency of use of group discussion method had a statistical significant relationship with job seeking intentions of students as it was indicated by Chi-Square of Independence test ($p=.000$).

This method is considered to be an active method by many researchers. That it allows interaction amongst learners boosting their skills of solving a given problem in teams hence promoting a sense of togetherness. This method allows students to solve a given problem and give them a chance of developing responsibility, accountability, cooperation, social and independence skills in the learners.

This study is in agreement with that of Li and Wu (2019) who carried out a study entitled "Entrepreneurial education and students' entrepreneurial intention: does team cooperation matter?" and from the findings it was established that team cooperation significantly moderated the relationship between entrepreneurial education and entrepreneurial self-efficacy and the relationship between entrepreneurial education and entrepreneurial passion.

Also, this finding is similar to that of Ndofirepi and Rambe (2018) in their study entitled "A qualitative approach to the entrepreneurial education and intentions nexus: a case of Zimbabwean polytechnic students found out that methodology coupled with group discussion was deemed appropriate for teaching entrepreneurial education for self-employment and job creation. Arasti, Falavarjani, & Imanipour (2012) also found out that appropriate teaching methods of entrepreneurship education are respectively group projects and problem-solving methods.

It was established from the study that brainstorming method was not frequently used since 45.9% of the respondents confirmed and the method had no statistical significant relationship with self-employment intentions of students as it was indicated by Freeman-

Halton test ($p=.0980$) being more than the value considered to be significant. Also the frequency of use of brainstorming method slightly had a statistical significant relationship with job creation intentions of students as it was indicated by chi-square test of independence ($p=.0416$) being slightly less than the value considered to be significant. It was also established that the frequency of use of brainstorming method had a statistical significant relationship with job seeking intentions of students as it was indicated by Chi-Square of Independence test ($p=.020$).

This method is considered to be an active and learner-centered method of learning in that when it is applied by teachers, permanent learning takes place. It enhances interaction among learners. Since it is less used, entrepreneurial characteristics of learners were not fully developed hence making them to still hold on job seeking minds after graduation.

The findings of this study are inconsistent with that of Gonul (2019) who supported that idea creation through brainstorming is significant to all disciplines, yet it is more crucial for entrepreneurs since the process of entrepreneurship requires new and novel ideas in all phases. In this study students are attracted towards job seeking because active method like brainstorming is less used.

Norseha & Polin (2015) was not in agreement with the findings of this study since they established that student-centered learning encourages students to take an active role in the learning process. Further, they supported that brainstorming is one of the ways to approach student-centered learning because it is open sharing activity, which is usually conducted in small groups to encourage participation.

It was established from the study that use of resource person method was not frequently used since 66.9% of the respondents confirmed and the method had no statistical significant relationship with self-employment intentions of students as it was indicated by Freeman-Halton test ($p=.488$) being more than the value considered to be significant. Also, the frequency of use of resource person method had no statistical significant relationship with job creation intentions of students as it was indicated by Freeman-Halton test ($p=.073$) being more than the value considered to be significant. It was also established that the frequency of use of resource person method had a statistical significant relationship with job seeking intentions of students as it was indicated by Chi-Square of Independence test ($p=.000$).

This method is considered to be active and learner-centered methods of learning in that it entails students learn by being motivated by experts in the field being discussed. Successful entrepreneurs or a well knowledgeable person in entrepreneurship is invited to talk to students on how to practically apply knowledge learned in class. These in most cases end up being mentors of students in entrepreneurship.

Burhanuddin, Shahwir, Norlina and Juhari (2019) did not support this study in that they found in their study that consultancy was the best method that able to instill interest

of students in entrepreneurship compared to other methods. Ionescu, Bercu, Grigorula, & Boldureanu (2020) in their study titled “Entrepreneurship Education through Successful Entrepreneurial models in Higher Education Institutions” found that entrepreneurship education based on successful entrepreneurial role models may positively influence the entrepreneurial attitudes and intentions of students and could lead to higher orientation of students’ perception towards social benefits of entrepreneurship (new jobs).

Another study by Rahman and Day (2014) is not consistent with the findings of this study in that in their study that involved studied the Entrepreneurial Role Models as a way of developing Entrepreneurship Education found out that the involvement of a role model(s) in entrepreneurship teaching and learning give a positive influence to entrepreneurial intention of students and also motivate students to become entrepreneurs in future.

Vaziri, Hosseini and Jafari (2014) emphasized the use of entrepreneurs as consultants since they have sufficient experience and know about entrepreneurial market. Further, Wang, Yuohuizhang and Wen (2018) holds that at the beginning, what the institution should do is to set up an example for those students to form the awareness and motivation for starting a business.

Lastly, it was established from the study that use of question and answer method was frequently used since 40.5% of the respondents confirmed and the method had statistical significant relationship with self-employment intentions of students as it was indicated by Freeman-Halton test ($p=.011$) being less than the value considered to be significant. Also, the frequency of use of question and answer method had statistical significant relationship with job creation intentions of students as it was indicated by Freeman-Halton test ($p=.025$) being less than the value considered to be significant. It was also established that the frequency of use of question and answer method had a statistical significant relationship with job seeking intentions of students as it was indicated by Chi-Square of Independence test ($p=.001$).

This method is not suitable for teaching entrepreneurship education that require active teaching methods.

This finding is inconsistent with that of Wanjau and Mkala (2013) who argued that the impact of entrepreneurship education on students’ post-training career choice and practice is influenced by the teaching and assessment methodologies used in delivering entrepreneurship education lessons, teachers’ personal interaction with entrepreneurship practitioners, and the availability of training resources.

It is being revealed out that theoretical or traditional teaching methods that lead to cramming and memorization of content for the purposes of passing exams were mostly used. It came out clearly that learners are not exposed to practical work frequently since these polytechnics lacked business incubators where learners would apply what they have learned in class. This means that practical acquisition of entrepreneurial skills is less done

in these polytechnics leading to low entrepreneurial skills among learners hence low self-employment and job creation intentions among learners graduating. Respondents also were in agreement that there were no business centers or enterprises where they could get skills of running a real business other than skills learned in class. A good number of respondents agreed that currently they do not operate or own any business activities.

Summary of Findings

It was established that lecture method, question and answer method and group discussion method were frequently used. The frequency of use of these methods had positive relationship with self-employment and job seeking intention of students. There was no relationship between lecture method and job creation intentions of students. Group discussion and question and answer method showed a positive relationship with job creation. These findings contradicted the findings of many researchers as mentioned in the study since these methods were classified as traditional teaching methods that promote cramming and memorizing by learners mainly to do well in an exam. These methods could not boost self-employment and job creation intentions among students.

Demonstration and modeling, use of ICT in teaching, use of resource person, brainstorming, project-based learning and field trip were not frequently used. Since they were not frequently used, self-employment and job creation intentions of students could not be cultivated well although field trip method positively influenced job creation.

Conclusion

Tutors still use traditional, inactive or passive teaching methods like lecture with do not cultivate entrepreneurial culture in students to enable them be self-employed and create jobs for others. Active methods like site visits, use of role models, ICT, practical teaching involving business incubators in polytechnics where students can apply what they have learned in class, brainstorming and use of successful entrepreneurs as motivational speakers are less used.

Recommendations

Based on the findings of the study, below were the recommendations of the study:

The researcher recommended that entrepreneurship education tutors should use active methods that cultivate entrepreneurial culture among students.

Student – teacher ratio is wide. Entrepreneurship education lecturers recommended that more entrepreneurship education lecturers should be employed to solve this problem of teacher shortages.

To ensure that polytechnics are singing the same song with curriculum planners,

the researcher recommended that Kenya institute of curriculum development should work closely with curriculum implementers to review entrepreneurship education syllabus to make it more practical oriented and ensure that it is fully implemented and evaluated.

While developing entrepreneurship education curriculum, the researcher recommended that parents, tutors, entrepreneurs, and all education stakeholders should be involved. This will make curriculum implementation easier and interesting.

The researcher also recommended that the government should simplify its business policies for business entry and growth to encourage entrepreneurship among graduates that will enable them to create jobs for others and be self-employed as opposed to seeking jobs in companies which are not available.

The researcher further recommended that the government should extent loans to school leavers in form of business loans at a very low or no interest rate or as a matter of serious concern make funds available to all entrepreneurship education graduates to set up their business enterprises. This will boost entrepreneurial culture among graduates since majority of them argued that starting capital is one of the factors influencing them to start a business. Also, the researcher further recommended that the government should establish Enterprise College where graduates of entrepreneurship education are enrolled to gain practical skills.

References

- Akpochafo, G. O., & Alike, I. H. (2018). Perceived impact of entrepreneurship education on career development among undergraduates in south-south universities in Nigeria: Implication for counselling. *Journal of Education and Learning*, 7(3), 102-108.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.
- Ansah, W. O., & Poku, K. (2012). Entrepreneurship education, a pancea to graduate unemployment in Ghana? *International Journal of Humanities and Social Sciences*, 2(15).
- Arasti, Z., Falavarjani, M. K., & Imanipour, N. (2012). A study of teaching methods in entrepreneurship education for graduate students.
- Ayale, & Zeleke. (2018). Modeling the impact of entrepreneurial attitude on self-employment intention among engineering students in Ethiopia. *Journal of Innovation and Entrepreneurship*.
- Burhanuddin, M. A., Shahwir, F. S., Norlina, A. M., & Juhari, J. (2019). An insight of pedagogical innovation in entrepreneurship education among uitm. *International Journal of Recent Technology and Engineering (IJRTE)*.
- Brownson, C. (2014). Differences in age, gender, social norm and education as determinant of entrepreneurial behavior in southern Nigeria. *Journal of Small Business and Entrepreneurship Development* 2(1), 161-173.
- Chuma, O., Peal, A. c., & Chizoba, D. N. (2013). Impact of entrepreneurship education

- on the career Aspirations of Nigerian para-professional librarians-in- training. *Academic Journal of Interdisciplinary Studies*, 2(5), 2281-3993.
- Faloye, D. O., & Olatunji, O. D. (2018). Entrepreneurship education and self-employment intentions among fresh graduates in Nigeria. *Journal of Economics and Sustainable Development*, 9(12), 146.
- Garcia, C. P., & Barac, M. (2020, may 14). Promoting employability in higher education: A case study on boosting entrepreneurship skills.
- Gonul, O. O. (2019). Teaching and implementing ideation in entrepreneurship: A systematic approach. *Journal of Entrepreneurship and Business Innovation*.
- Ionescu, A. M., Bercu, A.-M., Grigorula, M. V., & Boldureanu, D. (2020). Entrepreneurship education through successful entrepreneurial models in higher education institutions.
- Li, L., & Wu, D. (2019). Entrepreneurial education and students' entrepreneurial intentions: does team cooperation matter? *Journal of Global Entrepreneurship Research*, 35.
- Lidovo, M. P. (2016). Factors influencing the choice of entrepreneurship as a career among youth polytechnics students in Vihiga County, Kenya. *International Journal of Economic, Commerce and Management*, IV (5).
- Maric, M., Jarej, M., & Paulin, J. (2020,). Entrepreneurship as a solution to the unemployment problem.
- Mei, H., Lee, C.-H., & Xiang, Y. (2020). Entrepreneurship education and students' entrepreneurial intention in higher education. *Journal/ Education Sciences*, 10(9).
- Mugenda, O. M., & Mugenda, A. G. (1999). *Research methods: Qualitative and quantitative approaches*. Nairobi: Acts press.
- Muofhe, N. J., & Toit, W. F. (2011). Entrepreneurial education's and entrepreneurial role models' influence on career choice. *SA Journal of Human Resource Management*, 9(1), 1-15.
- Murithi, C. K. (2013). Youth polytechnic education and entrepreneurship in Kenya;(Are we promoting Entrepreneurs?). *International Journal of Academic Research in Business and social Sciences*.
- Ndofirepi, T. M., & Rambe, P. (2018). A qualitative approach to the entrepreneurial education and intentions nexus: A case of Zimbabwean polytechnic students.
- Ndyali, L. (2016). Higher education system and jobless graduates in Tanzania. *Journal of Education and Practice*, 7(4).
- Njati, I. C. (2015). Instructional needs and their use in preservice Training in polytechnics in Isiolo, Meru, Embu and Machakos Counties, Kenya.
- Norseha, U., & Polin, B. (2015). Brainstorming as a way to approach student-centred learning in the ESL Classroom. 605-612.
- Oduor, C., Bancy, K., & Masese, P. (2018). Improving the quality of services in the youth polytechnics. A demand - led approach to skills planning and development. Institute of Economic Affairs, 6.
- Oluseye, A. M., Adebayo, K. F., Olulamu, O. I., Adesola, O. O., & Omonike, A. O. (2017). Effect of entrepreneurship education on self-employment initiatives among Nigerian science and technology students. *Journal of Education and*

- Practice*, 8(15), 44.
- Oluwaseyi, A. (2017). Effect of entrepreneurship education outcomes on entrepreneurship behaviours. (A study of postgraduate students of convent University), Nigeria.
- Ondigi, S. R. (2012). Role of Education in promoting Entrepreneurship skills through classroom practices: Teacher training in the Kenyan Universities. *International Review of Social Sciences and Humanities*, 3(2), 125-138.
- Otunga, R. A., Odera, I. I., & Barasa, P. L. (2011). *A handbook for curriculum and instruction*. Eldoret: Moi University Press.
- Rahman, H., & Day, J. (2014). Involving the entrepreneurial role model: A possible development for entrepreneurship education. *Journal of Entrepreneurship Education*, 17, 163-171.
- Treiblmaler, H., & Lisa, M. P. (2018). Field trips sustainable transport education: Impact on knowledge, attitude and behavioral intention. *The International Journal of Logistics Management*.
- Vaziri, S. A., Hosseini, E., & Jafari, A. (2014). The impact of entrepreneurship education on entrepreneurial skills of university graduates. International Conference on arts, economic and Management. Dubai.
- Wang, Y., Yaohuizhang, & Wen, L. (2018). Entrepreneurship Education and stage support for college students entrepreneurship based on the enlightenment of entrepreneurship education of Jinan University. *Advances in Social Sciences, Education and Humanities Research*, 283.
- Wilbard, F. (2009, December). Entrepreneurship proclivity: An exploratory study on students' entrepreneurship intention.