THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

An Assessment of Relevance of the Pedagogical Methods in the Teaching of the Entrepreneurship Programme in Ghanaian Polytechnics: A Case Study of Cape Coast Polytechnic

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Abstract:
Entrepreneurship education is increasingly engaging the attention of both developing and developed countries as a mechanism through which wealth can be created and as a panacea to youth unemployment. As a result of this increasing attention, a number of tertiary institutions have introduced programmes to teach entrepreneurship. It is in connection with this that this research was undertaken to assess the relevance of the existing pedagogical approaches to Entrepreneurship education. The population used in the study consisted of final year Higher National Diploma students of the 2013/2014 academic year group and lecturers who taught the course. Stratified random sampling procedure was used to select the student respondents and the purposive sampling technique was also used to select the lecturers who teach the course. Primary data were gathered through two set of questionnaires and an interview guide. Statistical tools such as frequencies, percentages, Means and standard deviation were used to analyse the data. The results revealed that the pedagogical methods adopted in imparting entrepreneurial knowledge to students are purely based on the passive traditional teaching methods. The study concludes that for the Entrepreneurship programme to be sustained and have relevance, teaching should move away from the passive traditional teaching methods where students are lectured to a situation where students are given real, and practical business scenarios to deal with and provide remedies.

Keywords: *Curricula, students, entrepreneurship, lectures*

1. Introduction

There are a number of reasons responsible for the high unemployment statistics of graduates of tertiary institutions. Fallows and Steven (2000) indicated that over the past decade the educational sector in many developing countries (the Ghanaian education sector included) has experienced a phenomenal growth in the number of private tertiary institutions. Simultaneously, various governments in developing countries on the advice of global institutions like the World Bank and the International Monetary Fund (IMF) have carried out, quite vigorously, a number of Structural Adjustment Programmes (SAPs), which have led to the sale and down-sizing of a number of State-Owned Enterprises (SOEs). The effect of these restructuring measures is that the capacities of these enterprises to absorb labour have become very limited. The combined effect of graduate glut on the labour market, and the limited chances of entry into existing enterprises have had a catastrophic effect on young graduates from the universities and the polytechnics who are seeking employment (Owusu-Ansah & Poku, 2012).

Afenyadu, King, McGrath, Oketch, Rogerson and Visser (2001) believe, on the evidence of their research findings, that there is an apparent mismatch between the capabilities being developed in the graduates of our tertiary institutions and the actual manpower needs of developing countries. The argument here is that tertiary institutions in developing countries are producing unemployed graduates, not necessarily as a consequence of non-availability of jobs, but essentially because the available jobs do not match their acquired skills (Afenyadu, et al., 2001).

Ogege (2011) has argued that the lack of entrepreneurship education in the curricula of tertiary institutions should also be seen as a major contributory factor to the high unemployment among graduates. Ogege (2011) believes that entrepreneurship education makes it possible for the youth (whether they are graduates or not) to acquire the requisite skills to be self-employed without undue reliance on an over-burdened government to create jobs for them. As a result of the perceived importance of entrepreneurship in the economies of societies, especially its ability to reduce unemployment, interest in entrepreneurship education is on the increase. Most governments and policy makers in developing countries are now calling for an educational system that will sharpen the students to possess

entrepreneurial competencies to enhance their employability and prepare them for self-employment (Alberti, Sciascia & Poli, 2004; Fayolle, 2007). Managers of the various companies also look for employees who have entrepreneurial mindsets (Mensah, 2012).

1.1. Statement of the Problem

Quite recently a number of tertiary institutions across Ghana have started offering entrepreneurship programmes with the aim of creating awareness and to encourage students to consider self-employment as an option in their career developments (Owusu-Ansah & Poku, 2012). Similar developments have taken place in Nigeria as well (Alarape, 2008). However given the fact that large numbers of graduates still come out of these universities and polytechnics where entrepreneurship programmes exist in search for employment, many people are beginning to doubt the effectiveness and impact of these programmes (Nwafor & Nwachukwu, 2012).Egunsola, Dzala and Daniel (2012) opined that there has been little research to assess the effect of such programmes. This sentiment is in line with that of Kailer (2005) who avers that in spite of the boom in entrepreneurship education there is an evaluation deficit. Cape Coast Polytechnic is one of the institutions in Ghana where entrepreneurship is taught as a course. This research work seeks to assess the relevance of the teaching pedagogy of the entrepreneurship programme and the relation it has to the effect on entrepreneurial intentions of students of Cape Coast Polytechnic.

1.2. Objective of the Study

The main objective of the study was to explore the relevance of the pedagogy used in the teaching of the entrepreneurship course and assess the effect on entrepreneurial intentions of students of Cape Coast Polytechnic. Specifically, this study seeks to:

- Explore the pedagogy used in the teaching of the course contents.
- Identify how students are assessed on the programme.
- Examine students' entrepreneurial intentions after completing the programme.

1.3. Research Questions

The following research questions were set in order to achieve the objectives of this study.

- How is pedagogy used in the teaching of the course contents?
- How are students assessed on the programme?
- What is the entrepreneurial intention of students upon completing the programme?

2. Review of Related Literature

2.1. History and Growth of Entrepreneurship Education

Entrepreneurship education was started by Shigeru Fijii, in 1938 at Kobe University (Japan), (Alberti, Sciascia & Poli, 2004). In 1947, the first course in entrepreneurship was introduced in U.S.A at Harvard Business School (Katz, 2003). Over the years, the number of courses in entrepreneurship education has increased tremendously (Solomon, 2007). Katz (2003) provides a detailed chronology of entrepreneurship education. As compared with America, European interest is relatively recent, but growing (Alberti, et al, 2004). In the United Kingdom (U.K), Matlay and Carey (2007) reported that 23 higher educational institutions were offering entrepreneurship education programmes between the period 1995 and 1999, and the number increased by more than 50 to 65% in the period of 2000 to 2004. Kabongo and Okpara (2010) have also indicated that, like Europe and America, interest in entrepreneurship education is also on the rise in Africa.

2.2. Teaching Entrepreneurship

Some scholars have argued that it is not possible to teach entrepreneurship which has a lot to do with talent and temperament (Marques & Albuquerque, 2012; Thomson, 2004). Politis (2008) also believes that formal entrepreneurship training is less likely to have a strong and direct effect on entrepreneurial knowledge development. Proponents of this argument, maintain that personality and psychological characteristics do not lend themselves to classroom education. Hwang (2009), in his contribution to the debate, argues that many great entrepreneurs such as Yataro Iwasaki (1835 – 1885) founder of Mitsubishi Group (Japan); Sakichi Toyota (1867 – 1930) founder of Toyota Motors (Japan); Konosuke Matsushita (1994 – 1989) founder of Panasonic; and Soichiro Honda (1906 – 1991) founder of Honda Motors (Japan) were not produced by Japanese higher education.

Henry, Hill and Leitch (2005) put up a similar argument that entrepreneurship has to do with individuals' characteristics, hence difficult to teach. As an example, one might ask, "Is it possible to teach 'passion'?" The "yes" answers, coming from scholars who affirm that entrepreneurship can be taught appear to be connected to more traditional techniques which are necessary if one is going to run a business such as accounting, budgeting and marketing (Nilsson, 2012). Drucker (as cited in Nilsson, 2012) is of the opinion that like any other discipline entrepreneurship can be taught. The emerging consensus in academia is that, entrepreneurship or at least certain aspects of it, can be taught, or can be encouraged, through entrepreneurship education.

2.3. Pedagogy

The importance of pedagogy as one of the central components of entrepreneurship education programmes is emphasized by Fayolle, Gailly and Lassas–Clerc (2006), as well as Volkman (2004). Broadly speaking, entrepreneurship education pedagogies have been categorized as either "traditional" or "non-traditional". Traditional approaches to teaching entrepreneurship are lecture based whereby knowledge is passed on from the lecturer to the audience. This can take the form of lectures, symposia, assignments, etc. To Sterling

(2001), this involves a "transmissive methodology", by which he meant that in this type of pedagogy, knowledge is transmitted from somebody who knows to a "passive" recipient.

Hytti and O'Gorman (2004) observe that this method is very common in Europe. Ahiara (1989) also found traditional methods such as lectures; case studies were the most commonly used pedagogical tools. The advantages of this method explain its widespread usage. They are comparatively cheaper and lectures are excellent for delivering information to a large audience. Non-Traditional methods or "experiential" pedagogies are increasingly becoming popular and many researchers believe that this is more conducive to teaching entrepreneurship (Hytti & O'Gorman, 2004). These are action approaches where participants' role is primary and teachers act as facilitators of the learning process.

Mwasalwiba (2010) also identified classroom lectures as one of the methods. Typical lectures include the use of text books, provision of selected readings, seminars and assignments. In the usage of this method as observed by Mwasalwiba (2010), the student is, or becomes a passive receiver of information. This type of pedagogy is referred to as the 'traditional approach'. He also included games and competitions. This may consist of computer assisted programmes or business plan competitions. This involves real decision making and responsibility for consequences into the game to make it more realistic. In *business simulation,* participants establish and manage either a real business or a virtual business. Finally Mwasalwiba mentions that *workshop* method may assume the form of group work or group discussions. A form of pedagogy not covered by Mwasalwiba is the invitation of guest lecturers. Typically, they tend to be start-up owners or people who have specialized in an area important to entrepreneurship, like Accounting and Marketing.

Solomon, Duffy and Tarabishy (2012) in their examination of entrepreneurship education in the United States identified discussions, business plans, case studies, guest speakers and lectures by business owners to be the common pedagogical media in teaching entrepreneurship. Similarly in a research carried out among 22 Ethiopian universities, Gerba (2012) reported that the predominantly used form of pedagogy in class were lectures, reading assignments, case studies, discussions and business plans. In another U.K based studies, McKeown, Cindy, Srikanth, Kelly and Lynn (2006) discovered that 86% of higher educational institutions' entrepreneurship education programmes still use very traditional teaching methods well known as "teacher-centred" methods which included lectures, provision of selected readings, text-books and assignments.Within the domain of entrepreneurship education pedagogy, the question constantly being asked is "What is the most appropriate and effective way of teaching entrepreneurship?" Brockhaus (2001) concedes that very little is known about the most effective methods of teaching entrepreneurship. Trying also to determine the appropriateness of a pedagogical medium becomes difficult because different entrepreneurial course objectives might require different delivery methods to successfully impart knowledge (Charney & Libecap, 2003).

Levie (1999) believes that the decision or the appropriateness to use a particular teaching method in entrepreneurship should be based on the objective of the programme. The former aims at producing entrepreneurs who have the objective of starting business. The latter (about) being concerned with teaching entrepreneurship required subject in the syllabus through traditional methods.

Increasingly quite a number of scholars are coming to the conclusion that "traditional" pedagogical approaches to teaching entrepreneurship are not appropriate. Garavan and O'Cinnelde, (1994), WEF (2009) and Ferreira, (2011) all indicate that the best way to teach entrepreneurial skills is through student centred and active experiential learning; a type of learning which puts students in situations, which compel them to think, behave and make use of their own experiences in life, and not just to sit idle and listen.

Davies and Gibb (1991) have also argued that the adoption of traditional education methods which focus mainly on theory and didactic approach were not good for teaching entrepreneurship. Gibb (2007) warns that it seems like the dominant teaching methods are lectures, cases, projects and presentations. These teaching methods, he argues, can be un-entrepreneurial in approach because they are given within the confinement of classroom, which does not cater for experiential learning.

2.4. Content of Entrepreneurship Programmes

There are a lot of variations in the content of entrepreneurship education programmes (Bennet, 2006). This is not surprising because entrepreneurship programmes embrace audience from diverse backgrounds, and there is the need for the contents (and also the pedagogies employed) to reflect this (Hynes, 1996). A variety of ideas about what should be included in the content(s) of entrepreneurship education have been expressed. Brown (2000) argues that entrepreneurial curriculum should include features needed to start a venture as well as teach the basics of employment skills. Cheung (2012) believes that a successful entrepreneur (or entrepreneurship) must possess a set of generic attributes, skills and behaviours – such as those related to communication, creativity, and problem-solving, attitudes that are important to life as well as in business.

Kailer (2010) believes that entrepreneurial networking and team building should be a major entrepreneurship education content. To him, a strong networking component would help students to establish relationships with others who possess complimentary skills. Once such an encouragement is fostered, these groups are able to leverage a wide pool of expertise needed in starting a business. Kailer (2010) continues that even external funding is more readily available for multi-disciplinary teams since the multiplicity of talents of founding members influence venture capitalists and angel investors. Kailer suggests the inclusion of alumni entrepreneurs in curriculum development to ensure that student's needs are taken care of. Kolvereid and Amo (2007) also suggest that a successful entrepreneurship education should include the ability to identify opportunities, and development of business models to exploit them,learning to gather resources needed to exploit business ideas and the risk of entrepreneurship, and an understanding of how to establish business by exploiting opportunities.Alternatively, Vesper (2004) identifies four types of knowledge which are important to entrepreneurs. He advocates that entrepreneurship course content(s) should be developed to take account of; venture – general knowledge which applies to most start-ups, but not so much to going firms, business-general knowledge which applies to most firms, including new ventures, opportunity- specific knowledge which is about knowledge regarding the existence of unserved markets and

about what resources need to be ventured in, and value – specific knowledge which is about knowledge on how to produce a particular product.

2.5. Assessment/Evaluation

Under entrepreneurship education evaluation, assessment or evaluation comes under two broad categories. Namely, (1) audience or participant assessment and (2) programme assessment or evaluation.

Gerba (2012) in his evaluation of entrepreneurship education in public universities in Ethiopia asserts that tests, quizzes, examinations, business plan reports and case study analysis are common in students' assessment in Ethiopia. Writing on the effectiveness of Entrepreneurship education in Malaysia, Cheng, Chan and Mahmood (2009) write that the dominant assessment method in entrepreneurship courses in tertiary institutions in Malaysia comprise of essays, writing business plans, individual projects, oral presentations, written examinations and group projects. Similarly, Lekoko, Rankhumise and Ras (2012) in their studies on the effectiveness of entrepreneurship education in two universities in South Africa concluded that group projects, oral presentations, written examinations, individual projects and writing of business plans were the top five ways of students' assessment.

3. Methodology

In this study, the quantitative approach was adopted. The data collected were basically quantitative using structured questionnaires. Both primary and secondary sources of data were used for the study.

3.1. Population

In this study, the target population consisted of all final year Higher National Diploma (HND) Students of Cape Coast Polytechnic for the 2013/2014 academic year. Available figures from the Admissions and Records Office of the Polytechnic put the target population at 850. This consisted of 614 males and 236 females across all departments.

3.2. Data Collection Procedures

The study adopted the use of questionnaires for the student respondents and an interview guide for the lecturers who were selected.

4. Data analysis

The data that were collected were coded using numerical values (coded manual) for the variable view of the Predictive Analytic Software (PASW) Version 18.0. Test Analytics for Surveys (TAfS), a tool of SPSS PASW was used for coding the data and analyzing verbatim responses to close-ended items in the questionnaire and produce tables and charts directly to enable data interpretation. Both descriptive and inferential statistics were used for the study. Specifically, statistical tools such as frequency, percentage, Mean, and standard deviation were used to analyze the data. At the end of the data collection, 261 final year HND students of 2013/2014 academic year who have gone through the entrepreneurship programme, 150 students who have not been exposed to the entrepreneurship programme, and four lecturers who teach the entrepreneurship programme participated in the study.

The background characteristics of the respondents, the sex distribution of the students, both those who had entrepreneurship education and those who did not have are presented in table 1.

It was shown that majority (73.3%) of the students who have not studied entrepreneurship were male while 26.7 percent were female. Similarly, majority (57.9%) of the students who had studied entrepreneurship were male while 42.1 percent were female. The combined percentage shows that majority (63.5%) of the students who participated in the study were male. This shows that majority of the students in the Cape Coast Polytechnic are male.

Sex	**Have Not Studied Entrepreneurship**		**Have Studied Entrepreneurship**		**Total**	
	Freq.	%	Freq.	%	Freq.	%
Male	110	73.3	151	57.9	261	63.5
Female	40	26.7	110	42.1	150	36.5
Total	**150**	**100**	**261**	**100**	**411**	**100**

Table 1: Sex Distribution of Respondents
Source: Field work, 2014.

The study further elicited data on the age distribution of the students. The results are presented below.

Age Group of Students (Years)	**Have Not Studied Entrepreneurship**		**Have Studied Entrepreneurship**	
	Freq.	%	Freq.	%
16 – 20 years	25	16.7	18	6.9
21 – 25 years	98	65.3	148	56.7
26 – 30 years	11	7.3	73	28.0
31 years and above	16	10.7	22	8.4
Total	**150**	**100**	**261**	**100**

Table 2: Age Distribution of Students
Source: Field work, 2014.

Table 2 shows that 65.3 percent of the respondents who have not studied Entrepreneurship were between 21 and 25 years representing majority of them. Also, 10.7 percent were above 30 years. Again, 56.7 percent of the respondents within the target research group (students who have studied entrepreneurship), were also between 21 and 25 years representing majority of them. Also, less than nine percent were above 30 years. The results imply that the respondents were dominated by young adults. This may be due to the fact that the study population was only students.

Topics Covered During The Entrepreneurship Course	Yes		No	
	Freq.	Percent	Freq.	Percent
Small Scale Enterprises	231	88.5	30	11.5
Business Plans	222	85.1	39	14.9
Forms of Business Ownership	215	82.4	46	17.6
Sources of Funding	206	78.9	55	21.1
Risk Management	204	78.2	57	21.8
Feasibility Studies	200	76.6	61	23.4
Marketing Skills	200	76.6	61	23.4
Decision Making and Problem Solving	193	73.9	68	26.1
Recognition of Business Opportunities	185	70.9	76	29.1

Table 3: Topics Covered During the Entrepreneurship Course
Source: Field work, 2014 (N = 261)

The target group was asked to indicate the topics they covered during the entrepreneurship education course. From Table 3, 231 which represent 88.5 percent of the students went for small scale enterprises. Again, majority of the students indicated that the topics they covered during the entrepreneurship course are business plans (85.1%), forms of business ownership (82.4%), sources of funding (78.9%), risk management (78.2%), feasibility studies (76.6%), marketing skills (76.6%) decision making and problem solving (73.9%), and recognition of business opportunities (70.9%). All the topics indicated by most of the students are general business and general entrepreneurship topics. This mirrors Vesper's (2004) advice that entrepreneurship course content(s) should be developed to take account of, among other things: venture-general knowledge which applies to most start-ups, but not so much to going concerns, and business-general knowledge which applies to most firms, including new ventures.

4.1. How the Entrepreneurship Course is Taught

The main objective of the study was to explore the pedagogy used in the teaching of the entrepreneurship course contents. Multiple items were used to elicit data from the students in order to tackle this objective. This multiple response question sought to determine the pedagogical methods used in the entrepreneurship course the students underwent. The views of the students who have gone through the entrepreneurship course are presented in Table 4.

Mode Teaching	Ticked		Unticked	
	Freq.	Percent	Freq.	Percent
Lectures	245	93.9	16	6.1
Reading Hand-Outs	161	61.7	100	38.3
Attending Seminars	42	16.1	219	83.9
Guest-Speakers	26	10.0	235	90.0
Watching Videos and Films	12	4.6	249	95.4

Table 4: Mode of teaching the entrepreneurship course in the polytechnic
Source: Field work, 2014. (N = 261)

Table 4 presents the mode of teaching entrepreneurship. From Table 4, 245 which represent 93.9 percent of the students who have gone through the entrepreneurship course indicated that the lecture method is the most significant mode of teaching use in teaching entrepreneurship course in the polytechnic. Furthermore, 161 responses representing 61.7 percent indicated reading hand-outs as the mode of teaching the course. However, majority of the students were of the view that in the teaching of entrepreneurship course, rooms are not created for them to watch videos and films (95.4%), have guest-speakers to talk to them (90.0%) or attend seminars (83.9%). These results show similarities with research results reported by Gerba (2012) among 22 Ethiopian universities which indicated that the predominant form of pedagogy in entrepreneurship education in Ethiopia were lectures, reading assignments, case studies, discussions and business plans.

Again, this confirms another related study in United Kingdom by McKeown, et al. (2013) who observed that about 86 percent of higher educational institutions' entrepreneurship educational programmes still used traditional teaching methods which included lectures, provision of selected readings, text-books and assignments. The advantages associated with the 'traditional' methods of teaching might explain their common usage. They are comparatively cheaper in terms of cost, and lectures are excellent for delivering information to a large audience.

However, Garavan and O'Cinneide (1994) and Ferreira (2011) have indicated that the best way to teach entrepreneurship is through student centred and active experiential learning. Gibb (2007) also argued that the adoption of traditional education methods which focus mainly on theory and didactic approach were not good for teaching entrepreneurship. Gibb (2007) warns that these teaching methods can be un-entrepreneurial in approach because they are given within the confinement of classroom, which does not cater for experiential learning.

The students who have gone through the entrepreneurship course were further asked to indicate whether they like the way they were taught. The results are presented in Table 5.

Response	Frequency	Percent
Yes	197	75.5
No	64	24.5
Total	**261**	**100**

Table 5: Did you like the way you were taught?
Source: Field work, 2014

Table 5 looked at responses related to how respondents liked how they were taught entrepreneurship. As contained in Table 5, 197 respondents representing 75.5 percent indicated that they like the way they were taught with regard to the entrepreneurship course. This represents the majority. On the other hand, only 64 respondents representing 24.5 percent were of the view that they did not like the way they were taught entrepreneurship. The results show that students are happy and comfortable with the traditional method of teaching at tertiary level education. The findings are in line with the assertions of Hytti and O'Gorman (2004) who observed that the traditional methods such as lectures, case studies are the most commonly used pedagogical tools in most tertiary schools. The advantages of this method explain its widespread usage. They are comparatively cheaper and lectures are excellent for delivering information to a large audience.

4.2. How Students Are Assessed

The third specific objective of the study is to examine how students are assessed during the entrepreneurship course. Again, multiple items were used to tackle this objective. The rational for this objective is to determine the mode of assessing the students who offered the entrepreneurship course. Results on the ways by which students' progression or understanding of the course were assessed are presented in Table 5. The Table which is also a multiple response question presents the ways by which students' progression or understandings of the entrepreneurial course were assessed. As depicted in the Table, 217 which represent 83.1 percent indicated that mid-semester and end of semester examinations are used in assessing their progress or understanding of the course. Also, 215 responses representing 82.4 percent indicated assignment and 128 respondents representing 49.0% were of the view that continuous assessment is some of the ways used in assessing their progress or understanding of the entrepreneurship course. Furthermore, 44.1 percent of the students were of the view that individual and group project works are used in assessing their progress in the course. This indicates that the dominant forms of assessment were through examinations and assignments.

Ways of Assessing Students' Progress or Understanding of the Course	Ticked		Unticked	
	Freq.	Percent	Freq.	Percent
Mid-Semester and End-of-Semester Examination	217	83.1	44	16.9
Assignment	215	82.4	46	17.6
Continuous Assessments	128	49.0	133	51.0
Individual and Group Project Works	115	44.1	146	55.9

Table 6: Ways by which students' progression or understanding of the course were assessed
Source: Field work, 2014 (N = 261)

This confirms opinion of Pittaway and Edwards (2012) that the types of entrepreneurship education which seeks to impart knowledge and understanding of entrepreneurship is far likely to employ examinations and tests to assess their students. The findings also bear resemblance to the research findings of Lekoko, Rankhumise and Ras (2012) in two South African universities where they observed that written examinations, individual and group projects, oral presentations and writing of business plans were the top five ways of assessment.

The study further elicited data on students' view with regard to their views about the programme ever sought before, during or after the programme. The results are presented in Table 7.

Table 7 looked at whether the views of respondents about the course ever sought, during or after the course. From Table 7, 160 respondents representing 61.3 percent said their views were sought out. On the other hand, 101 respondents representing 38.7 percent indicated that their views were not sought out. The fact that 38.7 percent of students indicted that their views were not sought runs contrary to the advice of Hill, et al. (2003) that entrepreneurship educators must listen to and act upon what they hear from programme participants.

Response	Frequency	Percent
Yes	160	61.3
No	101	38.7
Total	**261**	**100**

Table 7: Were views about the programme ever sought before, during or after the programme?
Source: Field work, 2014

4.3. Entrepreneurial Intentions of Students

The last specific objective of the study seeks to determine the entrepreneurship intention of the students who did offer the entrepreneurship programme and those who have not gone through the programme. Multiple close-ended items were used to elicit data on the issues. The responses to the items were measured with five point numerical scale ranging from one to five such that one (1) represents the least agreement to the issues while five represents the strongest agreement to the issues. Since only few of the respondents selected the extreme responses (strongly agree and strongly disagree), the responses were merged for easy analysis. That is, strongly agree and agree were merged to agree while strongly disagree and disagree were merged as disagree. The results are presented as follows

4.4. Summary

The study was conducted to explore the pedagogy used in the teaching of the entrepreneurship course contents and assess its effect on the entrepreneurial intentions of students of Cape Coast Polytechnic. The population for the study was final year HND students for the 2013/2014 academic year. Stratified random sampling procedure was used to select the 265 students while purposive sampling techniques was used to select the four lectures. However, 261 and four lecturers participated in the study. The following are the main findings of the study, that:

i. Majority of the students affirmed that the objective(s) of the entrepreneurship course in the polytechnic was essentially to expose them to concepts in entrepreneurship and also to create awareness about entrepreneurship and its values.
ii. Significantly, the research also reveals that the predominant way of the programme's delivery was through lectures and reading handouts.
iii. The findings also show that assessment of students is in most cases, is done by way of examinations, assignments and continuous assessments.
iv. In addition, the study reveals that the Entrepreneurship course has a positive effect on the entrepreneurial intentions of students who underwent the programme.

4.5. Conclusions

From the study, the following conclusions can be drawn that:

Entrepreneurship course is taught using traditional teaching methods which does not give much emphasis on active student participation. This means that the current Entrepreneurship course does not involve the students in any experiential learning and that it is teacher-centred. It can also be concluded that the entrepreneurship education course has positively affectedthe creation of positive entrepreneurial intentions among the students who took the programme. And finally, it may be concluded from the findings of the study that, if all the needed attention and assistance is given to the entrepreneurship education nationwide, it could help reduce youth unemployment significantly.

4.6. Recommendations

In view of the findings derived from the study, the following recommendations are made:

It is recommended that the entrepreneurship course be sustained since it has the inherent capabilities to reduce youth unemployment and all its attendant social evils. It is further recommended that for the programme to have a far reaching effect, the approaches to teaching entrepreneurship should change. Teaching should move away from the passive traditional teaching methods where students are lectured to a situation where students are given real, and practical business scenarios to deal with and provide remedies.

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