POLYTECHNIC EDUCATION AND ENTREPRENEURIAL DEVELOPMENT IN NIGERIA: THE FACTOR ANALYSIS APPROACH

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Abstract

Entrepreneurship development has been regarded as the alternative for job creation and economy development in Nigeria. The contributions of entrepreneurship development to the economic growth and sustainable development are of great importance to poverty reduction. This paper investigates the effects of entrepreneurship education development on the students within Federal polytechnic Ilaro, Ogun State, with emphasis on their perception, opportunities and challenges of entrepreneurial education. Cross-sectional survey design on the population of 10,880 students of the institution, out of which 386 of them were randomly selected across all the five (5) schools for data gathering with the use of structured questionnaire on a response rate of 93%. Descriptive and inferential method of data analysis was used to analyse the data collected. Findings from the study showed from the grand mean of 3.15 that students have faint perception on the entrepreneurship education in the Polytechnic. This is as a result of mixed reactions on the way entrepreneurship education is taken in the institution as it does not give them the room to explore their skills. In addition, findings from the opportunities implies that entrepreneurship education do not significantly reduce poverty due to constraints such as global economic crisis with adverse effect on Nigeria as a nation. More so, result from the factor analysis indicated seven (7) major challenges out of the seventeen (17) identified on 53.168% variation. Based on the forgoing, students should be given the opportunity to willingly choose the skill they prefer at the Entrepreneurship Development Centre, this will promote and increase student's participation.

Keywords: Development, Entrepreneurship, Factor Analysis,Polytechnic, Nigeria

Introduction

Entrepreneurship education is the training of individuals undergo to understand and develop variables needed to acquire entrepreneurial skills towards creativity to face challenges in different endeavours of our engagement. Entrepreneurship is an effort undertaken by an individual, group or institutions to acquire the required competencies in people through exposure to various vocation (Adebisi, 2015).Entrepreneurship education in polytechnic sector has comes as a necessary course to redeem the image of the country in providing avenue for younger ones in having impact in the society. Recently in Nigeria there limited to how the fresh graduate getting employ due to the reason be young both government and individuals. Most of the reasons are attributed to the population explosion, technological advancement, recession, and unfavourable policies relating to establishment of industries. Entrepreneurship generates jobs and contributes immensely to economic growth. These prompt the stakeholders in education sector to development curriculum in all higher institutions to participate in the study. Therefore, it will make majority of graduated to self-dependence. The issues of looking for white collar jobs will be reduce and also contribute expansion economic activities within the country. Seiyaibo (2020) concluded that, any nation that neglected entrepreneurship education undermines rapid growth and development because it would be proper if Nigeria intends to reduce unemployment and technologically backwardness. Engaging in entrepreneurial is a veritable tool of attaining sustainable economic advancement and provides an opportunity for a person to improve quality of life and make contributions to society (Isah and Hashim, 2017, Ogundele and Egunjimi, 2017 and Musawa and Ahmad, 2019). Entrepreneurship as an act of creating a business to generate a profit and transforming the world by finding solution to specific problems. It would be of great importance to know the environment and determine areas of needs.

Despite the fact that entrepreneurship development has been seen as the solution for creation of jobs and technological advancement in Nigeria, the sector seems to have impacts on the nation economy. Entrepreneurship serves as the pillar in supporting generation of employment among Nigerian the graduates and sufficiently improves the economy. Entrepreneurship is very crucial in economy of any nation, to aid the process Nigerian Polytechnics play important role in establishing a vibrant entrepreneurship the institutions to promote the knowledge.

Anyadike, *e.t.al.,* (2012) considered the fact that, about 70% of the whole Nigeria's of over 150 Million populace are youths in which about 71% are unemployed mostly graduates who are from 20 years and above, it has adversely negative impact on the workforce of the country. There should be rethink concerning the growth of entrepreneurship for more than a decade after the introduction of the programme policy in polytechnics, the graduate unemployment keeps on increasing. It is becoming more worrisome that entrepreneurship development programme that widely help most nation in the areas youth engagement and reduce unemployment has not made much impact on the Nigeria in reducing unemployment (Ejeka, 2021). Entrepreneurship is a globally accepted term and understood by individuals, it is very crucial in the achievement of development. The need for entrepreneurship education started emerging in the mid-1980s because before this period, unemployment and poverty were not a national concern as it is today (Ogundele and Egunjimi, 2017). Fems, *et.al.,* (2020) study the effectiveness of Entrepreneurship Education in Nigeria Tertiary Institutions and it was discovered that Nigerian students prefer white collar jobs rather than engage in the vocation learn when he or she was in school. The priority of entrepreneurship education in Nigeria is to make life better for the students after their higher institution and to prevent them from street roaming for employment.

Fayigbe and Ogunleye (2021) justified the challenges of entrepreneurial education in higher institution and discovered that, shortage of funds, shortage of personnel, workshop center for practical, inadequate materials and equipment are factors that could affects the successful implementation of the programme. The increasing rate of corruption, insecurity and unemployment in Nigeria recently has become challenges to individuals, there is need for urgent measure to faced problems affecting the nation. The polytechnic education in Nigeria likewise rest of world was established to provide technical skill to students, from this knowledge it was observes that courses in Nigeria polytechnics has potential for entrepreneurship development. The integration of entrepreneurship into the school curriculum helps the government to create strategies to meet challenges rampaging the country and help to improve the economy. This research intends to assess entrepreneurship education on the Students of Federal Polytechnic, Ilaro, Ogun Stateand its effect on reducing unemployment and be self. The study is also examines various types of entrepreneurship education participated and their intension and abilities carry out in learning vocation at undergraduate and after graduation for their betterment.

Statement of problem

Grema and Yohanna (2015) investigated the impact of polytechnic education on entrepreneurship development in Nigeria**,** the study concludes that, majority of the respondents have mechanical workshop as their entrepreneurship, therefore highlighted insufficient fund, short of trained personnel, lack of efficiency, poor accounting knowledge and records, poor infrastructural provision were militating factor against entrepreneurship development in Polytechnic education. Over the years Nigerian as a nation opted for a free enterprise economy but today, Nigeria is still confronted with dismal economic indices with high rate of unemployment; poverty; and a weak exchange rate, despite the Nigerian economy's improve growth rate with about 8 percent annually in recent times but the economic effects on entrepreneurial development is relatively low (Nwakanma., et.al., 2010). In respect of prospect in entrepreneurship education, there is so many challenges like paucity of funds, ineffective teaching method, paucity of text-books, and lack of experienced lecturers in attaining require stage (Akhuemonkhan., *et.al.,* 2013). It is now becoming worrisome to see large number of polytechnic graduates roaming about the urban areas searching for collar jobs. In reality, the jobs are now scarce due to increasing in population and retrogressing in economic situations. Unfortunately, the large percentages of these students undertake entrepreneurship education at different levels before graduation in school and refused to practice. Esene (2015) concluded that lecturers and others involves in entrepreneurship programme should be acquainted and competent in both methodology and content in teaching in order to impart the necessary and marketable skills on students. The state of the economy is a major challenge for graduates in Nigeria, it has played a significant role on the level of entrepreneurship in our country and had adverse effects on our graduate because of the unstable economy.

Research questions

Emanating from the study, the following research questions were asked

i. What are the types of entrepreneurship education learned in the federal Polytechnic, Ilaro?

ii. What are the perceptions of students on the entrepreneurship education of the Federal Polytechnic, Ilaro?

iii. Are there opportunities derived by the students on the entrepreneurship education acquired from the Federal Polytechnic, Ilaro?

iv. What are the major challenges faced by the students in the delivery of entrepreneurship education by the institution?

2.0 Study area

The Federal Polytechnic Ilaro established Entrepreneurship Development Centre (EDC) in line with the federal government policy for every tertiary institution to have a centre for the programme within the campus. The main purpose is to promote entrepreneurship among the students and support students to set up viable and profitable vocation with their main course before graduation from the institution.

3.0 Research methods

Cross-sectional survey method was adopted in data collection for this study. This was through structured questionnaire containing variables on "perception of students on entrepreneurship education", "opportunities in entrepreneurship education" and "challenges of entrepreneurship education in the institution" administered on randomly selected students of the Polytechnic within the five schools in the institution. Stratified sampling methodology was used to randomly select a total of three hundred and eighty six (386) participants (students) for the survey. These participants were proportionally selected per schools based on the schools sub-populations. The sample size was selected by the adoption of Taro Yamani sample size calculator at 5% margin of error. The instrument was administered on the participants by the researchers which facilitated prompt response from the participants. However, 93% of the research instrument was returned for statistical analysis. Sample size of the study based on each stratum using the equal allocation technique is as shown in table 1

Table 1: Target Population and sample size of the Study

S/N	School name	Population of the Respondents from each Polytechnic	sample Size per stratum	Questionnaire returned
1.	School of Pure and Applied Sciences	2160	77	68
2.	School of Management Science	3690	77	75
3.	School of Engineering	2280	77	72
4.	School of Environmental	1500	77	73
5.	School of Communication.	1250	78	71
	Total	**10,880**	**386**	**359**

Source: *Federal Polytechnic, Ilaro records and Data unit, 2021*

Cronbach's Alpha techniques were used to compute the reliability coefficient. The reliability co-efficient was found to be 0.815. Mean and standard deviation was used to answer the research questions emanating from the study. Results of the mean response were presented as average score on likert scale was scaled by assigning 1 to SD, 2 to D, 3 to U, 4 to A and 5 to SA. Reversed questions were coded otherwise. Decisions of the scores were based on the following range

Strongly Agree (SA) = 4.5 - 5.0;
Agree (A) = 3.5 - 4.4
Undecided (U) = 2.5 - 3.4
Disagree (D) = 1.5 - 2.4;
Strongly Disagree (SD) = <1.5

In addition, factor analysis approach using the generalized least squares extraction method was also adopted to identify the major challenges faced by students in the learning of entrepreneurship skills.

4.0 Results and Discussion

Entrepreneurship Education Learnt

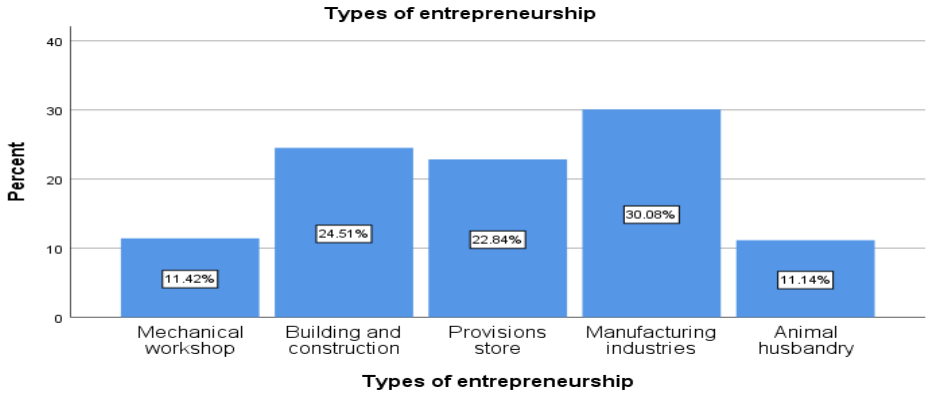


Fig.1: *Respondents type of entrepreneurship developed by Polytechnic Education*

Fig.1 indicated that out of the entrepreneurship education developed by the polytechnic education, about 11.4% of the respondents partook in mechanical workshop, 24.5% partook in building and construction, 22.8% were into provision store, and 30% were into manufacturing industries while fewer numbers of them were into animal husbandry. This implies that majority of the respondents prefer to dwell into manufacturing industries compared to other entrepreneurial skills.

Perception of students on Entrepreneurial education

Table 2: Analysis of respondents' perception on Entrepreneurial Education

		SD	D	UD	A	SA	Total	Mean/SD
Entrepreneurship education curriculum reduces unemployment in Nigeria since its inception	f	59	129	69	91	11	359	2.63
	%	16.4%	35.9%	19.2%	25.3%	3.1%	100.0%	(1.345)
Despite the various department, the training make someone self -employ after graduations	f	93	99	48	84	35	359	2.64
	%	25.9%	27.6%	13.4%	23.4%	9.7%	100.0%	(1.345)
The practical aspect of the entrepreneurship training duration is enough for me to be self-employed	f	90	98	105	66	0	359	2.41
	%	25.1%	27.3%	29.2%	18.4%	0.0%	100.0%	(1.055)
The entrepreneurship facilitators at my institution are well qualified and adequate	f	48	27	9	93	182	359	3.93
	%	13.4%	7.5%	2.5%	25.9%	50.7%	100.0%	(1.427)
The lecturers of entrepreneurship on theory are in line with the curriculum on your field of study	f	34	44	37	111	133	359	3.74
	%	9.5%	12.3%	10.3%	30.9%	37.0%	100.0%	(1.324)
The entrepreneurship development centre send you to the right area for practical aspect	f	59	129	69	91	11	359	2.43
	%	16.4%	35.9%	19.2%	25.3%	3.1%	100.0%	(1.121)
Graduate entrepreneurial skills can be increased through continuous entrepreneurship education	f	93	99	48	84	35	359	2.64
	%	25.9%	27.6%	13.4%	23.4%	9.7%	100.0%	(1.345)
The skills creativity and innovation needed in entrepreneurial development acquired through polytechnic	f	43	78	48	142	48	359	4.21
	%	12.0%	21.7%	13.4%	39.6%	13.4%	100.0%	(1.260)
The facilities and materials needed are available for training	f	7	79	43	104	126	359	3.72
	%	1.9%	22.0%	12.0%	29.0%	35.1%	100.0%	(1.208)
Grand mean								**3.15**

Figures in ( ) represents standard deviations

Source: Field Survey, 2021

It can be evidenced in table 2 that respondents could not decide if entrepreneurship education curriculum reduces unemployment in Nigeria since its inception (mean 2.63) or not as they could not also decide if the entrepreneurship training make them self-employed after graduation (mean 2.67), but disagreed that practical aspect of the entrepreneurship training duration is enough for them to be self-employed (mean 2.41). In addition, the respondents agreed on the mean response score of 3.93 that the entrepreneurship facilitators in their institution are well qualified and adequate, as lecturers in entrepreneurship on theory are in line with the curriculum on their field of study (mean 3.74). However, these respondents were of the opinion that the entrepreneurial development centre (EDC) do not always send them to their right area of practical aspect (mean 2.43) as they could not decide whether or not graduated entrepreneurship skills can be increased through continuous entrepreneurship education. More so, the respondents were of the opinion as they agreed that the skills creativity and innovation needed in entrepreneurial development acquired through polytechnic (mean 4.21) as the facilities and materials needed for training are available (mean 3.72). Grand mean of 3.15 implies that the respondents have faint perception on the entrepreneurship education learned in the Polytechnic. This might be as a result of mixed reactions by the students on the way entrepreneurship education is taken in the institution as it do not give them the total room to explore their skills, as the EDC are prone to grouping the students on convenience but not on the students' willingness to take such skill.

Opportunities derived from Polytechnics Entrepreneurial Education

Table 3: Descriptive statistics of respondents' opinion on opportunities derived based on Polytechnics entrepreneurship education

		SD	D	UD	A	SA	Total	Mean/ SD
Support Operation of independent business	f	44	91	59	137	28	359	3.04
	%	12.3 %	25.3 %	16.4 %	38.2 %	7.8 %	100.0 %	(1.200)
Improve economic growth in the country	f	62	54	78	108	57	359	3.12
	%	17.3 %	15.0 %	21.7 %	30.1 %	15.9 %	100.0 %	(1.329)
Increases productivity of varieties	f	10	36	65	151	97	359	3.81
	%	2.8 %	10.0 %	18.1 %	42.1 %	27.0 %	100.0 %	(1.033)
Support technology advancement	f	3	85	30	159	82	359	3.65
	%	0.8 %	23.7 %	8.4 %	44.3 %	22.8 %	100.0 %	(1.101)
Generating market competition due to varieties	f	50	41	41	131	96	359	3.51
	%	13.9 %	11.4 %	11.4 %	36.5 %	26.7 %	100.0 %	(1.362)
Poverty reduction among individuals	f	108	93	15	110	33	359	2.63
	%	30.1 %	25.9 %	4.2 %	30.6 %	9.2 %	100.0 %	(1.416)
Income generating for both government and individuals	f	42	50	5	144	118	359	3.69
	%	11.7 %	13.9 %	1.4 %	40.1 %	32.9 %	100.0 %	(1.363)
Creating new job for unemployed polytechnic graduates	f	49	86	37	88	99	359	3.98
	%	13.6 %	24.0 %	10.3 %	24.5 %	27.6 %	100.0 %	(0.435)

Figures in ( ) represents standard deviations

Source: Field Survey, 2021

Table 3 indicted that respondents could neither nor agreed that support operation of independent business (mean 3.04), improved economic growth in the country (mean 3.12) are opportunities derived based on polytechnic entrepreneurship education; but agreed on the mean response of 3.81, 3.65 and 3.51 that increase production of varieties, support technology advancement and generate market competition due to varieties. Other opportunities derived are income generation for both government and individuals and job creation for unemployed polytechnic graduates. However, respondents disagreed that the entrepreneurial education do not reduced poverty among individuals as there are constraints inhabiting such which might be due to global economic crises, which have significant effect on African countries of which Nigeria is not an exemption.

Challenges of Entrepreneurial education

Sampling adequacy of the analysed variables on challenges faced by students in the delivery of entrepreneurship education by the institution and adequate use of factor analysis can be depicted in table 4.

Table 4: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.447
Bartlett's Test of Sphericity	Approx. Chi-Square	1397.778
	Df	136
	Sig.	.000

Source: Field survey, 2021

High Chi-square value with associated degree of freedom 136 with p-value < 0.05 indicated that the use of factor analysis with special consideration on generalized least square extraction method can thereby be used to identify the major challenges faced by students in the delivery of entrepreneurship education as the sampling may not be too adequate as estimated by the KMO value of 0.447.

Table 5: Correlation Matrix of challenges

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
2	r	.156**	1															
	Sig.	0.003																
3	r	-0.084	**-.328***	1														
	Sig.	0.110	0.015															
4	r	-.109*	-0.015	0.031	1													
	Sig.	0.040	0.777	0.562														
5	r	.127*	**.468****	0.028	.165**	1												
	Sig.	0.016	0.001	0.598	0.002													
6	r	0.041	-.162**	**.372****	**.446****	0.006	1											
	Sig.	0.442	0.002	0.001	0.000	0.911												
7	r	0.021	.186**	**.2448****	**.327****	0.069	.129*	1										
	Sig.	0.693	0.000	0.000	0.000	0.195	0.014											
8	r	0.084	0.038	-0.012	**-.205****	.146**	-.134*	0.061	1									
	Sig.	0.112	0.468	0.816	0.000	0.006	0.011	0.247										
9	r	**.385****	0.064	**.301****	.108*	.202**	0.091	.118*	-.104*	1								
	Sig.	0.000	0.230	0.000	0.041	0.000	0.085	0.026	0.050									
10	r	-0.069	.230**	-0.097	0.061	.167**	-.165**	0.035	.396**	0.000	1							
	Sig.	0.194	0.000	0.067	0.249	0.001	0.002	0.512	0.000	0.999								
11	r	-0.097	-0.029	0.023	**.501****	.184**	0.082	**.389****	-0.066	.110*	.244**	1						
	Sig.	0.068	0.587	0.667	0.000	0.000	0.122	0.000	0.211	0.037	0.000							
12	r	0.103	-0.055	.135*	**.547****	0.094	.207**	**.314****	-.271**	.635**	-0.073	.257**	1					
	Sig.	0.051	0.296	0.010	0.005	0.076	0.000	0.000	0.000	0.000	0.170	0.000						
13	r	-.114*	**-.159****	.122*	0.000	-.**309***	-.104*	0.074	0.067	-0.070	0.050	-.112*	-0.050	1				
	Sig.	0.031	0.002	0.021	0.996	0.039	0.050	0.162	0.208	0.184	0.345	0.034	0.341					
14	r	**.206****	-0.033	-.141**	0.098	.170**	-0.081	-.135*	.195**	0.037	.**372****	.115*	-0.064	0.067	1			
	Sig.	0.000	0.532	0.008	0.065	0.001	0.125	0.011	0.000	0.485	0.001	0.030	0.228	0.206				
15	r	0.053	.218**	-0.039	-0.026	**3119***	0.023	-0.041	-0.086	-0.088	0.015	.121*	-.123*	**-.396****	-0.080	1		
	Sig.	0.318	0.000	0.465	0.626	0.024	0.670	0.440	0.102	0.095	0.775	0.021	0.020	0.000	0.129			
16	r	0.101	-.140**	0.072	0.000	-0.014	0.094	**.319****	**.496****	.**344****	-0.069	0.030	.**497****	0.046	0.023	-.**393****	1	
	Sig.	0.055	0.008	0.173	1.000	0.791	0.074	0.000	0.000	0.000	0.192	0.571	0.000	0.382	0.669	0.000		
17	r	0.018	-0.016	0.062	0.021	-0.003	-0.007	**.250****	0.072	0.074	0.041	.104*	0.086	.240**	-0.081	**.258****	**.543****	1
	Sig.	0.727	0.755	0.239	0.688	0.952	0.900	0.000	0.174	0.162	0.444	0.050	0.104	0.000	0.123	0.003	0.000	

[1]Curriculums are not in line with entrepreneurship strategy; [2]Inadequate instructional facilities to provide the technical knowledge;
[3]Poor educational background of the students to have better intelligent understanding of the increasing complexity of technology;

[4]Inadequate finance on the part of EDC; [5]Ignorance of institutionalize incentive; [6]Inadequate trained personnel; [7]Restricted market for demonstration; [8]Inadequacy technical advice; [9]Lack of efficiency; [10]Poor accounting and record keeping; [11]Diversion of business fund
[12]Inadequate demonstration equipment and materials; [13]Clashes of timetable; [14]Location of the EDC; [15]Class population affects the training; [16]Equipment is adequate with class population; [17]Course of study affect the vocation selected.
r *represents Pearson correlation coefficient*

From the examination of the correlation matrix, it can be seen that majority of the identified challenges were significantly related either positively or negatively as inferred from the p-values < 0.5. This technique is inline with the work of Norman and Streiner (2003) as opined that fewer correlations below 0.3 is a waste of time carrying on with factor analysis, as such problem do not surface in this paper.

Table 6: Total Variance Explained

Factor	Extraction Sums of Squared Loadings		
	Total	**% of Variance**	**Cumulative %**
1	1.840	10.822	10.822
2	1.366	8.035	18.857
3	.815	4.793	23.649
4	1.339	7.874	31.523
5	1.336	7.856	39.379
6	1.166	6.857	46.237
7	1.178	6.931	53.168

Extraction Method: Generalized Least Squares.

The total variance explained in table 6 indicated that seven factor solution out of 17 will probably be sufficient in the identification of the major challenges facing entrepreneurial education in the Polytechnic as these challenges jointly explained 53.2%. Graphical representation of the identified factors (challenges) can be evidenced in fig.2

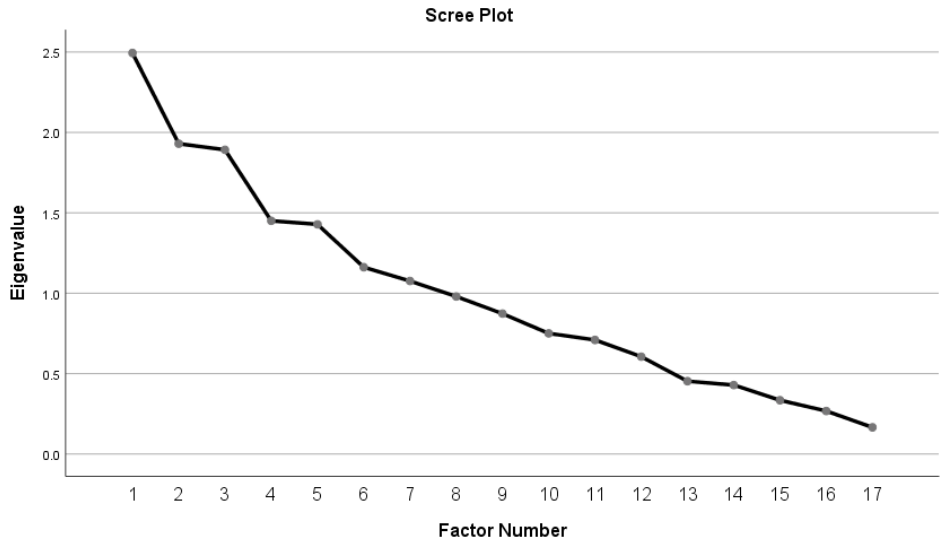


Fig.2 : Scree plot of observed matrix

Table 7: Factor Matrix[a]

	Factor

	1	2	3	4	5	6	7	Communalities
Curriculums are not in line with entrepreneurship strategy	.154	.163	.087	-.052	-.212	-.701	.292	**.694**
Inadequate instructional facilities to provide the technical knowledge	.097	.000	-.182	-.254	.087	.306	.163	.394
Poor educational background of the students to have better intelligent understanding of the increasing complexity of technology	.190	.020	-.161	.061	.119	-.182	-.045	.288
Inadequate finance on the part of EDC	.561	-.734	.381	.000	-.001	.000	.000	**.999**
Ignorance of institutionalize incentive	.108	-.126	.031	-.004	.114	.268	.246	.256
Inadequate trained personnel	.260	-.338	.136	.159	.110	.009	-.237	.405
Restricted market for demonstration	.808	.002	-.589	-.002	.000	.000	.000	**.999**
Inadequacy technical advice	-.015	.204	-.125	.041	-.434	.241	.408	.543
Lack of efficiency	.151	-.030	.005	.466	.540	.051	.217	.651
Poor accounting and record keeping	.064	-.018	.030	-.172	-.132	.268	.722	**.683**
Diversion of business fund	.244	-.080	.014	-.013	.232	.183	.222	.385
Inadequate demonstration equipment and materials	.230	-.051	-.050	.452	.718	-.103	.140	**.817**
Clashes of timetable	-.024	.094	-.068	.141	.108	.196	.014	.307
Location of the EDC	-.077	-.128	.122	.096	-.152	.107	.303	.341
Class population affects the training	.036	.125	.120	-.513	.283	.485	-.221	.670
Equipment is adequate with class population	.443	.372	.063	.705	-.250	.122	-.056	**.917**
Course of study affect the vocation selected	.617	.663	.424	-.004	.001	.000	.000	**.999**

Extraction Method: Generalized Least Squares.

a. 7 factors extracted. 21 iterations required.

It can be easily observed that the five challenges are "curriculum not in with entrepreneurship strategy", "inadequate finance on the part of the EDC", "restricted market for demonstration", "lack of efficiency", "poor accounting and record keeping", "poor accounting and record keeping", "inadequate equipment with class population" and "effect of course of study" as it crossed above the cut-off line of the scree plot with higher communalities in table 7.

Analysis also indicates that the remaining components account for smaller amounts of the total variance. Generally we are interested in keeping only those principal components with Eigen values greater than one.

Other identified challenges hindering entrepreneurial education are attributed to inadequate instructional facilities, poor educational background of the students to have better intelligent understanding of the increasing complexity of technology, ignorance of institutionalize incentive, inadequate trained personnel inadequate technical advice and lack of efficiency. In addition, clashes of time table, location of the EDC, diversion of business fund, and class population were also found to be identified as threat under study as these factors contribute to 48.6% variance.

Table 8: Goodness-of-fit Test

Chi-Square	df	Sig.
155.666	38	.000

Source: Researchers' computation, 2021

From the goodness of fit test, findings revealed from the Chi-square statistic of 155.666 with df 38 and p-value < 0.05 implies that there is linear association between the identified challenges as the extraction method of generalized least squares captured goodness of fit of the factor loadings.

5.0 Conclusion

The paper assessed the effects of entrepreneurship education development on the students of Federal Polytechnic, Ilaro, Ogun State, the study concluded that, the respondents agreed on the mean response score of 3.93 that the entrepreneurship facilitators at the centre are well qualified and adequate for teaching the practical aspect while the lecturers teaching the theoretical section are in line with the curriculum with mean score of 3.74).However, the respondents agitated that, the entrepreneurial development centre (EDC) does not give the chances to picked vocation of their choice due to lopsided in some areas that may affect the existing facilities.

The respondents pointed out that, the activities faced with few challenges like restricted market demonstration, inadequate instructional facilities, poor educational background of the students to match the available facilities, ignorance of institutionalize incentive, inadequate technical advice and lack of efficiency in production. However, respondents disagreed that the entrepreneurial education do not reduced poverty among individuals, the assertion maybe due to global economic recession, Nigeria is not exempted. Notwithstanding, entrepreneurship education create jobs and serve as income generation for both government and individuals. The policy makers should pay more attention to the area of entrepreneurship in Nigeria polytechnic to foster development in the nation through advancement in technology.

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