

**Factors Affecting Entrepreneurial Skills Acquisition among Undergraduates in selected  
Universities in South Africa and Nigeria**



**By**

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**May, 2022**

### **Declaration by the Researcher**

I affirm that this study **Factors Affecting Entrepreneurial Skills Acquisition among Undergraduates in selected Universities in South Africa and Nigeria** which is submitted to University of Zululand in fulfilment of the academic requirements for the award of the Degree of Doctor of Education, in the department of Social Science Education, is my original work.

I also declare that the research work has neither been submitted nor copied elsewhere and that the various materials used in the study have been duly acknowledged.

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## **DEDICATION**

This thesis is dedicated to THE ALMIGHTY GOD.

## **ACKNOWLEDGEMENT**

I give glory to Almighty God for his grace and loving-kindness over the years. I would like to convey my profound appreciation to my wife, Pinky LaNdashe Omotosho, for her unfailing love and endless compassion. The significant inspiration and motivation of my supervisors, Prof. B.T Gamede and Dr. Chinaza Uleanya will not be forgotten, I am sincerely grateful for their encouragement and invaluable contributions. I am also indebted to the management and staff of the Department of Social Science Education, University of Zululand, for creating a conducive atmosphere for learning. I acknowledge the support and relentless sacrifice of my family and all members of The Redeemed Christian Church of God, Rock of Salvation. I will forever be grateful.

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## **Abstract**

This study explored the factors affecting entrepreneurial skills acquisition among undergraduate students in two selected rural universities in South Africa and Nigeria. Quantitative and qualitative methods were used in this study. Questionnaires and semi-structured interviews were used respectively for data collection. Systematic sampling technique was used to select the student respondents, while purposive sampling was used to select the academic staff respondents for the study. The questionnaire was administered to student participants, while lecturers were interviewed. Data for the quantitative study was analysed using descriptive statistics and Statistical Package for Social Sciences (SPSS) while the qualitative data was collected and analysed thematically. The findings of the study reveals that students' acquisition of entrepreneurial skills in the two selected rural universities is influenced by common factors such as a lack of motivation, a lack of well-equipped skills acquisition centres, a weak connection between university and industry and poor management of training, among others. Research finding further shows that the effects of entrepreneurship education on students' entrepreneurial skills were insignificant in the two selected universities. It is clear that entrepreneurship training in the South African university lacks practical orientation, while the hands-on approach in the Nigerian university is characterised by a low participation rate. Evidence suggests that the respondents generally consider entrepreneurship as desirable when they perceive that there are people they can rely on for support or any form of assistance they would need to overcome obstacles and fear of failure in the process of starting a business. The aforementioned signifies a need for apprenticeship approach to entrepreneurship education programme. Based on the research findings, it was recommended that entrepreneurship education should concentrate on developing students' foundational abilities as well as technical and entrepreneurial skills associated with the various stages in the entrepreneurial process, there is a need for a paradigm shift in the pedagogical approach in the selected South African university from being largely theoretical to experiential and practical approaches, a close relationship between academia, government and industry is paramount to effective development of skills amongst students. It is also recommended that universities incorporate entrepreneurial education across all faculties, expose students to on-the-job training and financiers, face-to-face interactions with real business people in live projects, assist with the incubation of business ideas from students. The study addressed the understudied 'skill factors' in entrepreneurship and upholds quality assurance in entrepreneurship education in an apprenticeship way.

**Key Words:** Entrepreneurship education, entrepreneurial skills acquisition, experiential learning, apprenticeship, undergraduate, university students, skills acquisition model, entrepreneurial university, South Africa and Nigeria.

**Word count:** 60130

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

ASCEND: Student-Centred Entrepreneurship Development Training Model

BYOBB: Be Your Own Boss Bowl

CEE: Consortium for Entrepreneurship Education

CU: Covenant University

CUFE: Central University of Finance and Economics

DPRU: Development of Policy Research Unit

EDHE: Entrepreneurship Development in Higher Education

EED: Entrepreneurship Education

EPM: Entrepreneurial Performance Model

ESK: Entrepreneurship Skills

ETF: Education Trust Fund

GEM: Global Entrepreneurship Monitor

ITF: Industrial Training Fund

NBTE: National Board for Technical Education

NCCE: National Commission for Colleges of Education

NEET: Not In Employment, Education and Training

NG: Nigeria

NUC: National University Commission

NUS: National University of Singapore

NYSC: National Youth Service Corps scheme

PEIC: Paris Entrepreneurial Innovation Challenge

SA: South Africa

SIWES: Student Industrial Work Experience Scheme

SMME: Small, Micro and Medium Enterprises

TVE: Technical and Vocational Education

UNECA: United Nations Economic Commission for Africa

## CHAPTER ONE

### 1.1 Introduction

Entrepreneurship is becoming increasingly paramount in national and international policy for long-term economic development and for solving basic socio-economic issues. Growing youth populations, coupled with rising youth unemployment in many African countries necessitates enterprising behaviour among graduates. As a result, governments, scholars and development aid agencies around the globe are convinced that the development of entrepreneurial projects in different communities is central to improved quality of lives (Bell, 2015). It is therefore logical to presume that societies that have more individuals with entrepreneurial attributes, skills and greater entrepreneurial activity are better placed to progress economically compared to those with lesser numbers. For this reason, the calls for the promotion of entrepreneurship education in institutions of learning are ever increasing.

Globally, entrepreneurship is often regarded as a stimulant to economic progress, sustainable living, improvement and the reduction of socioeconomic inequality (Legatum, 2011). Although, some scholars were sceptical about the connection between entrepreneurship and social advancement in the context of developing countries, most scholars perceived entrepreneurship, if not as a development solution, at least as part of the way forward. However, because of poor financial systems, corruption, legal barriers, insecurity, corruption and inadequate infrastructure that inhibit the growth and development of many organizations, the entrepreneurship ecosystem is not favourable in developing nations (Abor & Quartey, 2010). This implies that the quality of entrepreneurship culture is perceived as being weak in most of the sub-Saharan African societies.

Substantially, young people in sub-Saharan Africa are three times more likely than adults to be unemployed since their lack of work experience counts against them when applying for entry-level employment and there are also significant social obstacles that discourage young people from joining the labour market. This scenario reflects in the Global youth unemployment projection of 2020 that almost 73.4 million youth worldwide are unemployed. Around the world, one-fifth of young people are currently in NEET status "Not in Employment, Education and Training." (International Labour Organization, 2020). This means that they do not earn income from work, nor do they improve their education and skills. Obviously, they are not achieving their full potential. In order to salvage this situation, a growing number of researchers

have focused on the expansion of entrepreneurship education, however, little research has been conducted on the specific reasons for skills shortage among African youths.

As a matter of necessity, the perpetual production of entrepreneurial graduates has become imperative for higher education institutions. One way to do that is to bring academia and entrepreneurs together, this strategy could result in a more significant learning process from theoretical class to experiential learning where academic knowledge can be tested in the real world. Students moving outside of their comfort zone and students may need to operate live projects under the supervision of successful entrepreneurs, this initiative is critical in order to conceive new enterprises, if there is scarcity of entrepreneurs, there would be little productivity growth, little innovation and few new jobs. (Patel, 2021). The situation in the foregoing orchestrates a shift from a teacher-led approach to a student-centred approach, thus making students aware of the skills they need for learning.

Stimulating students in higher education institutions to develop real interest in entrepreneurship has positive effects on society as a whole. In addition, at the university level, entrepreneurial training encourages business research and increase the level of knowledge of enterprise creation, both as a research and as a professional field. In turn, this will lead to effective policy-making and improved corporate programming at all levels of education. Thus, universities gradually follow the principle that all students need to be sensitised to acquire specific skills before encouraging them to get involved in entrepreneurial projects (Lackéus, 2015).). Based on the foregoing, it is obvious that entrepreneurship education is essential for everyone and not just for the business owners.

In recent times, the efficiency of entrepreneurship and enterprise education takes hold rapidly around the world. Entrepreneurship programmes springs up in Africa, the USA, East Asia and Eastern Europe, as well as Latin America and Western Europe in secondary and higher education programmes. Universities are increasingly attempting to transform patents into hubs of technology and entrepreneurship. Education and training for entrepreneurship is being drawn up, refined and discussed (Niyonkuru, 2005). This implies that the universities across the world are in transition. The traditional idea of the university as a vehicle of knowledge transfer does not address the current societal challenges, this notion, therefore, draws the attention of scholars and policymakers to the concept of ‘entrepreneurial university’ whose mandate is to stimulate entrepreneurial thinking and actions in societies.

It is remarkable that at the university level, the essence of teaching entrepreneurship is to graduate with accomplished skills and competencies to think innovatively, discover possibilities and translate ideas into value. These skills can be defined in one word as "entrepreneurial," allowing individuals to take advantage of opportunities and ideas turning them into values for themselves and others (Tiemensma & Rasmussen, 2019). The production of entrepreneurial graduates is the reason for the expansion of entrepreneurship education in higher education institutions. However, despite the worldwide proliferation of entrepreneurship education programmes, there has not been much agreement on their objectives, target audience, curriculum, teaching methods and assessment practices (Mwasalwiba, 2010). Meanwhile, many of the universities especially on the African continent struggle with funding, subject to the nature of universities organizational structure. It follows that the capacity of some universities to address societal issues could be limited by financial constraints.

Conceptually, the Universities in Sub-Saharan Africa can be consolidated as a system of innovation that compels universities to play a significant role as business hubs, linking government bodies, businesses, students, entrepreneurs, scientists and other stakeholders. However, it is crucial to expose students to business activities in educational systems at all levels as the goal of targeted audiences in the universities and neighbouring communities (Volkman, 2009). As a matter of necessity, higher education institutions in Africa as in other continents of the world should lead the way in skills development. If the required skills are not inculcated in students at the undergraduate level, it will be quite difficult to do so after graduation.

The 2030 Agenda for sustainable development goals (SDGs) emphasize the need to empower university students and meet their needs in all ramification (Cieslik & Simpson, 2013). Engaging students in productive ventures is central to the successful implementation of the transformative agenda in Africa. Accordingly, achieving these objectives requires an understanding of the needs, aspirations, interests, challenges and potentials of African youths. Based on the foregoing, it is logical to presume that skills-shortage is partly responsible for high levels of unemployment in many African countries, where young people lack the appropriate competencies to respond to the demands of employers and it is also notable that many educated young people lack entrepreneurial skills to facilitate self-employment. Therefore, it is imperative for every university to address how entrepreneurship activities in

their domain could be organised to instil the skills, competencies and attitudes required by students to become enterprising individuals.

## **1.2 Background to the study**

South Africa and Nigeria are two of the prominent nations on the continent of Africa. The resources and manpower in South Africa, Botswana, Nigeria, Kenya, Egypt, Mali and Angola could transform the space remarkably if exploited fully. Increasingly, the global economy demands that graduates enter the workforce not only with their degrees but also with a set of transferrable, entrepreneurial skills and attributes that can help them excel in almost any productive ventures. This includes the ability to take initiative and think innovatively, to demonstrate creativity in problem-solving and to communicate effectively (Onuma, 2016). This implies that academic qualification coupled with a set of core skills are required for graduates to excel in the ever-changing labour market.

Critically analysed, the 2019 Global Entrepreneurship Monitor (GEM) reports that none of the African countries ranked among the first twenty five in terms of entrepreneurial skills sub-index, it features nations from Asia, North America, South America and Europe. The report further highlights the deplorable state of entrepreneurship in Sub-Saharan Africa (Bosma & Kelley, 2019). It shows clearly that entrepreneurial initiatives in Africa fall below expectation. Therefore, this GEM report underlined the need to enhance the quality of entrepreneurship training in African higher education institutions.

**Table 1.1 Entrepreneurial Skills Sub-Index ranking for the First 25 Countries, 2019\***

<b>Countries</b>	<b>Rank</b>
Denmark	90.14
United States	89.67
Switzerland	85.63
Canada	83.77
United Kingdom	82.63
Australia	80.08
Ireland	79.13
Sweden	77.05
Netherlands	74.45
Iceland	71.04
Germany	68.21
Belgium	67.43
France	66.78
Austria	65.09
Luxembourg	65.04
Hong Kong	64.66
Finland	64.59
Israel	62.58
Japan	61.43
Norway	60.73

*Source: Global Entrepreneurship Monitor (2019)*

Nigeria is the eighth largest oil exporter globally and Africa's second largest economy. Over the past three decades, the deep socio-economic crises which have brought social inequality, poverty and underdevelopment, have hindered economic progress in Nigeria and South Africa at various times. In Nigeria, socio-economic instability and currency depreciation were the by-products of the economic crisis of 2014, as well as a greater need for youth social protection. The apartheid system left a legacy of social injustices in the South African context such as: unequal distribution of economic resources, racial inequalities, spatial inequality and a wider gap between the rich and the poor. The establishment in 1994 of a democratic waiver led to a higher standard of living and to better social justice conditions. Suffice to state that skills development of the youths is a central component of social justice aimed at addressing the historical injustices of apartheid and colonialism.

From demographic indicators to political system structuring, South Africa and Nigeria are in a number of respects unique. But there are commonalities between the two countries such as high

youth unemployment, youth transition problems and inequality levels. South Africa has a unitary system of government, while Nigeria works with a federal system. Such state differences have some implications for how data can be viewed and interpreted (Lolwana, 2015). This implies that in both countries, the battle around pursuing social harmony via human capabilities development continues to intensify, while the capability approach brings skills development discourse to the forefront.

There is no common solution to the problem of unemployment and skills shortage around the world, consequently, the most dominant writings in the field of youth unemployment and skills development are informed by the experiences of scholars in the developed world. What typically happens in the emerging economies is that concepts that have come from western nations eventually inform the political discourse. The result is that the frameworks used tend to be either empirical or conceptual in Western literature. Developing countries are more likely to adopt conceptual and richer-country models and policy models, which are often difficult, even in rich nations, but which are not particularly effective in poor countries (Lolwana, 2011). Therefore, situational differences make it imperative that each society and institution deliberately design the ecosystem that best suits its needs and its conditions, as customised pathways of becoming entrepreneurial.

The current state of developing nations such as South Africa and Nigeria shows that unemployment has given rise to increased rural-urban migration for job opportunities. Most African nations have similar economic conditions whereby the government is heavily depended upon as the sole provider of the means of production and livelihood. Moreover, youth restiveness, coupled with the prevalence of criminality alongside high poverty levels have resulted in declining living standards. The unemployment rate in South Africa rose to 27.6% in the first quarter of 2019 from 27.1% in the previous period, this might perhaps be attributed to skill shortage as employers struggle to find the right candidates due to lack of skills and educational qualifications. The response to this is often long and expensive training programmes focused on skills and qualifications (Youth Employment Accelerator, 2019).

Based on recent statistics, the youth unemployment rate in South Africa is on the upward trend with approximately 55.5% unemployment rate recorded (Stats SA, 2020), while Nigerian youth unemployment rate hovers between 27.1 to 38.6% within the last two years. Similarly, the International Labour Organisation maintains that 8 millions of Nigerians are unemployed and has put Nigeria's unemployment rate over the global average of 14.2% by (World Bank, 2020).

Hence, the acquisition of core skills has therefore become an essential rescue for youth self-employment and the achievement of economic development and to reduce poverty and empower youths to become self-independent.

In Nigeria, high levels of unemployment lead to the development of educational policies that provide the knowledge, skills and attitudes needed to be entrepreneurs rather than job-seekers. As an instrument of emancipation of people and societal development, the Federal Republic of Nigeria has stressed that the acquisition of appropriate abilities is a precondition for national progress (Nigeria Federal Republic, 2013). However, in spite of the magnitude of funds policymakers invest in entrepreneurship education and training in Nigerian universities, skills levels still remain relatively low among graduates emanating from the system, this situation engenders higher levels of unemployment and poverty among the Nigerian youths. The implication of the foregoing is that encouraging the youths to pursue higher education is not enough, university curricula should be able to stimulate students develop the skills required to face the challenges of current dispensation.

Similarly, South African youths are just as vulnerable as their peers in other developing nations. One major challenge facing the continents' youth workforce is skills shortage which creates barriers of entry into various sectors. The issue of youth employment and skills development is a key component of social justice to overcome apartheid and colonialism's historic injustices. Efforts of government, academia, private organisations and other stakeholders are urgently required to address this situation. Therefore, the researcher aims at exploring the possible factors that influence university students' entrepreneurial skills acquisition, it specifically aims at identifying factors enhancing and inhibiting their skill development. In the context of this study, rural-based universities are described as institutions strategically established in underdeveloped environments of a nation with the hope of bringing sustainable development to such areas.

### **1.3 Statement of Problem**

Globally, entrepreneurial education is accepted as a process of acquiring practical skills, innovative attitudes, knowledge that is applicable to various trades or occupations for the advancement of the social and sound economic life of the citizens. However, researches such as Smith and Comyn (2003), Harvey (2005), Tran (2010) and Omotosho (2019), have shown

that there is still a challenge of a dearth of practical orientation in entrepreneurship training in many higher education institutions, such that majority of the university students lack the critical skills required to operate as dynamic entrepreneurs. Low skills perpetuate poverty and inequality; South African employers are not positive about graduates' readiness for work. South African employers accentuate that graduate students cannot really demonstrate the complex problem-solving skills that are required in the workplace (John, 2012). Therefore, it is clear that human and financial resources invested in the development of entrepreneurship training South African and Nigerian universities have not actually produced the anticipated results.

Similarly, the high level of unemployment in Nigeria and its associated social ills have been traced to poor entrepreneurial skills and strategies among students in tertiary institutions, lack of analytical skills; lack of entrepreneurial and decision making skills; inadequate technical skills; and ignorance in the use of modern equipment (Ezeani & Ugwu, 2012). Hence, the reason for this study which aims at exploring factors affecting entrepreneurial skills acquisition amongst the selected South African and Nigerian university students.

Additionally, there is a clear gap in university entrepreneurship research in regard to skills acquisition barriers amongst students in rural-based universities of South Africa and Nigeria, as the focus has always been on urban-based institutions and the institutions in the western nations. This study, therefore, seeks to address the research gap by identifying influencing factors on entrepreneurial skills acquisition amongst the selected South African and Nigerian university students. The aforementioned was achieved by engaging student participants in questionnaire administration, while lecturers were interviewed.

#### **1.4 Research Questions**

This study particularly intends to find answers to the following critical questions:

- What are the factors affecting entrepreneurial skills acquisition among the selected South African and Nigerian undergraduate university students?
- To what level does entrepreneurship education influence students' entrepreneurial skills in the selected South African and Nigerian universities?
- How can a conceptual model be developed to address entrepreneurial skill-gap among undergraduate university students in South Africa and Nigeria?

#### **1.5 Research Objectives**

The objectives of the study are:

- To identify the factors affecting entrepreneurial skills acquisition amongst the selected South African and Nigerian university students.
- To establish the level to which entrepreneurship education influences students' entrepreneurial skills in selected universities in South Africa and Nigeria.
- To develop a conceptual model that could address entrepreneurial skill-gap among undergraduate university students in South Africa and Nigeria.

#### **1.6 Scope and Delimitation of the Study**

This study is limited to the entrepreneurial skills acquisition amongst the selected South African and Nigerian university students. The selected university in South Africa consists four faculties and sixty-four departments. Similarly, the selected university in Nigeria consists six faculties and sixty-eight departments. The study examined university-based entrepreneurial skills acquisition strategies around the world between 1990's to 2021.

#### **1.7 Subject Coverage**

Entrepreneurial skills acquisition is a lifelong process performed by different individuals from all walks of life at different pace. However, certain factors influence the progress of skills acquisition on the part of individuals globally. Therefore, this study explores the dynamics of entrepreneurial skills acquisition amongst undergraduate university students. It examines the

various forms of factors encountered by undergraduate university students and the extent to which entrepreneurship education influence entrepreneurial skills acquisition among the undergraduate university students. The purpose is to design a model that can enhance the quality of entrepreneurial training amongst undergraduate university students in rural based universities against all odds. In order to achieve the aforementioned aim, the researcher obtained primary data from third-year students of two selected universities in South Africa and Nigeria respectively. Some lecturers from both universities were also interviewed.

### **1.8 Significance of the study**

The study identifies the individual triggers and constraints to acquiring entrepreneurial skills at the two selected universities. It calls for the inclusion of entrepreneurship education at all school levels to help African societies become more entrepreneurial. The findings have the potential to encourage the development of essential skills among university students, which in turn will enhance the tendency for job creation. Furthermore, the researcher's proposed skills acquisition model has the potential to kick-start academic discourse on the imperatives of the apprenticeship approach to entrepreneurship education in an African context.

### **1.9 Definition of Operational Terms**

The definitions of operational terms for the study are as explained below:

**1.9.1 Entrepreneurial skills:** Entrepreneurship is the ability of an individual to implement ideas innovatively (OECD, 2014). As such, a universal definition of entrepreneurial skills is not established. This study will interchange entrepreneurial skills with core skills, which refers to a range of technical, management and personal enterprising abilities.

**1.9.2 Rural Based universities:** These includes universities established in strategic local communities. Such universities build sustainable partnerships to enhance development with other institutions (Davey 2016).

**1.9.3 Entrepreneurial university:** In defining entrepreneurial universities, the literature shows no consensus. In accordance with the definitions proposed by Kirby (2002) and Etzkowitz (2003), it means a university that is capable of innovation, identifying and creating opportunities, working in teams, taking risks and responding to the challenges on her own. In other words, it is a natural incubator, which provides trainers and students with support structures to start new projects.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **2.1 Introduction**

The previous chapter briefly discussed the perceptions of entrepreneurial skills in light of the problems of research. The topic was also discussed in a contextual way, including study goals, problem statement, research issues, scope and limitations, the subject coverage and ethical considerations.

This chapter examines scholars' different points of view on the influencing factors on the acquisition of entrepreneurial skills among graduates. It examines literature contextually in the following areas; state of entrepreneurial training, global perspectives on skills acquisition strategies and the key attributes of an entrepreneurial university. This chapter also identifies a significant correlation linking entrepreneurship education and entrepreneurial skills among undergraduates, in addition, this chapter also reviews literature on entrepreneurship training models and best practices in higher education entrepreneurship programmes around the world.

The review of related literature dwell largely on the objectives of the study that were outlined in chapter One. The objectives are: "What are the factors affecting entrepreneurial skills acquisition among undergraduate students in selected universities in South Africa and Nigeria? To what level does entrepreneurship education influence students' entrepreneurial skills in selected universities in South Africa and Nigeria? What conceptual model can be developed to address entrepreneurial skill-gap among undergraduate university students in South Africa and Nigeria?"

#### **2.2 Theoretical Framework**

This study anchors on two prominent theoretical frameworks that underpin perspectives of entrepreneurial skills acquisition among students. The first item is a theory of experiential learning, which explains the effect of adult learning on skills acquisition based on concrete experience. The second item is a theory of ability determinants of complex skills acquisition, which explains the changes in ability-performance relations as a function of three task characteristics.

### 2.2.1 Experiential Learning Theory

The experiential learning theory was built upon the earlier work of the duo of John Dewey and Kurt Levin by David A. Kolb, an American educational theorist. Learning process brings about knowledge creation through gradual and systematic transformation of experience. Experiential learning theory is a four-stage cyclical theory that combines concrete experience, perception, cognition and behaviour. It emphasises translation of concepts into practical tasks. (Kolb, Boyatzis, & Mainemelis, 2001).

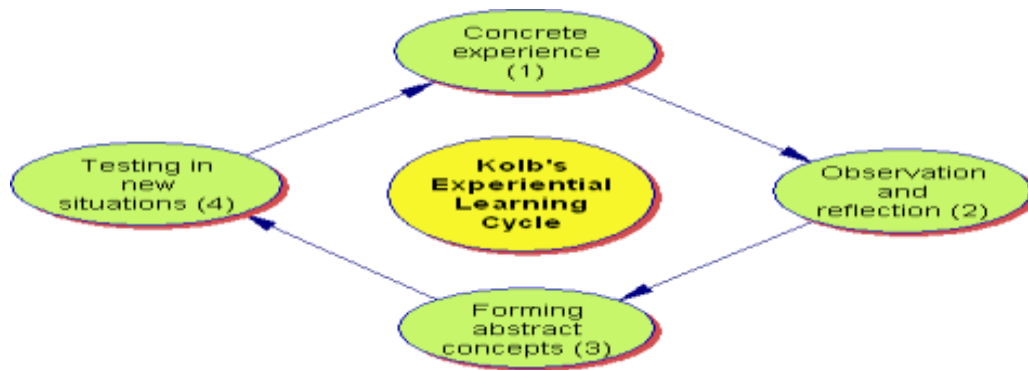


Figure 1.1: Experiential learning theory stages (Kolb, 2014)

The four-stage theory may commence from any stage but must be chronological.

#### 2.2.1.1 Concrete experience

This is the initial stage where the learning experience is acquired through activities or participation in a learning environment. Learners gain skills when they are participate in learning activities. At the core of experiential learning is action. It goes beyond abstract concepts, learning-by-doing involves a direct encounter with the phenomenon being studied. It utilizes actual experience with the phenomenon to validate a theory or concept.

Ideas cannot be separate from experience; they must be connected to the learners' lives in order for real learning to occur, the twentieth century has seen a move from abstract education to one that is more experienced-based. There must be a relationship between experience and education. A learning experience does not just happen; it is a planned event with meaning and with experiential learning, the meaning is reaffirmed by the learners. This implies that functional education requires adequate exposure of learners to the real world of experience which is the experiential aspect of learning.

Kurt Levin, who notably said, “there is nothing as practical as a good theory (cited in Kolb, 1984, p. 9), believed that theory and practice should be integrated together. He is best known for his action-research methodology and his work with T-Groups and sensitivity training. Because of Levin’s work "the discovery was made that learning is best facilitated in an environment where there is dialectic tension and conflict between immediate, concrete experience and analytic detachment" (Kolb, 1984, p. 9).

Kolb (1984), indicates that there should be a link between the classroom and the future work for which the classroom is supposedly preparing the learner. There is a need to translate abstract ideas of academia into the concrete practical realities of these peoples' lives. Students need to test ideas discussed in the classroom on real life situations. Kolb believes that college graduates are unprepared for work. He affirms the need for facilitators to bring practical experiences into the classroom so that there is a link to reality that would better prepare the graduates for life experiences.

Based on the foregoing, hands-on activities enable students to become independent thinkers, it makes skills acquisition process to be functional and sustainable. The application this theory stems from the fact that entrepreneurial skills cannot be cultivated without putting in place suitable real life experience for student entrepreneurs.

#### **2.2.1.2 Reflective observation**

The learning process is deemed incomplete if the learning experience cannot be replicated by the students after the learning process. The level at which students will focus on what they have been taught or experienced during the learning process is the reflective stage. This principle suggests that the learning experience should encourage all learners to reflect on it. By cooperative learning and action-based learning, the skills learned can be transferred. In order to learn to think about an action, contemplation must take place. Reflection occurs during human activity.

In order to assimilate the sense of an activity, people sometimes suggest they need to think about an event that has happened in their lives. Others attempt to share their perspective and explore the consequences for their lives. In the design of exhibition booths, conferences and seminars, this need for contemplation is frequently ignored (Anderson, 1992; Boud, Keogh & Walker, 1985). Facilitators believe that there is reflection and that it happens to everybody efficiently. This principle might not be true. It must be a deliberate effort on the part of the

facilitator to promote reflection to do more than just say reflect on this; it must be a scheduled activity.

Even with lectures, students need to process the content, compare it to their previous knowledge and test their understanding of what happened. After each learning experience and in some cases during the learning event, reflection is a process that needs to be actively followed. Reflection is considered by Boud et al. (1985), as the core part of a person's perceptions. Integrate reflection throughout the activity.

The learner needs to know what will happen at the start of the operation. Take time to clarify the task and ensure that the objectives are understood by the learners. The learner has to deal with the knowledge experienced during the experience and cope with the emotions that arise as a result of the experience. This implies that entrepreneurship educators will not just presume that the students understand the concepts; it is necessary to seek input from the students, set aside time to consider and document what has happened after the experience.

### **2.2.1.3 Abstract conceptualisation**

Reflecting learning experiences contributes to this stage of the learners' abstract conceptualisation. Learners conceptualise what they have learned and replicate what they have acquired as a learning experience, according to Kolb (1984). The most challenging part of the Kolb model to decipher is often abstract conceptualisation. This is because entrepreneurship educators and facilitators are expected to specifically integrate the many distinct and divergent perspectives of students with other people's thoughts, which are not embodied in the theory. This is a process of building ties, but also of engaging in abstraction in order to create deeper links between and through seemingly different experiences.

A feeling of the mysterious, inadequately clarified or unexplored and curious about more learning areas. They may be unhappy with something that has happened, disappointed with the experience, or frustrated with how experiential learning is so different from conventional learning in the classroom. This scenario is an opportunity for both the experience and the observations made during the previous phases to 'make sense'.

The learner must relate new experiences and new meanings to a larger system of information during the abstract conceptualisation process. This is to promote an interpretation of their own protocols. The specificity of their own perception in relation to others' experiences and the

relation between that experience and broader theories/concepts of the discipline and the objectives of learning. (2000, Freire). Ideation is a fundamental quality of dynamic entrepreneurs, therefore, abstract conceptualisation explains the process of entrepreneurial imagination required to bring new ventures into existence. This means that learners are encouraged to move beyond describing circumstances and to create a connection between their reflections and their current forms of information and knowledge. In broader terms, to clarify both their findings and perceptions of the experience, the learner should leave this stage having formulated ideas.

#### **2.2.1.4 Active experimentation**

At this point, the theory of experiential theory encourages learners' attempt to bring into action what has been conceptualised. In order to prepare for future practice, the learner is expected to evaluate the model or theory experienced. The four phases have been highlighted under conditional styles, according to Kolb (1984), which can improve the learning experience for willing learners as:

- Assimilating-learners that are better able to assimilate with strong logical theories.
- Converging-learners who can only learn more by the empirical use of definitions.
- Accommodating-learners who read from observational experience.
- Diverging-learners are the learners who better assimilate through the collection of knowledge.

Kolb (1984), further explains the theory as a holistic, integrative approach to the necessary learning by harmonising perceptions, concrete experiences, cognitions and behaviour. This illustrates the nature of the use of this principle in this analysis as a synthesis of learning experience that can be used to test remedies for problem-solving in the teaching and learning process. This theory is applicable to the development of entrepreneurial skills and how its components can be used to explore research problems, design methods and results from respondents.

Experimental learning theory offers an appropriate structure that is aligned with the characteristics of what can be considered to be the essence of student entrepreneurial skills development. The theoretical framework of Kolb reflect vividly the phases of desired activities that improve the acquisition of entrepreneurial skills by students. In addition, the theory is based on specific experience, application and skills that can benefit students (Kolb, 1984). The

researcher therefore relies on the emphasis of concrete experience as the primary basis for experiential learning for South African and Nigerian student entrepreneurs. Experience is the basis of meaningful entrepreneurial training and development of skills. Experiential theory describes learning as a cyclical process of anticipating, reflecting, critical analyzing and synthesizing knowledge, skills, values and behaviours. These features claim that learning as a process.

Learning passes through the process that is constant in nature, applying the knowledge to solve problems, utilizing knowledge as an integral process of world adaptation on the basis of transactions between students and environment (Kolb, 1984). This process involves learning (Turesky & Gallagher, 2011), identify four modes of experiential theory for entrepreneurial training, which include concrete experience, reflection, abstract conceptualization and active experimentation from Kolb's experience theory. Hence, concrete experience is an enabler of student entrepreneurs who can pursue their career development while reflecting on concrete experiences and internalising these experiences to create a venture.

Abstract conceptualisation refers to the development of experiential guidelines and strategies that can be utilized for the promotion of learning by students, which leads to an active experimentation with the application of common learning and teaching experiments (Hansen, 2012). Experiential theory can thus be used in the study as an appropriate framework. Fowler (2008), furthermore, described this theory as an efficient experience that enables a person to physically and mentally adapt to a new understanding of experiences that can contribute to find an innovative solution to societal problems. It offers student entrepreneurs a variety of opportunities to develop sustainable experiences of learning (Dewey, 1938; Mezirow, 1981; Kolb, 1984 & Jarvis, 2004).

Experiential theory substantially strengthens right perspectives on the desired quality and nature of the entrepreneurial education and training that matches students' needs and aspirations. It further promotes participation of students in skills development and supports teamwork, brainstorming and cooperation to encourage the development of skills (Blenkinsopp & Beeman 2012). Teambuilding is therefore a key arsenal for entrepreneurial experience. The students collectively learn, share and agree on common interests during their interactions during the process of acquisition of skills.

A quite noticeable area of weakness in experiential learning theory is that most of the studies validating it involved students in academic, not business environments. Furthermore, the theory's inadequacy could be perceived from the fact that it ignores institutional influences on the various stages of skills acquisition. This theoretical framework supports the systematic acquisition of entrepreneurial skills through experience and practice. Furthermore, the framework has the potentials to facilitate a systematic analysis of data.

### **2.2.2 Theory of ability determinants of complex skills acquisition**

A second relevant theory underpinning the current study is Ackerman's theory of dynamic changes. It describes the correlations between skill and performance. The researcher selected the theory as the second framework for the study to compensate for the inadequacy of the first theory. Ackerman proposed that the acquisition of skills should take place in a phase-like process (Fitts & Posner, 1967). The theory of Ackerman on the determinants of skills acquisition concerns changes in the relationship between ability and performance in three different task areas:

- Coherence of the requests for information processing,
- Complexity of tasks.
- Task practice degree.

In this study, Ackerman's theory is considered relevant based on the fact that it analyses the dynamics of factors that influence the development of skills. Ackerman proposes a model in which relationships between skill and performance change spontaneously but a number of factors mediate relations between skills and performance, including complexity, consistency and motor requirements. Likewise, the acquisition of entrepreneurial skills among university students is linked to some factors as shown explicitly in this study.

An individual's entrepreneurial skills increase with consistent practice and experience. As used in Ackerman's theory, complexity of the task and the degree of work practice reflect the level of complicated or implied procedures required to complete a job and the extent of the practice required respectively to improve task performance. In the context of forecasting individual differences in task performance with several phases of the acquisition of skills, the Ackerman's theory incorporates a model of cognitive capacity, from the first phase of the acquisition of skills to the last stage. This suggests that the cognitive phase of learning skills is distinguished

by a high cognitive traits of the learner in the context of the learning and the general knowledge of task goals.

The work performance is linked to general skills with respects to verbal and numerical content. Every new experience requires the processing of information. Complex tasks that always involve new data processing and the cognitive phase of the acquisition of skills. The associative phase of the acquisition of skills consists in strengthening links between stimulations and answers that lead to faster and less error-prone performance. This phase involves requirements for expertise (the rate of completion of a task).

In general, there is little or no attention paid to the autonomous stage of skill acquisition, associated to requirements for psychomotor skills (muscular movements resulting from mental processes). The tasks are carried out quickly and accurately (coherent processing of information). To date, the majority of studies on individual skill differences have been focused on consistent tasks, although many workplace work tasks contain substantially inconsistent requests for information processing.

In the case of entrepreneurial training in performance prediction, understanding of different skills determinants is of paramount importance. To design research protocols based on scientific principles, the difference between controlled and automatic processing is required, a difference based on the consistency in information processing requirements and the relationship between stimuli and reactions. The controlled and authentic processing theory of Schiffrin and Schneider has been validated and used as a trustworthy benchmark for the prediction of complex acquisition of skills in connection with Ackerman's theory of skill determinants. The acquired skills are new and constitute incoherent processing of information; in other words, every new procedure reveals the new stimulation that requires a new response. (Day & Schuelke, 2012).

### **Justifications for using the theory**

1. Ackerman's theory connects with the entrepreneurial skills development process based on its emphasis on experiential adventures, such empirical engagements are critical to the effective acquisition of skills among student entrepreneurs.
2. The theory of ability determinants enhances the potentials of incorporating entrepreneurial skills acquisition into adult learning, improving students' application of knowledge to enhance their foundational skills.

3. Ackerman's theory emphasizes individual differences in terms of skills acquisition and performance. The two theories have the potentials to shape the entrepreneurial acquisition process both in theory and practice.

The weakness observed in Ackerman's theory could be gleaned from the fact that it ignores the influence of fundamental socio-economic variables on the process of skills acquisition, however, in spite of this limitation, the relevance of the theory to the current study cannot be underestimated. Practice and non-cognitive psychomotor skills are of paramount importance in acquiring information processing skills.

### **Summary**

It could be theorised that the entrepreneurial skills acquisition process among undergraduates is in phases. The phases comprise initial training, induction and professional entrepreneurial training. The professional development of entrepreneurs is a continuous process that is motivated by the dynamism in subject-content and continual training as practising entrepreneurs. Conclusively, the skills development process of entrepreneurs covers short-term, long-term training, workshops, conferences or meetings to improve student entrepreneurs' subject-knowledge, entrepreneurial skills and professional practices.

### **Global Perspectives on Entrepreneurship Education**

As the global rate of youth unemployment continues to rise and the demand for enterprising graduates is on the upward trend, entrepreneurship education for university students, which began several decades ago in the United States, is now widely acknowledged and popular in many nations. Accordingly, the pressure created by the pandemic era also necessitates that universities produce graduates who are well-equipped with the essential skills and competencies needed to address current and future challenges.

The global relevance of entrepreneurship education became exceedingly clear in 1998 as the UNESCO World Conference championed the development of entrepreneurial skills through higher education. (Zhou & Xu, 2012). Entrepreneurial training aims to stimulate students' ability to develop communication techniques, critical thinking and personal skills (Guindalini, 2021). The university's goal in this era of globalization is to be actively connected to the business sector and stakeholders, so that university research benefits the business sector socially and economically, while the institution benefits from the information gained as a result of its proximity to the entrepreneurial environment (Etzkowitz & Zhou, 2017). Hence, the

foregoing establishes a relationship between the university and the corporate sector, it also allows students to share their skills, and learn via experience.

It is interesting that the purpose of university-level entrepreneurship education is for students to graduate with the capacity to think creatively, investigate possibilities, and transform ideas into value. The aforementioned qualities may be summed up in one word: "entrepreneurial," since they allow people to grab opportunities and ideas and turn them into assets for themselves and others (Tiemensma & Rasmussen, 2019). Despite the global expansion of entrepreneurial education programs, no consensus exists on their aims, target audience, curriculum, teaching methodologies, or evaluation systems (Mwasalwiba, 2010). Meanwhile, due to the nature of their organizational structure, many institutions of higher education, particularly on the African continent, struggle with financing. As a result, funding restrictions may limit the capacity of certain colleges to address socioeconomic issues such as unemployment and low skill levels.

## **2.3 State Of Entrepreneurship Education: South African Context**

### **2.3.1 Historical overview**

Since 1990, stakeholders in South African education and curriculum experts have been engaged in various local and international discourse for entrepreneurship development. A fundamental question in this regard is to find out whether young students could understand entrepreneurship matters and if so, it is also needful to investigate the extent to which young people comprehend matters of entrepreneurship (Davies, 1991). In 1991, stakeholders in South African education system have been examining the feasibility of including entrepreneurship as a subject in the education system in the near future, in order to answer these and many other questions. It is imperative to state that the stakeholders in South African education system have over the years worked together to develop the entrepreneurial spirit of the young students.

In several cases it is rather difficult and expensive to design and implement a new curriculum and often not very popular. Various hindrances and inconveniences could hinder the successful implementation of entrepreneurship curriculum. For instance, schools in South Africa differ in many respects, namely; cultural differences of learners in the school system, there are differentials in terms of educators' professional backgrounds, geographical location of schools at various levels of education (Rogan 2000). In addition, educators were not specifically trained for entrepreneurship. The Life Skills program provides for brief aspects of entrepreneurship in

the foundation period only (Gouws, 1997). This suggests that entrepreneurship training in universities is not really effective because lecturers themselves are not entrepreneurs, thus, successful entrepreneurs (trainers) are relatively scarce on campus.

The Department of Higher Education established Entrepreneurship Development in Higher Education (EDHE) in 2016. Establishment of Entrepreneurship Development in Higher Education (EDHE) to promote the development of the universities of entrepreneurship is to promote entrepreneurial initiatives among the university students. EDHE is a human-focused programme. The goal is to develop students, academics and managers' entrepreneurial capabilities (Rogan 2000). This means that EDHE has been created to encourage students to succeed more economically during their tertiary education and after it. During their study, entrepreneurship could enable students to generate additional income and to quickly track the economic activity process. Upon graduation, students could regard enterprise as either their first choice or an alternative career, especially if they have difficulties finding a job.

The EDHE program's staff-oriented nature extends to the building of the capacity of university students and support professionals in the provision of informed and relevant business education services. This would include the provision of confidentially provided entrepreneurial education and culture to students across disciplines, as well as subject-specific entrepreneurship training. The EDHE Program is designed for all students across disciplines to make enterprise education and training generally accessible (Gouws 1997). It is therefore obvious from the above that EDHE service is a much needed intervention, in which students are better equipped to participate successfully in the economy upon graduation, whether they are employed or not.

Universities have traditionally participated in the transfer of knowledge and should also focus on the use of that knowledge (Gibb & Haskins 2014). These traditions include teaching students in a classroom with written evaluations to test the skills of learning objectives per curriculum. The work of universities is seldom translated by new ventures (Laursen & Salter, 2004). However, improved interaction between universities and the industry is often based on the expectation that this would increase the rate of economic innovation (Spencer, 2001). The notion that universities form part of the economic value chain promotes wider discussion on how universities design, influence and make use of the flow of knowledge (Gibb & Haskins, 2014). This means that universities should develop employees and students' entrepreneurial

abilities, this would help them to develop innovative thinking and problem solving skills. In turn, this can help translate ideas into new ventures.

### **2.3.2 Skills Development Strategy**

This includes industry training, technical training which are being offered by educational sector, training and quality assurance agencies. Except for Industry Training, the Department of Higher Education and Training (DHET) is responsible for all other entities. Nevertheless, it can be said that the DHET entities work differently because the system lacks coordination (Massad & Tucker, 2009).

Since the advent of democracy in 1994, South Africa has made significant progress in overcoming the heritage of skills development in its past. But, despite this development, low qualifications in most of the formerly disadvantaged population and the stubborn unemployment rate remains one of the most pressing concerns in the country, and one of the greatest impediments to a better future for all, especially among young people (15 – 30 years). The challenge of developing skills as a result of the restrictive educational and training policies of the past cannot be overcome easily. In addition to the overall pressures caused by globalisation, the nation faces some unique domestic challenges in the field of development of skills. The main reasons for these challenges have been the Apartheid era (Massad & Tucker 2009).

Furthermore while content is important, it is equally important how the concept is being taught. Methods of learning determine the level of participation of students. Therefore Universities must use appropriate methods that allow the practical use of the learning material and the holistic development of the required skills. This concerns both theoretical and practical aspects of business in the context of entrepreneurial work. They allow students to develop free and creative thinking in application of knowledge and theory in real world through efficient teaching techniques that go beyond formulas in textbooks.

### **2.3.3 Funding**

The funding for youth entrepreneurship can be divided into two categories: the demand and supply of entrepreneurship. The impact is in relation to youth enterprises that have access to funding and meet funding needs of different institutions or individuals, and second is in relation to supply, which explains how major institutions that support young entrepreneurs and the impact of different funding programs can support their operations. (Rogerson, 2008). The

growth of small, youth-owned companies is limited by the lack of finance, poor management skills, and liquidity limits of youth-owned firms, among other things, that can be overcome with such credit instruments. In addition, Fraser (2004), as mentioned in Kotze & Smit (2008), states that a lack of access to information available on private external funding opportunities generally contributes to the constraints that youth entrepreneurs come across in search for start-up capital as it relates to the demand side argument. Key limitations that prevent young entrepreneurs from accessing their business ventures' funding opportunities are as follows (Schoof, 2006):

- Lack of securities (for debt finance) and credibility
- Business and skills deficiency (debt financing)
- Strict methodologies and regulations for credit scoring
- Complex procedures for documentation
- Long periods of waiting

Mureithi (2010), points out that the other barriers cited for young entrepreneurs who draw loans from mainstream lending agencies are that they lack loan history, personal savings for start-up capital and, due to other economic opportunities, some of them lack the necessary experience in the job market. Entwistle (2008) claims that the risk and costs are high for young people, which has prevented most MFIs from tailoring services and products for young entrepreneurs in the past. The greatest barrier facing young entrepreneurs looking for credit are high interest and lack of collateral. There are few micro-finance institutions aimed at young firms because of the fact that micro-finance institutions around the world are not adequate (Nwigwe, 2010). This implies that in many countries, it is difficult for young companies to survive as financial institutions that are designed and tailored to fund such ventures are scarce, if not non-existent.

NDegwa and Wario (2016), argue that insufficient microfinance institutions worldwide make the cost of finance on an equal basis difficult for borrower. This presents a monopoly challenge which makes it difficult for the credit providers to serve the society on a large scale and limit customers' negotiating power to select the financial package that is most affordable. Hossein (2006), reports that students entrepreneurs are usually at disadvantaged in terms of access to capital, since they are considered too risky, their age and social status often constitute justification for excluding them from the microfinance system. This suggests that the provision of microcredit has made further advances in improving the standard of living for disadvantaged

and poor communities worldwide, but in particular, the student sector has been prevented from having access to financing for their companies by restrictive policies.

#### **2.3.4 Policy framework**

Over the years, South Africa has recognized the importance of entrepreneurial development and the support of an environment for developing small businesses in the country, in particular (Cassim, Soni, & Karodia, 2014), ever since the birth of democracy. As a result, a number of support actions and initiatives have been initiated on the basis of the Department of Finance pronouncement in the South African National White Paper (1995) and the implementation of the strategy of Growth, Employment and Redistribution (GEAR). (Knight, 2001 & Rogerson, 2004). Thus, South African government institutions at all levels have come under pressure to inculcate entrepreneurial skills into the psyche of the youths.

Accordingly, the Southern African National White Paper (1995) and the implementation of the strategy of the Department of Finance (Knight, 2001), have been used to launch a series of support measures and initiatives. A number of measures were adopted. In addition, the Department of trade and industry created the integrated strategy on promoting entrepreneurial development and small companies, during the last decade. Increasing supplies of financial and non-financial funding, increasing demand for small business products and services and reducing regulatory constraints are the foundations of this integrated strategy (Cassim, Soni & Karodia 2014). To sum it up, analysts considered training in entrepreneurship as one of the main policy tools to promote entrepreneurship.

As part of Economic and Management Sciences, entrepreneurship has been incorporated into the curriculum of primary and secondary schools since 2000. In the 2004 GEM report, research has been cited (Friedrich et al. 2004), which showed broad difficulties in establishing entrepreneurship training in South African schools. More than 50% of the sample schools do not offer entrepreneurial training (Shay & Wood, 2004). The lack of preparedness for entrepreneurship in schools was mentioned by (Gouws, 2002). Furthermore, Stevenson and Lundström (2001), pointed to the emergence of entrepreneurship policy in the field of economic development. Since then, interest in entrepreneurship training has increased. Stevenson and Lundström (2001), developed six policy priorities consistent with previous research, which they later developed into a policy framework.

These are:

- Promoting the entrepreneurial culture
- Education for entrepreneurship: promotion of entrepreneurship in schools
- The start-up environment: reduction of entry barriers, elimination of barriers to
- Corporate and fiscal reforms,
- Start-up and financing of seed capital: lending for new firms and seed capital
- Business support for startups: support for start-ups, such as incubators, networks and portals for start-ups,
- Group target strategies: target groups and techno-starters under-represented.

Based on the foregoing, GEM standards reflects that South Africa ranks poorly in both opportunity entrepreneurship and new firm activity. This makes it critical for South African policy makers to pay serious attention to the development and monitoring of a policy environment that is enabling and one that enhances entrepreneurship and innovation.

On the basis of the above, GEM standards show that South Africa is poorly positioned both in enterprise opportunities and in establishment of new ventures. This makes it essential for policymakers in South Africa to pay serious attention to the developing and monitoring of an enabling and innovative policy environment. In South Africa, one of the main challenges is to offer a training program addressing an ever-increasing rate of unemployment. Politicians believe that more entrepreneurship is needed if economic growth and innovation are to reach greater levels. Empirical research also encourages positive connections between entrepreneurship and economic results (Oosterbeek, 2007). It is therefore noted that such education is promoted and implemented in many South African universities curricula.

The study of Sikalieh and Otieno (2010), on entrepreneurship studies revealed that the main purpose of the universities' curricula in entrepreneurship programs is to identify and stimulate the drives, talents and capabilities of entrepreneurship; to allow for the development of autonomous behaviours. These authors' findings indicate that existing entrepreneurial programs do not deal with social or economic issues. Entrepreneurship education studies have been carried out but in South Africa, no such studies exist.

### **2.3.5 Curriculum**

In order to make entrepreneurship a major theme to be learned, the South African curriculum at the school level must be transformed as well as in the higher education system. The problem could be that access to other students could be restricted to achieve a measure of parity for students from underprivileged backgrounds. This requires further expansion in higher education. However, there is a problem that there are no acceptable paradigms or appropriate theories about curriculum content in entrepreneurship education (Norton, 1999).

For South African universities, the above-mentioned is a fundamental challenge to overcome through meaningful investigative initiative. Vaal Technology University has recognized the importance of entrepreneurship and states on its website, among other institutions of higher education: The Vaal Technology University is engaged in the development of higher education, To create an environment conducive to the development of behaviour, attitudes and social skills through cultural, sporting and personal development activities, to produce innovative and relevant research which addresses industry and community problems (Norton, 1999). Therefore, to create a culture of lifelong learning to empower South African communities by sharing knowledge, skills and resources, all these functions will be enhanced by national and international partnerships in order to meet the needs of stakeholders of a democratic society.

According to Chisholm (1998), entrepreneurs should have enough multifaceted skills and flexibility to compete worldwide and also be able to detect domestic and international trends. They should also isolate, identify and take advantage of entrepreneurial opportunities which have potential for growth. Entrepreneurship courses should differentiate business and entrepreneurial qualifications carefully. Business courses are quite essential, however, such courses may not actually improve an individual's entrepreneurial skills. Dana (1993), argues that entrepreneurial education should train students to gain knowledge and skills to bring an idea, process or invention to the full business potential from conception. The author therefore opine that practical experience is an essential component of entrepreneurship education.

Curriculum for University Entrepreneurship must be reinvented. Entrepreneurship educators could not claim to know everything, but to co-establish knowledge especially working in close contact with the private sector and practitioners, with different scholars from different disciplines and institutes. For business lecturers the challenge now is to identify current needs, how these needs can be quantified and what value can be added to current socio-economic development in South Africa (Shambare 2019). This implies that yesterday's competitive business advantage may not be applicable today.

## **2.4 State of Entrepreneurship Education: Nigerian Context**

### **2.4.1 Historical overview**

Tertiary training in Nigeria refers to the education of post-basic institutions such as universities, inter-university institutions, innovation enterprises, polytechnics and colleges of education, (Federal Republic of Nigeria, 2013). Universities should lead the way in societal development, in accordance with the national policy, that all Nigerian Universities need should instill entrepreneurial skills in their students. In the context of rising job unemployment rates in a skilled economy, growing joblessness is particularly worrisome. International Labour Organization (2011), has observed the scenario of unemployment, which remains high in Nigeria despite the rapid economic recovery in 2010 following two years of severe labour market conditions. Thus, the shortage of skills perpetuates unemployment and poverty.

In Nigeria, Enterprise-led strategies for development are now being highlighted as they have proved successful in many less-developed nations. The Federal government of Nigeria has launched Entrepreneurship Education, through the national universities commission (NUC), to provide tertiary students with entrepreneurial attitudes and skills, so that they can create jobs and not just hunters of work. This is required to reduce poverty to a minimum level and to contribute maximally to the economic, technological and industrial development of the nation. Nigeria is a postcolonial agricultural economy with a strong dependency on the petroleum and gas economy (Ahiauzu, 2010). It is noteworthy that frantic efforts are now being made to diversify the economy by investing for example in agriculture and also encouraging the manufacturing sector via entrepreneurship-led development strategies.



Education for entrepreneurship requires practical use of energy and passion in creating and implementing new ideas and creative solutions. Theoretical lessons, however, prevail in majority of Nigerian universities. Entrepreneurship policies are characterized by a willingness to take calculated risk on time, equity or career terms; ability to formulate effective risk teams; the development of creative skills to provide the required resources and essential skills for building a sound business plan. An important priority for entrepreneurship policies is recognizing opportunities when others perceive crisis, contradiction and confusion (Kuratko & Hodgetts, 2004). Surmise to state that, a major defect in the Nigerian educational system, inclusive of the universities, is its theoretical inclination. For one instance, most Nigerian universities produce graduates who are at best only suited for white collar jobs and have little or no basic skills of any other vocational relevance. Naturally, such a situation will lead to high unemployment rate especially among university graduates.

Entrepreneurship education is currently being improved in most universities in Nigeria. Lack of entrepreneurial spirit on the part of the youth is certainly an important factor in Nigeria's unemployment problem (Adebisi & Oni 2012). The impact of post-independence unemployment is attributed to the education system that operates in the country before and after independence and focuses on liberal education rather than acquisition of the professional skills that prepare graduates with entrepreneurial qualities to provide better opportunities for employment. Suffice to say, that the system focused on and produced school leavers and graduates whose number are always on the rise year after year without commensurate provision of employment opportunities.

The Development Policy Research Unit, (2007) also states that many graduates are unemployed because they have chosen wrong areas of studies; education quality has not met standard, soft skills are lacking and their expectations are too high. Unemployment among graduates and young people is high not only because there is no work at all, but because young people prefer to await well-paid jobs in the formal sector (UNEC for Africa, 2005). In addition, the NYSC in Nigeria which occur for a period of one year seems to be a temporary palliative measure for alleviating the current state of unemployment (Fasasi & Elejere, 2009). In spite of efforts made annually by the federal government to create two million jobs, many Nigerian graduates are still out of work (Babalola, 2007). This is evident as many graduates stay 3-4 or more years after graduation before getting a job or no job at all.

### **2.4.2 Skills Development Strategy**

In Nigeria, because of its potential to trigger scientific and technological change in the economy, the students industrial work experience scheme (SIWES) has been seen as a strategic instrument for industrialization and economic development. In general, the entrepreneurial potential of the SIWES programme should not be overestimated to prepare students in the field of entrepreneurship for the conditions they will likely meet after graduation from polytechnics, universities, technical colleges and colleges of education. A larger proportion of the problems facing technical education are now rooted in Nigeria's failure to instil the appropriate entrepreneurial skills, knowledge and attitudes in students. In this regard, SIWES's role is expressed both in educational policy, curriculum design and development and in forging a link between the education and industry, which is crucial to the development of skills that drive the labour market. The curriculum design must be reoriented to entrepreneurship training as one of its priorities to achieve its full potential. The development of entrepreneurial attitudes is an important component of its success. (Brazilian and Tasmir 2014). This implies that a reward system is required to support innovative business concept or idea in the course of education pursuits by the students.

However the development of these industries and skills is confronted by a number of challenges. The SIWES programmes failure to achieve its objectives, this leads to a situation where the scheme rapidly degenerates into a simple formality. Amasa (2014), points out that due to poor coordination between industries and educational institutions, the program has fallen short of expectations. The need to reposition and make it a real skills development programs is critical. The major constraining factors are as follows:

- Insufficient training of technicians and technologists due to inadequate facilities;
- Insufficient work exposure
- Poor financing and corruption;
- Insufficient information among schools and industries. Supervisors in the industry often do not participate in the formation of program design; (Usman & Tasmir, 2014). Therefore, possibly institutions, industries and the funding body (ITF) should work together for sustainable skill acquisition and economic development.

### **2.4.3 Funding**

The education sector in Nigeria has grown so greatly that government alone is not able to bear the burden of financing education. Government grants, school fees and revenues, community efforts, donations from individuals and charitable organisations, external aid, special petroleum trusts fund and educational tax fund, constitute the main source of funding to education. government grants (Federal, state and local) include school charitable fee. It is no news that poor funding and poor control of closely linked financial resources have destroyed a lot of praiseworthy Nigerian education policy programmes and policies.

Stakeholders in education should be concerned now with developing ways or mechanisms for ensuring that the budgets and funds for educational ventures are appropriately budgeted and controlled. It is regrettable to hear in the media all the time that capital and recurring expenditure are paid back to the treasury of the nation, while infrastructures, faculties, equipment and even scholarships are still greatly inadequate and insufficient to operate and maintain the systems needed (Yahya 2011).

Higher education funding in Nigeria is decreasing and the implementation of entrepreneurship educational curricula has been terribly affected. The National University Board (NUC) and its counterparty supervisory bodies note that there is insufficient funding for the establishment of skills acquisition centers, which have affected the complete implementation and consolidation of practical teaching in many universities (Yahya, 2011). This suggests that Education Trust Fund (ETF) is being refocused to challenge universities to evolve ways to foster practical entrepreneurship in their innovative research activities by funding the establishment of productive skills acquisition centres in the universities, polytechnics and colleges of education.

### **2.4.4 Policy Framework**

In Nigerian higher education institutions, entrepreneurship training became imperative because it provides a realistic approach to resolving the endemic unemployment problem. All undergraduates regardless of the areas of specialization of students, have since been obliged to complete the course (Yahya, 2011). The Students Services Director of the National Universities' Commission is positioned to foster the entrepreneurship culture of students and teachers continuously, not only to educate them but also to support graduates for the establishment and maintenance of sustainable entrepreneurial ventures. The National Universities Commission, in collaboration with two other supervisory agencies in higher

education institutions, was given the presidential instructions by the Ministry of Education to introduce entrepreneurial education into Nigerian institutions' curricula.

In terms of management of entrepreneurial education, the role assigned to supervisory agencies in charge of higher institutions in Nigeria is essentially the same. Yahya (2011), this encapsulates the role of the government's policy on entrepreneurial education in Nigeria as transmission and implementation endeavour. The recommendations of the commission include the following:

- Study of entrepreneurship in all higher institutions.
- Setting up the course curriculum.
- The development for at least ten university lecturers of teacher guides, educational manuals, and student manuals for sales as well as capacity-building;
- Setting up business resources and centers of knowledge within the NUC.
- Capacity building in all universities for Masters/PhD programs in some selected universities.

Enterprise education is structured to meet the following objectives in Nigeria, in accordance with (Paul, 2005):

- To provide functional training for young people that makes them autonomous and autonomous.
- To provide adequate training to young graduates to identify new business opportunities with a creative and innovative approach.
- Job creation.
- Reduction of rural-urban migration.
- Ensure sufficient training and support for young graduates.
- Creating a fluid transition to a modern industrial economy from traditional.

Since then the entrepreneurship programmes under varied names has been launched at University of Nigeria, Ilorin University, the Anyigba State University of Kogi and Benin University, amongst other universities. According to the National Universities Commission Nigerian universities have adopted a policy of encouraging undergraduates to receive entrepreneurship education so that after graduation they can be self-employed (Babalola,

2011). The entrepreneurship training courses offered at the graduate level of the Nigerian Universities were probably taken into consideration.

Interestingly, the private universities are not excluded from the entrepreneurship programme. To cite a few examples, the Salem University, Covenant University, are closely involved in entrepreneurial development at different levels. For example, undergraduates at Covenant University must register for and pass the EDS. EDS module, such as the courses EDS 111, 211, 311 and 411, are available at all levels, according to Babalola (2011), while the first lower courses focus on the theory, the last two courses focus more on the practice. Based on the foregoing, it is clear that the overall objective of entrepreneurship education in Nigeria is to continuously foster entrepreneurship culture amongst students and faculty with a view of not only educating them but to also support graduates.

#### **2.4.5 Curriculum**

Similar to other developing countries, university education in Nigeria is aimed at producing graduates based on generic skills and good education for the country's economic development. Therefore, research into education that works, rather than the popular education should reflect in the university curriculum. This means that the content of the curriculum should allow students to meet the expectations and most importantly the needs of society. Entrepreneurial education and related courses are now compulsory general studies in virtually all tertiary institutions in Nigeria (ASURU, 2009).

The inclination of university graduates to create jobs may depend largely, on the extent to which the design of an entrepreneurial curriculum boosts the entrepreneurial interest and knowledge of students. The entry into the Nigerian university curriculum of entrepreneurship is an appreciable gesture. There has been so much praise singing on what it can or can do (Olokundun, 2018). It has been seen by many authors as the permanent cure for Nigerian unemployment. Enuokoha, Meremikwu and Odey (2013), expect entrepreneurial education to ameliorate the country's rising unemployment rate, lower the rate of crime and create wealth while helping national overall economic development. Whenever graduates remain unemployed for several years without the knowledge of the alternatives they have available (Ifedili & Ofoegbu, 2011).

This means that an entrepreneurship education is obligatory while at the university. How entrepreneurship can achieve the above dreams depends largely on how it is conducted in the universities and the attitudes of the recipients. Entrepreneurial education is conducted as general education at the University of Nigeria, like many other universities. Students are generally offered at 300 levels.

The University of Nigeria in Nsukka is the Center for Entrepreneurship and development research (CEDR). It has members of staff of various disciplines that teach courses. These courses focus on very academic and theoretical conceptual issues. Preliminary observations by the researchers indicate that such courses are being taught in large classes using the method of lecture and business plans are written down in groups to meet continuous evaluation requirements. Ukoha (2012), observed that methods of lecture and discussion are common methods for teaching entrepreneurship. Other methods are less common, such as tutorials, field trips to successful business premises, dramatic works, use of patterns, method of project work, mapping of concepts and workshops.

Ifedili and Ofoegbu (2011), denounce the present lack of good management and acceptable content of entrepreneurship education for graduates in Nigerian universities. Many students who participate in the course seem to be unserious in seeing the course as one of the unnecessary courses required for graduation. Further, Ifedili and Ofoegbu (2011), claim that there is a lack of proper application of the contents and delivery of the course, making it difficult to achieve the programme goals and objectives. Therefore the implication of the foregoing is that Nigerian Universities at present are not producing good quality graduates. In effect, it means that the curriculum is poorly implemented. In order to get it right this time around, there is the need to offer students the correct choice of skills in the entrepreneurship curriculum that would adequately empower them to become self-reliance should they fail to find a white collar job.

## **2.5 Factors Affecting Entrepreneurial Skill Acquisition among University Students in South Africa and Nigeria**

### **2.5.1 Introduction**

This section focuses on the trends in skills development with particular reference to rural universities of South African and Nigerian. Employers of today seeks applicants with core entrepreneurial and critical skills. Similarly, Southern African graduates are just as vulnerable as their peers in other developing nations such as Nigeria, Kenya and Egypt among others in

terms of chances of securing jobs. Graduates that possess core entrepreneurial and employability skills are more likely to find decent employment or employ themselves (ILO, 2019). Policy makers are investing heavily in entrepreneurship education, however, skills level remains relatively low among the recipients.

Specifically, researchers such as Smith and Comyn (2003) Harvey (2005); Tran (2010); & Omotosho (2019), have found that majority of the undergraduates in South Africa still lack the critical and entrepreneurial skills required to upstage competition in the job market. Numerous constraining factors influence entrepreneurial skills acquisition among university students in various countries of the world; developed, developing and less developed nations, scholars' views from different backgrounds on their perspectives of the influencing factors on entrepreneurial skills acquisition among undergraduates in the two selected universities in Nigeria and South Africa are hereby addressed.

## **2.5.2 Factors Affecting Entrepreneurial Skill Acquisition among university students in South Africa**

Many authors have written on factors affecting entrepreneurial skills acquisition among undergraduates in South Africa. According to Shambare (2012), Echezona (2015) and Kaburi (2012), such factors include, inappropriate syllabi, lack of entrepreneurial supports, weak entrepreneurial culture, students' lack of exposure, lack of entrepreneurial networks, ineffective training, family background, mentoring and coaching, scarcity of incubators among others.

### **2.5.2.1 Overemphasis on theory delivery**

In most South African universities, students lack practical orientation in entrepreneurship education. The students are only trained to pass examinations. According to Motaung (2021), inappropriate curriculum content in the area of entrepreneurial education is the basic reality in South Africa. University graduates are not being stimulated to think outside the box, create jobs for themselves or even become employers at a time when jobs are scarce and unemployment high. Therefore, there is a need for core skills training (Kaburi et al., 2012). In higher education curricula currently, Nani (2016), noted that institutions still lag behind in entrepreneurial engagement based on the fact that most institutions focus more on the theory to the detriment of practical aspects of entrepreneurship. The author further opine that

education given to students appears to promote job seeking rather than creation of jobs. Sandrock (2011), emphasized that it would be very useful for Nigerian society to emphasize job creation in all its ramifications. Mahadea, Ramroop and Zewotir (2011), also hope that socioeconomic well-being of the society will be enhanced by ensuring that entrepreneurial culture among students is refined.

The authors pointed out further that the education system should be able to instil the knowledge, skills and attitudes of an entrepreneur in students. Varblane and Mets (2010), acknowledge the provision of entrepreneurship training by several high-schools in South Africa. However the theoretical aspect of entrepreneurship is likely to be more central. Nevertheless, the authors suggest that it is necessary to establish business incubators in universities so that unemployment can be successfully addressed. Society believes that white-collar jobs are superior to entrepreneurship (Echezona, 2015). The authors argue that incubators could assist students with practical exposure by connecting theoretical courses with practical training.

The author added that the incubators must be able to provide the young people and potential young entrepreneurs with technical support and guidance on management in all matters relating to the industry (Mahadea et al, 2011), argue that in order to establish a vibrant South African labour market, youths should consider starting their own jobs as a choice, instead of pursuing paid work, this will help to fight against this high unemployment rate.

#### **2.5.2.2 Inappropriate subject content**

The basic reality in South Africa is inappropriate learning content in the field of entrepreneurial education. Not only are university graduates ill-prepared for the workplace, they are often not even sufficiently qualified (Sowetan, 2012). According to Ratten and Usmanij (2020), it is imperative for entrepreneurship educators to embrace innovativeness in their instructional delivery, this will help to inculcate innovative thinking into students' psyche. This shows clearly that for a curriculum content to be purposeful, it should have a link to the socioeconomic needs of the society. In South Africa for instance, the NDP envisages that higher education should contribute to entrepreneurship building and development. The curriculum must be sufficiently comprehensive to prepare students to acquire business skills and knowledge. Ideally, a student entrepreneur should be adequately qualified to draw up a decent business

plan after graduating (Ebewo & Shambare 2012). This implies certain category of graduates from South African universities lack the basic skills required to excel in the labour market.

In South Africa, undertaking education programmes often provide students with theoretical knowledge, according to Masemola (2013), which does not necessarily expose students to the practical application of that knowledge. Accordingly, Salem (2014), argues that entrepreneurship is promoted using both formal and informal learning modes, which are extracurricular activities and teaching methods.

Anyaogu (2009), therefore, points out that many researchers are identifying the obvious lack of a functional curricular guide for informing pedagogical education in the entrepreneurial methodology as a major disadvantage in South Africa's higher education system. To ensure that knowledge is systematically upgraded over time a good curriculum must be phased out and integrated. To align African universities with international best practices in order to enable universities to engage students in practical entrepreneurship activities, Bawa (2020), feels that participants should work towards supporting institutions by developing special policies and strategies, which are aligned with international best practices. The implication of the foregoing discussion is that the curriculum content of entrepreneurship has not produced the desired results, this reflects in university graduates not only ill-prepared for business, they are often not employable. Therefore, for course content in any education setting to be useful, it should be in line with the economic realities of the country.

### **2.5.2.3 Weak university support for entrepreneurial students**

University students in South Africa do not benefit from university support in exploring innovative ideas and businesses. In contrast to many universities' mantra of entrepreneurship, South African students appear to receive training just to become employees (Gaidzanwa, 2003). However, Boshoff (2020), and EDHE (2020), indicates that the University Community of Practice organ of EDHE supports entrepreneurial students who do business while also studying. Similarly, Tiemann (2018), also reveals that a growing number of universities are practically embracing the culture of providing an adequate support system for student entrepreneurs. While development of small and medium-sized enterprises is widely recognized as a key objective of tertiary entrepreneurship development, universities seem to be proactively developing ventures driven by students. The genesis of Facebook is a classic example. The Harvard University has almost ended what has now become one of the world's most influential

ICT ventures. This suggests that, despite claiming support and commitment for new venture creation, many universities fail to live up to this ideal.

Universities take the view that sustainable development should be integrated into the university's enterprise support system or that sustainability activities should be carried forward and promoted with an entrepreneurial spirit, to enhance their currently weak support systems. In addition, they believe that research should be strengthened on the entrepreneurial support system in order to gain empirical insight into the success factors in implementing effective university support systems for sustainable enterprise (Motok, 2018). Accordingly, Hofer and Jonathan (2010), think that training for entrepreneurship is as essential as supporting campus entrepreneurial activities. Thus, universities should have a clear mission towards entrepreneurship, which is focused on changing mind-sets and clear expectations of what they want to achieve.

#### **2.5.2.4 Family background**

Majority of South African university students emanate from homes where parents have no business acumen. Nieman and Nieuwenhuizen (2014), stated that children who grow up in the families where a family member owned a business are more likely develop skills and aptitude to start-up their own business or become involved in the family business. Previous studies also show that friends, family and neighbours who own businesses have a great impact on the formation of attitudes and intentions of a person to establish a business (Rantanen & Jussila, 2011). According to Stamboulis and Barlas (2014), family may play an important role in developing confidence, creating new ideas and affect their career path. Parents create the need in young people to become an entrepreneur with their attitudes, emotions and experience with self-employment, behaviours and actions. Parents also play an important role because they function as carriers of value. Thus, greater percentage of South African youths belongs to parents who are not entrepreneurially inclined.

#### **2.5.2.5 Poor funding**

Many South African student entrepreneurs have never pitched a group of funders with their business ideas, or have researched the market or produced a plan for businesses. Young people often have little capital to fund their efforts and are less likely to receive financing with sufficient credit rating (Van-vuuren, 2019). The cycles of social injustice and income inequality

in South Africa's history exacerbate these problems. Most young entrepreneurs from South Africa are founded by poorest people in society and many of them have little or no information on available funding sources for establishing new enterprises. In addition, many banks in South Africa have a conservatism culture. Banks and other lenders often resist lending money to student entrepreneurs, as they see it as risky investments to finance campus start-ups. Therefore, prospective student entrepreneurs need to have documentation so that the projected value can be shown by widely accepted methods (Van-vuuren, 2019).

Entrepreneurs generally perceive poor access to capital as a major barrier to new enterprises. Moscow, Amoros and Singer (2015), however, claim that in terms of capital access, South African students are no better off than other African nations. Even though, South Africa has the most developed financial system on the continent, however, the funds are not easily made available for inexperienced and young entrepreneurs and the borrowing costs are quite costly. The consensus is that student entrepreneurs are often at disadvantage when it comes to securing bank loans (Ernest, 2015).

Research findings from Nyanga (2013), indicate that young people who set up businesses have used personal savings or borrowed money from friends or families to start-up businesses because they have poor accessibility to financial institutions. There is a current trend for young people in developing countries including South Africa to cultivate saving culture. According to Cronje and Roux (2010), the culture of saving among young South African is indeed poor, since individuals prefer to spend their money on commodities rather than investing. This implies that majority of young entrepreneurs in South Africa lack finance to start-up businesses, they lack financial literacy, there is also scarcity of mentors required to encourage them to save or invest money to start-up businesses in future.

#### **2.5.2.6 Lecturers' capacity**

Currently, there is a need for practical training in the South African university curriculum (Kaburi et al., 2012). Nani, (2016), noted the drawbacks of learning institutions when it comes to entrepreneurship as most lecturers focus more on theoretical aspects of entrepreneurial training. The author also opines that entrepreneurship education is currently being provided in such a way that it propels students to become job seekers rather than job creators. Sandrock (2011), underlines that a group of employers would be much more useful for societal development than employees. Likewise, Mahadea et al, (2011), believe that it is helpful for

young people to discover their talent through the promotion of entrepreneurial culture among students. The authors also submit that the education system should be able to promote entrepreneurial knowledge, skills and attitudes. This implies that several higher learning institutions in South Africa provide entrepreneurship education. However, the lecturers often focus more on the theoretical aspect of entrepreneurship.

#### **2.5.2.7 Lack of entrepreneurial skills acquisition centres**

Lack of skills acquisition centres is a notable challenge in South African universities. Van der Walt (2008), cautions that although there is an extensive correlation between tertiary education and entrepreneurship, the acquisition of university education does not necessarily turn a person into an entrepreneur, particularly in the face of infrastructural challenges like lack of entrepreneurial skills acquisition centres. The most successful programmes are those that provide the practical guidance to the entrepreneurship education through functional skills acquisition centres, which are not present in most South African universities. Students should be stimulated to become entrepreneurial, only classroom entrepreneurship studies is not enough.

Although authors such as Yaghoubi (2010), recognize that many barriers to student entrepreneurship, literature does not clearly identify the strategies universities can use to mitigate those barriers, even though many authors have studied the link between students' perceptions and entrepreneurship intentions in order to understand the phenomenon of student entrepreneurship (Makgosa & Ongori, 2012). The prevalence of business-planning skills and entrepreneurial promotion as factors that influence entrepreneurial activity. Clearly, this indicates that students are less likely to be motivated to choose entrepreneurship as a career path in situations where university entrepreneurship development centres are either not available or dysfunctional, this makes it impossible for students to be exposed to real business scenarios, therefore, they are less likely to be motivated to choose entrepreneurship as a career path.

#### **2.5.2.8 Inappropriate teaching methods**

It is notable that in South African universities, the teaching method of entrepreneurship is not practical enough. This applies to the teaching both theoretical and practical aspects of new firms in the context of entrepreneurship (Strydom & Adams 2009). According to Lackeus

(2020), some learning platforms are more impactful on students than others, such as innovative interaction with the outside world and empirical value creation for others. Although contents are important, how they are taught is equally vital. Teaching methods determine the level of commitment of students. Therefore, universities should adopt methods of teaching that permit the practical application and holistic development of skills required by undergraduates. They allow students to develop free and creative thinking in the application of knowledge and theory in the real world through effective teaching of practical over recitations of formulas in textbooks (Masad and Tucker, 2009). This implies that experiential methods of teaching entrepreneurship are lacking in the system.

Mwasalwiba (2010), states that the combination of conventional and innovative teaching methods is effective. Traditional or passive methods have to do with classroom lectures, whereas innovative methods involve favourable interaction between the student entrepreneurs and the coach. Therefore, Arasti (2012), avers that in order to be career-driven, entrepreneurship will require the introduction of action-based methods or innovative ways to encourage questioning, review and practical discussions with experienced and successful entrepreneurs.

Maritz and Brown (2013), are also of the opinion that while traditional lecture methods may be effective, it is clearly notable that experiential methods reflect the unpredictable nature of entrepreneurship and offer student entrepreneur greater opportunities to deal with real problems. In addition to traditional teaching methods, Anthea (2016), also asserts that different alternative approaches can be used to promote entrepreneurship education and develop students' skills. In light of the foregoing discussion about how entrepreneurship should be taught, scholars generally believed that optimal combination of both traditional and experiential approaches is imperative, whereas the practical orientation is conspicuously lacking in some South African universities.

### **2.5.2.9 Students' lack of exposure**

There are two distinct ways of defining students' lack of exposure to entrepreneurial views and realities in the South African context. First, majority of the students are often from poor backgrounds and are not generally exposed to the real world entrepreneurship as a result of widespread poverty (UNDP, 2007). Furthermore, the entrepreneurial intentions of the Black Students are about 50% lower than those of other ethnic groups because of the apartheid legacy (Global Entrepreneurship Monitor, 2011). Second, the universities now enroll ill-prepared students due to the apartheid Bantu education system. The foregoing is observed in combination with underfunded and under-resourced universities, many universities are unable to afford the proper training to raise the exposure of the student. The view presented above is about the socioeconomic inequality that exists within South African society, which leads to lack of exposure to entrepreneurial realities.

### **2.5.2.10 Weak entrepreneurial culture**

The entrepreneurial spirit required by an individual to start a new venture is clearly absent in the psyche of the majority of young South Africans (Mansor & Othman, 2011), entrepreneurial culture is a mentality that covers an individual's motivation and ability to discover the opportunity and pursue it in order to create wealth or financial success independently or in the context of an organization. The customs and societal values have little or no correlation with the development of personal enterprise. This obstacle is traceable to each entrepreneur's background and culture. The spirit of entrepreneurship is a feature of the collective personality, determined by social culture and values (Fatoki & Chindoga, 2012). Based on the foregoing, it is clear that some of the elements that promote this weak entrepreneurial culture include passive education, reluctance to take risks, self-sufficiency and complacency.

Many individuals in South Africa are risk-averse and society tends to be disappointed with those who have end up as failures after failing in business endeavours (Botes, 2015). Some of the most successful entrepreneurs in the world actually failed in their first attempt. If South Africa is able to successfully stimulate and support an enterprise culture, student entrepreneurs will be better equipped to start and grow businesses. Since the SMME industry has been identified as a key vehicle for addressing low levels of unemployment and economic growth, more needs to be done to promote a culture that fosters entrepreneurial output (Botes, 2015). This implies that given the country's high unemployment rate, many people turned to

entrepreneurship out of necessity. If a strong entrepreneurial culture is entrenched in South Africa, more individuals would turn to this career path out of opportunity instead.

A major obstacle that demotivates students and hinders the development of youth entrepreneurship is the attitude of South African society. Society's expectations of young people contribute to the low growth of youth entrepreneurship (Kaburi, 2012). Parents and elderly people have different expectations from young people and most encourage white-collar jobs because they believe it is the best way to get money. Thus, the youth are offered little encouragement to start up their business (Kimando, Njogu & Kihoro, 2012).

South African youth are under pressure from parents who think their children will have to go and find jobs to make money after graduation (Echezona, 2015). The author also stated that the attitudes of the parent make it difficult for young people to start personal enterprises, parents tend to pressurise them to seek for salaried work to combat poverty (Nani, 2016). This implies that majority of older generation in South African society do not encourage the younger generation to become entrepreneurial. This societal norm makes it difficult for the youths to develop interest in acquiring skills required to start their businesses.

#### **2.5.2.11 Scarcity of entrepreneurial networks**

Young men and women in South Africa lack successful entrepreneurs as role models because seasoned entrepreneurs are not celebrated as creators of jobs (Jakubczak & Rakowska, 2013). As a result, young people do place very little premiums on entrepreneurial matters, and this scenario has not helped to ameliorate the menace of unemployment in the country. In addition, young people have no role models to encourage them to become successful entrepreneurs. According to Vezi-Magigaba (2018), a fundamental challenge is the absence of mentoring and networking opportunities, in addition, there is a paucity of guidance on how to build networks that will yield positive results.

According to Kew (2013), the government of South Africa and the media have no role models for young entrepreneurs, the society concentrate on promoting leaders in politics. Most young people in the country do not see business as a career. Herrington (2010), states that the society that lacks youth networks, this networks includes business owners required to encourage young people in their entrepreneurial journey, this necessitates a situation where graduates are tempted to choose job stability rather than seeking for opportunities to start their own

businesses. This implies that majority of South African youths are not connected with entrepreneurial networks and successful entrepreneurs as role models.

According to Mitchell (2004), emerging entrepreneurs in South African have more contacts in their networks, although most network members are friends or family members, which differs from the international findings, in which the majority of the network members are experienced entrepreneurs. Hite and Hesterly (2001), suggests that high compositional networks would lead to more desirable results and that entrepreneurs with more numerous networks would be better positioned to use knowledge systems accurately and efficiently as they develop their business (Sullivan & Marvel 2011). This implies that, entrepreneurial networks increase chances of business success. Entrepreneurs cannot operate in isolation. Frontline entrepreneurs still need to connect with others and rely on their help to make their ideas better and achieve the desired results.

#### **2.5.2.12 Mentoring and coaching**

In South African universities, entrepreneurial mentors needed to influence the future generation are clearly not present. Such mentors are required to provide entrepreneurs with intensive coaching in real time on how to build a successful company; share their long-standing experience and strong strategic thinking in order to refine their business model, attract skills, fund sources and build a strong, efficient organization (Swanepoel et al., 2010). The business mentor aims at developing an individual's executive and entrepreneurial abilities, according to Nieman and Niewenhuizen (2014), to make an emerging entrepreneur a long-term sustainable business.

In addition, a range of managerial and business skills is important for starting, managing and growing a business during the business cycle phases. Based on the above, it is logical to argue that entrepreneurship mentors in South African universities are few to influence the future generation. These mentors have to provide entrepreneurs with intensive real-time coaching on how to build a successful business, share the expertise they have gained over many years, and participate in a strong strategy for revising the business model, attracting talent, funding resources and building a strong, efficient organisation.

### **2.5.2.13 Scarcity of incubators**

In some South African universities, the new wave of Student Entrepreneurship Programme has driven few entrepreneurial-minded undergraduates to start coming up with sound business ideas, but in order to generate start-ups, the absence of business incubators in the universities to help translate the idea into reality is the bane, it is necessary to establish business incubators within universities. Society believes that white-collar work is superior to entrepreneurship (Echezona, 2015). According to Villa, Ruth, Luchmun and Cantu (2021), undergraduates' access to mentors is significantly limited by resource and time constraints.

Incubators can assist students with practical exposure by linking theoretical training to practical training. The author also stated that such incubators need to be able to provide youth and potential young entrepreneurs with technical support and management guidance in all business issues. After completing their university education, many young people will have to struggle to find jobs in the South African labour market Mahadea et al (2011). Thus, in spite of the scarcity of incubators, the youths should still consider starting their own ventures as a choice, instead of chasing for paid work in order to fight against this high unemployment rate.

### **2.5.3 Factors Affecting Entrepreneurial Skill Acquisition among undergraduate university students in Nigeria**

Several factors currently affect Nigerian universities in their bid to properly entrench entrepreneurship education as important curriculum component across all disciplines. Evidence from the review of literature in the subsequent paragraphs shows that these factors include: ineffective skills acquisition centers, lack of lecturers with practical entrepreneurial training and consciousness, absence of curricular capacity to support the training, lack of infrastructural support, overemphasis on theory delivery, absence of research support and linkages, inadequate or outright lack of funding, poor attitude to technical and vocational education, amongst others. The factors are triggered by varying reasons. Hence, it is needful to explore some of the factors affecting entrepreneurial skill acquisition among undergraduate university students in Nigeria.

#### **2.5.3.1 Overemphasis on theory delivery**

The lack of practical and co-curricular activities, such as business clubs, workshops and seminars, business plan contests, internships and incubators, constitute setbacks to Nigeria's entrepreneurship education (EEEd). According to Kummitha and Kummitha (2021), a well-

crafted entrepreneurship education curriculum is driven by a mix of both theory and field-based learning, which helps graduates to engage in venture creation upon completion of the course. Business experts from institutions offering EEd are occasionally invited to teach a full course, give a talk or share experiences with students (Nwosu & Ohia, 2009). According to Hahn, Minola, and Huybrechts (2017), when universities embrace a more practical-oriented approach rather than theoretical-oriented pedagogy, entrepreneurial skills of students are consistently higher and grow adventurously. The fact that EEd failed to record a significant success in Nigeria's industrialization drive and the reduction of youth unemployment was due to insufficient teaching equipment required for teaching practical (Offorma, Egbe & Eze, 2012).

The current teaching method in EEd is described as a mechanical delivery. This method does not allow the students to interact with the difficult realities of the business environment on an individual basis. The student-lecturer ratio in universities, which was due to expanded admission quotas, was generally suggested as the reason for the dearth of practical orientation in university entrepreneurship training. This therefore implies several higher learning institutions provide entrepreneurship education, however, they are likely to focus more on the theoretical aspect of entrepreneurship.

### **2.5.3.2 Inappropriate subject content**

Many researchers have identified the absence of a curriculum guide for providing information on a pedagogical approach for entrepreneurship training as a major disadvantage in the Nigerian education system. According to Kummitha and Kummitha (2021), a well-crafted entrepreneurship education curriculum is driven by a mix of both theory and field-based learning, which helps graduates to engage in venture creation upon completion of the course. In order to ensure a systematic upgrade of knowledge over time, a subject content must be progressively integrated. In the curriculum development, the concept of "problem-based learning activities" was not employed, and most EEd curriculum students were found to have this common problem (The Entrepreneurship Education Consortium, 2012). A limited educational approach is the dependence upon a written plan to prepare a business. It has also been reported that there is a start ups challenge in the existing university entrepreneurship curriculum structure (Anyago, 2009).

The situation in Nigeria is such that EEd is not integrated into the content of courses within other departments or disciplines, but it is rather offered in independent courses. This does not

lead to harmony and sustainability of student entrepreneurial interest. The Benchmark for National university commission is a six-credit-hour for the teaching of EEd, however, due to the current credit loading, many universities are not able to accommodate the six hours and EEd is taught as a one-time two credit hour with a very low content. The essence and status of EEd, as well as student interest, were reduced by this trend (Fashanu & Okunloye, 2010). Hence, the implication of this is that there is a need to harmonize and align the curriculum of EEd to build on a practical and systematic introduction of themes.

### **2.5.3.3 Weak university support for entrepreneurial students**

In Nigerian universities there is no provision for fund required for finance entrepreneurial students. At the time of conception, EEd was intended to leverage on products from university-research students (Maina 2014). The EEd is based on exploiting the commercial aspect of research and development as it was achieved in China and in the other Asian countries. This is a missing part of education in Nigeria. There is a strong lack of scientific support, and most of the students' research efforts are not utilized for developmental purposes. This limitation has obvious reasons for the absence of adequate financing, research capacities and linkage opportunities.

This has been achieved in developing nations, such as USA and China, where EEd is a key driver for economic growth, creativity and welfare promoters with sustainable support for research and links to ventures with entrepreneurial objectives. Zhuo and Haixia (2012), reported that most universities in China run businesses that are sponsored and promoted by the corporate sector, the entrepreneurially inclined students are also assisted financially to start new ventures. This implies that support for entrepreneurially inclined students (external or internal) is conspicuously missing in Nigerian universities.

### **2.5.3.4 Family background**

Very often, students with entrepreneurial parents or close families show a greater interest in entrepreneurship (Siyabola, 2009). According to Georgescu and Herman (2020), who opines that students with an entrepreneurial family background demonstrate higher entrepreneurial propensities than those without such a background.

Nigeria has been affected negative in this regard. In everyday lives, parents are seen as role models that influence their offspring in a particular dimension, setting norms, values and orienting behaviours. Thus the children observe and imbue on a daily basis certain latent values that their parents pass on to them which shape their future character and career. This shows that the family business history is likely to have a substantial influence on the entrepreneurial interests of the student.

Verheul and Thurik (2002), note that, apart from stimulating their offspring's into self-employment, their children also have significant grounds to believe that there are financial and moral support to start their own personal ventures if they do not take over the business of their parents in case they die or retire Verheul and Thurik (2002). Thus, greater percentage of Nigerian youths are not getting the required entrepreneurial inspiration and support from their parents.

#### **2.5.3.5 Poor funding**

Whenever entrepreneurship discourse takes place, underfunding was one of the major issues dominating negotiations of the Federal Government over the years in Nigeria's universities. Though the government aimed to initiate entrepreneurship studies immediately in all higher education institutions, there have been no special funds made available to universities. In spite of the foregoing, the Nigerian universities forge against all odds such as ineffective teaching method, lack of manuals and textbooks and lack of skilled lecturers and many other serious difficult factors. The financial aid for SMEs is limited and quite inadequate even for graduates who have struggled to establish personal businesses. Consequently, the Government should increase support for entrepreneurial initiatives in order to update Entrepreneurship Education objectives and goals (Nwekeaku 2013).

Therefore, from the foregoing discussion it has been sufficiently established that the management of entrepreneurship education in the Nigerian higher institutions is grossly deficient and ineffective on account of paucity of funds required for start-ups. The successful implementation of the new programme requires new school blocks, workshops, entrepreneurial skills acquisition centres, books, academic journals, lecturers, computers, among others. Adequate financing according to Maina (2014) will save the programme from the grossly underfunded state.

### **2.5.3.6 Lecturers' capacity**

The expertise of lecturers and teachers anchoring entrepreneurial training in many universities has been responsible for low quality delivery. There is a shortage of lecturers and instructors in entrepreneurship with practical training. In contrast, the majority of entrepreneurial educators in Nigeria come from traditional disciplines such as commerce or business management. Apart from the inadequate experience on the part of instructors, the lack of entrepreneurial awareness is also a challenge militating against the quality of entrepreneurship education in Nigerian Universities (Chukwudi, 2018).

Significantly, the capacity of lecturers who are not experienced entrepreneurs is one of the major problems of enterprise education in Nigerian universities. Students of universities should be given opportunities to network with entrepreneurs as role models. While the awareness of lecturers in entrepreneurial education has increased over the years with positive attitudes towards the new curriculum, most of the lecturers still have insufficient knowledge about the goals, content and method of training entrepreneurship. Therefore, they cannot communicate to their students the desired knowledge and entrepreneurial skills (Katshriya, 2016). This therefore implies that lecturers who are not entrepreneurially inclined may not be effective teachers of entrepreneurship.

According to Uche (2009), Nigeria's poor outcome is due to weak capacity of lecturers and instructors who anchor EEd in most universities. There is a lack of practical training in EEd or entrepreneurship for lecturers and instructors. Considering that most instructors were not entrepreneurs, it seems evident that this is an important area of necessity. This is why instructors who are successful entrepreneurs were used for delivery during the introduction.. In the United States, universities employ experienced entrepreneurs that are exclusively committed to entrepreneurship (Zhuo & Haixia, 2012). The implication of the foregoing discussion is that, in Nigeria, the majority of entrepreneurship instructors are from traditional disciplines such as economics or business administration, the lack of entrepreneurial consciousness is also indicted as a challenge to the quality delivery for impact of EEd in Nigerian Universities.

### **2.5.3.7 Dysfunctional entrepreneurial skills acquisition centres**

It is remarkable that majority of the skills acquisition centres operates below capacity in Nigerian universities. Therefore, it is unfortunate that the level of skills remains low and the level of unemployment in the nation is on the upward trend despite the efforts of individuals, private organizations and the Government of the Federal Republic to upgrade the available skills acquisition centres (Mba, 2008). It is clear that an assessment of skills development centres in Nigeria will be necessary to enable stakeholders determine the exact training needs within these centres and to identify appropriate action to be taken. (Friedrich, 2011). This underlines the issue of regular monitoring and evaluation of skills acquisition centres in Nigeria. It also brings to fore such issues as to whether the contents of the curricular for the centres are adequate and what challenges they face.

Centres of entrepreneurial development are necessary to deliver quality and practical EEd, it is noteworthy that this facilities require enormous capital investment. However, infrastructural decay and poor maintenance culture makes it difficult to operate the system efficiently. Subsequently, this negative scenario frustrates the infusion of entrepreneurship education into academic programmes in Nigerian universities. EEd was the most successful in the United States because most universities in the country have the unique ability to include and incorporate federal funding for entrepreneurship training under the Perkins Act (The Entrepreneurship Education Consortium, 2012).

Entrepreneurship Skills have been identified to be extremely important for the future. This makes it imperative for entrepreneurial studies to be introduced at the lower levels of education, for instance, in China the government supports young entrepreneurs by providing direct financial assistance, support for start-up incubators and annual business plan competitions, organized annually by the Ministry of Science and Technology. The lack of support for EEd is also linked to the unfavourable societal attitude towards entrepreneurship education (Maina 2014). This implies that entrepreneurial skills acquisition centres which are needed to encourage and up-skill student entrepreneurs are dysfunctional in most of the universities in Nigeria.

### **2.5.3.9 Poor societal attitude towards technical and vocational education**

Entrepreneurial education is strictly interrelated with vocational and technical training. Therefore, a poor societal attitude towards professional and technical education poses a major

problem for entrepreneurial education in Nigeria. Vocational and technical education is often perceived as education being provided for the underprivileged children despite efforts by the state to enhance social importance of technical and vocational education, Nigerian people continue to prefer general and professional education (Agbogo, 2018). Another dark area of vocational education is the inferiority complex. This is a situation where recipients of vocational training lacks the confidence to exploit the available opportunities within people and places. It has become evident to Aderounmu, Wuraola and Adisa (2019), that Nigeria's vocational and technical education policies still needs to be redefined. The implication of the foregoing is that entrepreneurial education in Nigerian universities possessed a lot of high-sounding policies with little or no interpretation and defective implementation strategies. Stigmatizations like inferiority complex, repulsive appearance and low patronage by clients/customers among others were identified as constraining factors working against entrepreneurial Studies in Nigerian educational fronts.

#### **2.5.3.10 Inadequate facilities and equipment for teaching and learning**

One of Nigeria's main problems with entrepreneurial education is the lack of teaching and learning facilities. For entrepreneurship training to be effective, the use of modern facilities for conducting experiential learning is highly imperative. According to Khan, Shah, Salaamzadeh and Hussein (2021), socioeconomic constraints such as inadequate funds and physical infrastructure significantly impede the entrepreneurial development of individuals. The failures of entrepreneurial education in Nigerian tertiary institutions is linked to infrastructural decay in the system (Atakpa, 2017). Unachukwu (2009), also points out that this limitation frustrates the integration of enterprise education into university academic programmes. With regards to challenges in the area of facilities for teaching entrepreneurship, modern information and communication technological tools are now being employed to teach entrepreneurship in some parts of Europe, Asia and North America. Unfortunately, even some of the available facilities are obsolescent in our institutions. This implies that one of the major setbacks to entrepreneurial education in Nigeria is inadequacy of facilities and equipment for teaching and learning of the course.

### **2.6 Effect of Entrepreneurship Education on Skills Acquisition: A Regional Context**

This section focuses on studies pertaining to entrepreneurial skills acquisition strategies around the world within the university context. This review adopts the view of OECD (2014), which

defines entrepreneurial skills as an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve the desired objectives.

### **2.6.1 Effect of entrepreneurship education on skills acquisition in South African universities**

According to Shambare (2013), at Johannesburg University. Several faculties' courses have been established with adequate infusion of entrepreneurship education for the purpose of instilling core skills into the psyche of undergraduates. The programmes contain lecturers' skills development plans. In another study carried out in Western Cape University, Sebuwufu and Ludwick (2012) evaluates an intensive one-year programme called 'Entrepreneurship Stream' which supports student teams in acquiring the qualifications necessary to start campus micro-enterprises.

The results demonstrate that the programme has courses covering recognition of opportunities, business development and growth. The results also demonstrate that the programme provided for informal risk-building activities, promoted by teams in the process. The informal events have allowed students with the help of mentors, to run businesses on campus. The results show that the programme has empowered students to start-up companies and promote teams that have successfully developed necessary skills and developed small firms. The foregoing discussion suggests that the curriculum of the institution actually provide for informal activities like campus based small businesses, incubators, start-ups, business clubs and societies that are important for students to refine their ideas and acquired the needed skills.

Based on a study by Linan (2011), at the University of Western Cape Centre for Innovation and Entrepreneurship, results show that the centre provides aspiring entrepreneurs with research and development mentorship. Results also show that the centre has supported international market enterprises. In addition, the study found that the centre has been connected with the industry to mobilize local entrepreneurs to equip students and graduates with core qualifications in order to participate in high-tech businesses.

The fourth study was conducted by Meyer (2014), who evaluates support services especially for students in the field of engineering and innovation in programmes. The study is one of the several empirical cases conducted by the Global Entrepreneurship Monitor using South African universities as study area. The study purposively selected lecturers who taught courses in these

programmes as participants in interview. Hence, the implication of the foregoing is that the study established that all universities have support service centres focusing on technological development, innovation, venture creation and business development in line with benchmarks of the Global Entrepreneurship Monitor.

The study also found that these centres provide financial support to incubators and start-ups at all universities. These centres promote a curriculum which was geared towards entrepreneurial internationalisation. This study helps in generating knowledge and transforming the knowledge into practical results. This study is supported by the experiential theory. The theory emphasizes a curriculum framework in which students are supported by incubators and successful entrepreneurs (Wee, 2004). There are weaknesses in the study. The main weakness is that it is a case study, therefore, the outcomes cannot be generalised.

The foregoing discussion implies that centres of entrepreneurship development in various South African universities were surveyed, the universities carry out their training programmes in different forms, seed capital is available for start-ups in some institutions, the assistance of mentors was available in some quarters, however, these efforts have not produced the desired results as reported in recent study by the researcher that majority of the university students in South Africa lack the critical skills required for achieving success in the labour market.

### **2.6.2 Effect of entrepreneurship education on skills acquisition in Nigerian universities**

Covenant University has been adjudged as an entrepreneurship education pacesetter in Nigeria. The university has a practical approach to the development of entrepreneurial talent (Adeiza, 2019). First the majority of their faculties are entrepreneurs. Most of them are consultants, their knowledge and abilities are in such way that flow of income emanate from the utilisation of such skills. They understand how to start, manage and scale a business. They understand how to identify problems, come up with solutions, raise funds and manage people. This implies that Covenant University leads the way in skills development of students in Nigerian university sector. However, other universities have been making concerted efforts to also make a difference in terms of assisting students to acquire the necessary skills in the face of challenging factors.

CU does not necessarily teach entrepreneurship, entrepreneurship in CU is inspired by people who travel along the same road. Second, students launch out of the classroom to try out real-life enterprises and projects. Third, CU builds on its robust network of successful alumni to

inspire regular speakers and to mentor her students (Adeiza, 2019). This implies that achievement of the objectives of true entrepreneurship training is made possible at CU due to the experiential nature of the programme in the institution. Lecturing is the most common strategy of teaching entrepreneurship in Nigerian universities. The transmission of skills as a strategy in enterprise education is quite effective if graduates are divided into small groupings and the facilitator presents shared subjects for the full class (Okoli, 2018). This means that the facilitator directs each group's activities to achieve the desired results in the context of objectives and procedures.

The use of buzz groups leads graduates to discuss their own life experiences and make them actively participating in learning, according to Anthony (2018). The graduates are adult learners and have prior understanding of certain issues to be brought up for discussion. Questioning is a strategy that shows students an unknown stimulus, the technique to respond to ideas for confirmation. This is adopted when students hesitate to participate effectively in discussions or are bored of talking. The educator may also raise issues or tasks in entrepreneurship and instruct students to form discussion groups.

These groups come again after dismantling the problems at the end of the time allocated for reporting. This strategy makes students active participants especially in the acquisition of practical knowledge and skills in the learning process. Questioning is a strong skill building strategy, which encourages student thinking and answers to the problems of entrepreneurship that are properly solved (France, 2018). Thus, the lecturing and questioning approaches engage undergraduates in discussions, so that they can bring their own experiences and participate actively in the learning process.

Project method as a strategy helps undergraduates acquire their entrepreneurial skills by applying knowledge in solving problems that are of little interest to their educators. Students can explore their environment and start projects that demonstrate their ingenuity and skills acquired in entrepreneurship, based on their areas of interest. The teacher may suggest the projects but the undergraduates themselves plan and execute them, alone or group-by-group, within the time frame specified by the educator (Okoli, 2018). Thus, Project method as a strategy improves student involvement and motivation in order to foster independent thinking, self-confidence, and social responsibility.

Role Play strategy is also common in Nigerian universities entrepreneurial training. They involve members of a group and play a role in particular situations, individually or in smaller groups to demonstrate ideas. It is very effective for the acquisition of entrepreneurial skills, as it values and shows the necessary actions for the achievement or failure of specific projects. Role play encourages active participation of students, it involves students in activities that will help them cultivate core skills required for day to day running of ventures.

When it comes to role-play, the facilitator should effectively direct students prior to the role play. That makes students more concerned about the educational side of the game than about entertainment. There is also a panel discussion on the key experiences and knowledge to be gained at the end of the role play (Anthony, 2018). Thus, the above-mentioned approach engages undergraduates in discussion to bring in their own life experiences and to make them active participants in the learning process.

Internship Training Strategy Internship Training for undergraduates involves working with schools and industry for real-life working experience. The effective implementation of internships as a strategy for empowering graduates involves proper planning, timely posting, organization, correct implementation, monitoring and efficient supervision. In order to make it possible for students to utilize the skills acquired in institutions (Okoli, 2018). This implies that the above mentioned approach will help them establish such small scale enterprises to become self-reliant after graduation. Generally, Covenant University leads the way in skills development of students in Nigeria. However, other institutions of higher learning have been making concerted efforts to also make a difference in terms of assisting students to acquire the necessary skills without any significant results due to numerous challenging factors facing the higher education institutions in Nigeria.

### **2.6.3 Effect of entrepreneurship education on skills acquisition in Ghanaian universities**

In this study, the Ghanaian Institute of Public Administration examined a postgraduate programme. The study assessed how the programme has equipped its students with necessary entrepreneurial skills. The study also shows that certain courses provide students with skills in the design and marketing of services and products across various market sectors (Pohle & Grullon, 2013). This study is relevant as it illustrates an entrepreneurship curriculum for aspiring entrepreneurs without standard academic backgrounds.

Faltin (2011), the second study, was a survey of curriculum in graduate programmes. The study aimed at evaluating the curriculum by evaluating the capacity of teachers to develop and implement the curriculum. The study population was all lecturers, teaching and undertaking programmes. For the universities' programmes, this study used specific samples. In each university, lecturers were carefully selected. The study used questionnaires to collect data based on the geographical nature of the universities.

The review showed that lecturers are not interested in further entrepreneurial activities apart from teaching. The study also found that lecturers were not able to engage in practical entrepreneurship. Lecturers also claimed that the development of students' ability to start a new ventures is not part of their main objectives (Fatin, 2011). Based on the foregoing, the study demonstrates inadequate or lack of practical orientation in entrepreneurship training in Ghanaian universities. It shows clearly that lecturers were not keen to inculcate the required skills in their students, possibly due to the fact that promoting entrepreneurship outcome among students was not part of their major objectives as stated above.

### **2.6.5 Effect of entrepreneurship education on skills acquisition in Zimbabwean Universities**

The first study was carried out by Mauchi (2011), who studied entrepreneurial undertakings by universities. The study found that the evaluation was based on written exams, theses and work tasks in all courses. This study is relevant because the dominance of traditional methods of teaching in Zimbabwe is demonstrated. The study shows that undergraduate courses in Zimbabwe are designed to enable students to seek and create opportunities. The study is based on the theory of skills. The theory highlights a curriculum consisting of typologies of skills included in the course contents (Duening, 2013). Despite these contributions, the study had

weaknesses. Major weaknesses are that it only selected entrepreneurship degree programmes, therefore, its results are biased against other degree programmes.

The second study was conducted by Msipah (2013), who evaluated activities at Harare Institute of Technology Science Park. The aim of the science park is to promote students' participation in venture creation subject to availability of financial support. The results show that high-tech ventures and commercial projects reached various stages of development in the science park. The study revealed that university-based ventures are being operated successfully against all odds. The ventures came out of research and development and became fully commercialized. A student-led company called Insti-Foods was established where soy yogurt, soy milk and ice cream were produced (Msipah, 2013). Thus, the study established constraints of infrastructure and benchmarking.

Based on the third study which was conducted by Mudamburi (2012), the author evaluated the work of the Technology Education Center of the university. The center has been a strategic center aimed at developing science, technology and engineering. The results show that the center has promoted development of research and development in all graduate programmes. The results show also that product development and marketing in all programs were facilitated by the centre. The study showed that this center offered services to researchers who were interested in the formation of new enterprises. The study however observed that research and development at (TEC) was limited to laboratory activities and was short of the skills generated by industry development. This study is relevant since it shows that a curriculum supported by technology education centre such that businesses and industries can develop competencies that can be adapted in all degree programmes.

The study recommended strengthening partnerships between governmental, private and other government departments in the country. This study is based on the theory of the creation of knowledge. The theory highlights a curriculum where graduate programmes in research and development collaborate at local and international universities (D'Este & Patel, 2007). Based on the foregoing review, it is clear that entrepreneurship education in the above-mentioned universities lacks the basic components required to up-skill and inspire students to become entrepreneurial.

### **2.6.6 Effect of entrepreneurship education on skills acquisition in the United States of America**

Entrepreneurs in the United States are well-known as great innovators and have contributed a great deal to the nation's economy through the creation of numerous renowned ventures (Lee, Chang & Lim 2005). Many of the American universities have had over 2,000 entrepreneurial programmes. More than 1,500 colleges and universities and over 100 active university entrepreneurship centers offer these programmes (Charney & Libecap, 2000). The interviews at three universities in New York and Jersey confirmed that it was especially important to note that operations of majority of American universities is being supported by effectuation theory. (Sarasvathy, 2001). This implies that the university curricula promotes hands-on approach to enable students develop relevant skills needed to create new ventures.

The analysis carried out by Arend, Sarooghi and Burkemper (2015), shows that theory of performance satisfies the fundamental criteria for building other theories, but the criteria for business theory have not yet been fulfilled. In the sample, the universities interviewed noted, in general, that entrepreneurship was not a separate degree or qualification, but in virtually all cases, a module, at least an option, as part of certain courses offered at the institution in the formal programmes.

The study conducted by Walcott (2010), assessed activity at the University of Texas Innovation and Technology Centre. The result of the assessment shows that certain number of graduates of the center were able to establish innovation and technological projects through support from the center. The study constitute practical activities of courses where students worked in interdisciplinary product and service teams. It had workshops in which students conducted research and development under the supervision of lecturers and industrial experts. The programme offered lecturers the opportunity to conduct business and industry research which are aimed at creating new products and services (Walcott, 2010). This suggests that entrepreneurship curriculum at the University of Texas Innovation and Technology Centre helps students develop skills and competences, it also stimulates innovation and technology development that can be transferred into business and industrial development.

According to Simonoff, Baumol, Wiesenfeld and Klein (2012), of University of Massachusetts. This centre aimed to support students who wanted to develop entrepreneurial thinking for the

global market with career options. The centre worked on various programmes to facilitate global partnerships between universities and students in Massachusetts around the world. The centre's activities opened up business opportunities for students in global market careers. The study found that the centre contributed to the creation of businesses in Africa and Asia by an average of fifty five percent of university graduates. This suggests that interdisciplinary curriculum coordinated by the University of Massachusetts centre generates knowledge that span into international businesses and industries.

A study conducted by Clarysse (2014), found that graduates who worked with teachers and had received mentorship from industry and business inventors succeeded in creating projects in line with their studies. The study also showed that the program supported graduate programs to invest resources strategically in student support. These outcomes are important because they show that a curriculum with teacher and business experts is vital if students' undertakings are to achieve excellence. The study was informed by the theory of experience. The theory says that the Curriculum for Entrepreneurship must support students holistically to link teaching with experience (Wee, 2004). Despite its contributions, the study had weaknesses. Its main weakness is that it is a case study and therefore, its results cannot be generalised to other universities

Wolcott and Lippitz (2010) show how students are capable, together with business and industry, to design and develop products and service. The results, however, show that students could be trained in developing products for the export market and establishing offshore businesses. The results show how a center can empower students to create projects that match their graduate orientations (Clarisse, 2014). Therefore, it could be deduced from the foregoing that United States of America is a front-runner in the field of experiential entrepreneurship training. The available entrepreneurship programmes gives provision for close partnership between business and industry, effective mentorship interventions, global partnerships, interdisciplinary team product designs among others.

### **2.6.7 Effect of entrepreneurship education on skills acquisition in Canada**

Interview findings concur with those by Parsley and Weerasinghe (2010), who conducted a study into the teaching of entrepreneurship at Canadian higher education institutions. It was determined that 40% of sampled institutions did not have a strategy for delivering Entrepreneurship as part of their curriculum, while 28% did have a strategy in place. It was

further determined that Entrepreneurship courses were primarily offered in conjunction with business and engineering courses. It is, however, noteworthy that 98% of surveyed institutions offer a module in Entrepreneurship, while 23% offer full degrees specializing in Entrepreneurship. This could indicate that, while the vast majority of institutions offer an Entrepreneurship module, there exists minimal effort in teaching entrepreneurship comprehensively (Parsley & Weerasinghe, 2010). Thus, majority of surveyed institutions offer a module in Entrepreneurship.

Scepticism exists in Canadian academic circles around the idea of teaching entrepreneurship, rather than practicing it hands-on. As a result, the field of entrepreneurship has not attracted a great number of Canadian academics, thereby creating a shortage in employees qualified and knowledgeable in entrepreneurship teaching (ASHE Higher Education Report, 2009). Interview findings further revealed that entrepreneurship is mainly planned and taught in conjunction with other areas of specialization at both undergraduate and postgraduate level, most prominently with engineering and other sciences.

Practical assignments are mainly utilized in order to teach entrepreneurship, rather than traditional classroom teaching. External organizations are also heavily involved in program development, financing and provision of practical training opportunities. Program leaders originate from both academia and industry, with the aim of blending both theoretical and practical knowledge. Incubators and entrepreneurship hubs are given institutional freedom to operate independently in order to spur creativity (ASHE Higher Education Report, 2009). The implication of the foregoing is that entrepreneurship is mainly planned and taught in conjunction with other areas of specialization at both undergraduate and postgraduate level, in addition, not all the universities in Canada has specific strategies to help students develop skills and creative attributes, some of the universities offer at least a module in entrepreneurship.

### **2.6.8 Effect of entrepreneurship education on skills acquisition in the United Kingdom**

Literature from UK has a range of studies on competence development. However, the review focused on the following four studies by Selcuk (2012), which evaluated competence development strategies by some universities in UK. First, an in-depth evaluation of the top 50 in Economy (including Management) QS-ranked universities in Europe and the UK revealed that Entrepreneurship is taught primarily as elective modules in undergraduate qualifications. Many of these top-rated universities do not offer entrepreneurship, but if they do it is usually

across faculties, available to all as an elective option. Entrepreneurship is seldom, if ever, available as a major in undergraduate qualifications. Not one university in the top 50 that offer full entrepreneurship programs at undergraduate level in Europe or the UK could be identified (Selcuk, 2012). Thus, entrepreneurship in many of the universities is optional, offered across all faculties.

The study conducted by Selcuk (2012), was done at the University of Strathclyde in Scotland. This study is important because it shows how entrepreneurship curriculum can make students build careers in the art and music industry. Results inform this thesis that competence development can take place in all disciplines as long as learners are creative in designing new products and services from their areas of specialisation. The study is underpinned by the social cognitive theory. The theory informs that an entrepreneurship curriculum must help all students built self-esteem in venture creation and developing new products and services (Krueger, 2000). The study's main weakness is that it used case study methods and therefore its results cannot be generalised to other universities.

The study by Hanna (2013), was carried out in UK at the University of Bradford. The study evaluated the extent to which all degree programmes at the university capacities students into entrepreneurship practice. The study established that 76% of the programmes contained entrepreneurship courses. However, 90% of these courses lacked action oriented activities to put theory into practice. Results from survey of students' expectations show that students preferred entrepreneurship skills that capacitated them into technology driven innovations and business start-ups (Hanna, 2013). The implication of the foregoing is that it shows how all degree programmes and courses can incorporate elements of opportunity discovery and creation.

Based on the findings of Matlay (2009), the study evaluated entrepreneurship degree programme in terms of its capacity to generate venture creation and innovation. Findings from the study also showed that the programme had formal and extra-curricular activities on venture creation and innovation of products and services. Results also show that research seminars were facilitated by lecturers together with experts from business and industry. The study established that mentorship form experts in business and industry provided students with guidance on designing and developing new products and services (Matlay, 2009). The main weakness in the above-mentioned is that it is a case study and therefore its results may not be generalised

to other universities. It can be deduced that United Kingdom entrepreneurship training at university level is robust enough to inspire students acquire core entrepreneurial skills, based on the availability of strategies such as development of new products and services, technology-driven innovation, extra-curricular activities on business start-ups among others.

### **2.6.9 Effect of entrepreneurship education on skills acquisition in German universities**

Literature from Germany provides a range of studies. One of such is the study by Kor (2010), evaluated a programme at Northern Mecklenburg-Vorpommern. The results also show that the programme had extra-curricular activities supported by professionals from business and information technology (Kor, 2010). This study is relevant since it shows how a curriculum can up-skill students into venture creation through research and development.

In a study carried out by Kurato (2013), at the Potsdam-Babelsberg University. The start-ups sought to develop sustainable projects by transforming innovative ideas into entrepreneurial activities in the media industry. Results show that the programme had strengths in that it was backed by media professionals and professors who provided expert consulting services. The programme was also supported financially by media houses. The study established that the programme boosted competition and creativity in the media industry. In some cases, partnerships with information and technology degree programmes opened opportunities for media entrepreneurship (Kurato, 2013). This study is relevant as it informs that degree programmes can capacitate students to produce market driven innovations through collaborative research and spinoffs from business and industry.

According to Acs and Audretsch (2013), at the Beuth University of Applied Sciences in Berlin. Main emphasis was on business incubation by students working in teams. The programme also provided projects scholarships to students with project that needed mentorship from other institutions. The study also established that seminars and one to one coaching perfected selected incubators. The support also connected groups of incubates to external business development partners and financiers. This study is important because it shows how degree programmes can capacitate students to start new ventures through experience and mentorship from experts. The strategies adopted showed that the curriculum must engage students in holistic experimentation and transformation of knowledge into concrete experiences (Wee, 2004). This implies that entrepreneurship education in the above-mentioned universities is

strictly experiential, students were granted adequate opportunities to acquire the skills needed to upstage competition in the world of business.

#### **2.6.10 Effect of entrepreneurship education on skills acquisition in French universities**

Literature from France had a range of empirical studies on competence development. However, the review focused on the following two studies by Bound (2011) and Vina de la (2013), that evaluated skills acquisition strategies in some universities in France.

The first study is by Bound (2011), done at The EMLYON Business School in France. The study was a case study that evaluated a programme called, Educating Entrepreneurs for the world. The programme trained and supported students through incubators and start-ups. The study established that the programme had extra-curricular activities, business seminars, incubation and start-ups (Bound, 2011). The study established that students were given opportunities to act as entrepreneurs and enterprise managers. Lecturers networked with businesses and industry in organising incubators and collaborative research.

The second study is by Vina de la (2013), it evaluated a student support project at the 'Institut Francais' De La Mode in France. The programme had an attachment platform for graduates and students who came from various programmes to do entrepreneurship projects. Results show that the programme had simulated enterprises created and run by mixed teams of students from different disciplines. The study found out that practical simulations where students-run SMEs from start-up phases were emphasised. The study also established that emphasis was put on simulated projects run by teams of students from various disciplines (Vina de la, 2013). This study is relevant since it demonstrates strengths of a curriculum that brings together students from different backgrounds and then provides practical support for real life venture creation from start-ups to growth.

The study is driven by the experiential learning theory. The theory emphasises a holistic experiential curriculum that is collaborative and driven by practical experiences. The theory asserts that a curriculum can be implemented through a transformation process from classroom learning to real concrete situations (Wee, 2004). The foregoing discussion indicates that student entrepreneurs were given chances to experience entrepreneurship in the real world of business, this goes a long in enabling them to gain confidence to face the challenges of business operation in the future.

### **2.6.9.11 Effect of entrepreneurship education on skills acquisition in Portuguese universities**

The first study is a comparative study by Tiene and Chandlar (2012), which compared competence development strategies at three universities in Portugal namely Coimbra, Minho and Lusaida. The strategies covered development of start-ups, incubation, research and development. This study is important because it informs this thesis that a curriculum in degree programmes must revolve around competence typologies. The University Lusaida in Portugal was concerned with how degree programmes and courses up-skill students to commercialise innovations into products and services.

The study established that lectures emphasised that courses on provide activities on developing technology based businesses, it reveals that students worked in multidisciplinary teams in developing technology based products and services. The study established that all engineering students networked with researchers and commercialisation experts from many sectors in business and industry. Their activities covered validation process and final commercialisation. Its results are important in showing how curriculum in a degree programme can capacitate engineering students into commercialisation. The study also illustrates the importance of supporting students in non-business disciplines. The theory emphasises for an entrepreneurship curriculum that helps students in all programmes to build confidence and self-esteem in developing skills required to create business ventures in their respective areas of study (Tiene & Chandlar, 2012). This suggests that entrepreneurship in the above-mentioned universities caters for business and non-business students, the strategies covered development of start-ups, incubation, research and development.

### **2.6.9.12 Effect of entrepreneurship education on skills acquisition in Turkish universities**

A study conducted by Atsan (2013), was concerned with curriculum implementation through manipulating teaching approaches. The study was carried out at the European University of Lefke. The study established that lecturers desired to provide activities that expose students to entrepreneurship experiences than transmission of knowledge about business management. The study also established evidence of teaching objectives that sought to achieve competencies of perseverance, problem solving, opportunity recognition, risk taking and analysis (Atsan, 2013). Thus, the foregoing demonstrates the importance of incorporating entrepreneurship curriculum in technical disciplines built entrepreneurship competences. It also shows the

importance of incorporating entrepreneurship curriculum in technical disciplines built in entrepreneurship competences.

In another study conducted by Carlos (2008), at the Turkish International University. The study's population covered civil, computer, electrical and electronics engineering lecturers and students. The study was a panel study that followed a cohort of students over a period of four semesters. The study generated data after each semester when students had covered additional courses. Due to difficulties in sampling students, the convenient sample of students from the cohort. The study also sampled lecturers who taught courses in the cohort. The study used questionnaires that were followed up using semi-structured interviews (Carlos, 2008). The foregoing discussion identified entrepreneurship competencies that improve attitudes, skills and intentions of students through teaching. It also shows the importance of incorporating entrepreneurship curriculum in technical disciplines built entrepreneurship competences. However, most of the above-mentioned entrepreneurship training strategies in Turkey are classroom-based with little experiential intervention.

#### **2.6.9.13 Effect of entrepreneurship education on skills acquisition in Spanish universities**

The study conducted by Halac and Bulut (2012), at Computense University of Catalonia in Spain was concerned with how entrepreneurship curriculum in non-business degree programmes and courses developed competences of business creation.

The review focused on results that show that lecturers in various social science programmes planned social entrepreneurship activities for students in collaboration with stakeholders from the public sector and NGOs. Degree programmes had practical activities designed to promote business and non-business start-ups. The study established that social science graduates who had succeeded in creating ventures had been supported by NGOs in collaboration with their degree programmes at all stages of start-ups from idea generation to consolidation of business ventures. Results also show that some lecturers in Arts programmes collaborated with government departments and NGOs to capacitate students into the art industry. The study established that 55% of spin-offs that were generated from the university each year came from Arts and Social Sciences degree programmes (Halac & Bulut, 2012). The implication of the foregoing discussion is that all non-business and non-science programmes can up-skill students into opportunity searching and creation.

Based on the findings of Deborah (2012), the degree programme was designed for science, technology and engineering students. The programme sought to create entrepreneurial competencies by making students network with professionals from commerce and industry. The study established that the first phase sought to provide students with basic understanding of business issues while the second phase sought to make students work in high potential start-up companies. The third phase sought to assist students develop business plans and start-ups. Data from interviews show that the degree programme had an internship programme that had start-ups and incubators. Results show that graduates from the programme opened small businesses in various sectors of industry.

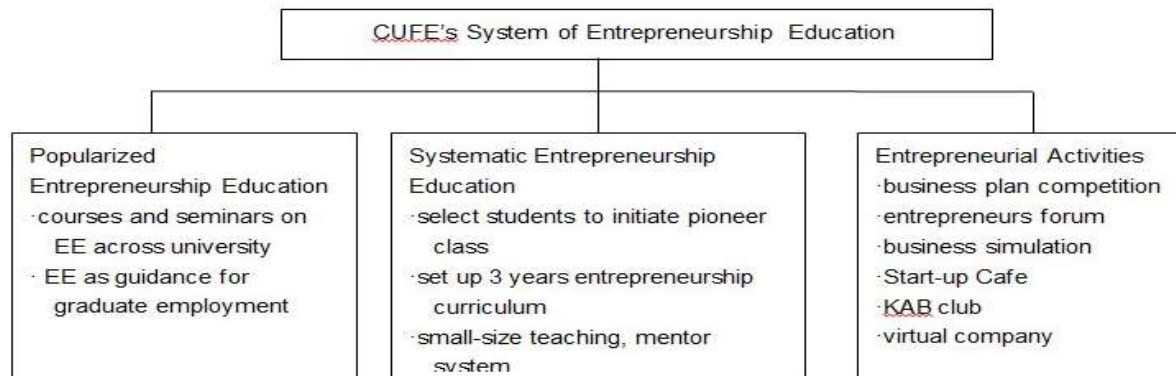
Halac and Bulut (2012), results show how lecturers in Social Science and Arts programmes collaborated with external stakeholders from government and NGOs to support students into self-employment through start-ups. Deborah (2012), results on the other hand show how Science, Technology and Engineering programmes collaborated with professionals from commerce and industry to support students through practical experiences of developing business plans and start-ups. The implication of the foregoing discussion is that entrepreneurship education in the above-mentioned Spanish universities helps to make students work in high potential start-up companies and develop business plans and start-ups. It means that the system assist students to become enterprising as well as becoming entrepreneurial.

#### **2.6.9.14 Effect of entrepreneurship education on skills acquisition in Chinese universities**

As a whole, entrepreneurship education in China is still at its infancy and compared with the developed countries, Chinese entrepreneurship education programs exhibit deficiencies such as: mismatch of talents demand in socio-economic development with entrepreneurship education, lack of targeted localization programs, lack of systematic entrepreneurship education framework, disconnection with entrepreneurship research and in adaptation of the traditional business administration teaching mode (Zeng, 2011). This implies that entrepreneurship education in China is characterised with several drawbacks.

Lai (2012), discovered that, in order to overcome the above-mentioned deficiencies, Central University of Finance and Economics (hereinafter referred as CUFE), located in Beijing and one of the top universities in China, launched its entrepreneur education program. CUFE's objective of entrepreneurship education is to develop future entrepreneurs with innovation ability and entrepreneur's spirit. CUFE'S entrepreneurship education operates in three aspects:

- Popularized entrepreneurship education, a program designed for whole students across the university.
- Systematic entrepreneurship education, a program designed for pioneer class with systematic curriculum.
- Entrepreneurial activities, a program designed for pioneer class with integration of real-life business activities.



**Figure 2.3: (International Journal of Business Strategy, 2012)**

After ten years of practice, entrepreneurship education in CUFE has achieved some successes such as; stimulating pioneer classes to become entrepreneurs, establishment of internship base, funding for student start-ups, operating entrepreneurship garden and laboratory to up-skill students (Lai, 2012). In 2005, the ILO, in partnership with ACSF, launched the KAB programme in China, aiming to raise entrepreneurship awareness and improve entrepreneurial capacity and the skills of undergraduate students.

The wave of popularised entrepreneurship education spread across other universities in China based on the skill-related benefit of the programme, Chinese Young Entrepreneurs are willing to do business about internet-platform Application for Traditional Industries; and transfer its business model. Many young entrepreneurs start their businesses by depending on Internet Platform such as Taobao, a famous e-commerce company, e-business and internet game are the blue sea for Chinese Young Entrepreneurs to start their own businesses.

In order to enhance students' entrepreneurial skills, university-industry collaborations have long been pursued in China, and greatly forged by Chinese government as part of the reform agenda (Qiang Zha, Yan Guangfen, & Li Zhong, 2016). Such collaborations often occur in China in a triple way, involving universities, enterprises, and research institutes. As such, entrepreneurship education is now at a crossroads. On one hand, the Chinese government has

launched a campaign of “mass entrepreneurship and innovation” and sees it as a new engine fuelling China’s economic growth under current downward pressure (Qiang Zha et al, 2016). The implication of the foregoing is that Chinese universities have been pushing entrepreneurship education steadily, endeavouring to increase students’ professional quality and entrepreneurial ability. However, entrepreneurship education remains a relatively new concept and practice in Chinese universities and the progress made is characterised with challenging factors. The above-mentioned entrepreneurship garden could as well be replicated in the two universities selected for the current study.

#### **2.6.9.15 Effect of entrepreneurship education on skills acquisition in UAE universities**

A major strategic vehicle being employed to impart entrepreneurial skills into undergraduates’ psyche is the Alchemy. The programme is designed to support university students to start their entrepreneurial journey before graduating by providing them with skills and services that enable them to transform their ideas into well established businesses (Schmidt, 2019). The programme aims to transform universities to entrepreneurial hubs where students have access to a supportive ecosystem of coaches, business experts, legal advisors, and much more, allowing them to work efficiently.

All universities taking part in the project will adopt, develop and incorporate this programme into their curriculum, as well as provide guidance for students and facilitate communication with investment agencies and organisation to support student ideas and projects. Alchemy consists of different phases that students can join throughout their years of study. These phases include ‘ideation’, ‘incubation’ and ‘acceleration’. All undergraduates can sign up to the programme, forming teams of between one to five people. Universities open the enrolment for students to apply for the Alchemy programme at the beginning of each semester, eight start-ups will be chosen per university each semester (Schmidt, 2019). This implies that the programme is fortified with robust elements of a real entrepreneurial university.

Students are then eligible to apply for Alchemy benefits by providing a proposal of their idea. Successful pitches get seed capital provided by Dubai SME (small and medium enterprises) to enter the incubation phase. From here start-ups will develop their idea into a minimum viable product (MVP) ready to demonstrate on demo day held twice a year at Area. This suggests that the programme is designed to support start-ups until they are ready to roll out.

However, undergraduates need to leave the programme by the time they graduate, which is about four to five years. The programme has five main stages: learning about various successful experiences, understanding how projects and business models are developed and analysing market needs in order to provide the required products and services, strengthening their marketing and commercial development skills and implementing and transforming ideas into reality (Schmidt, 2019). The implication of the foregoing is that the university entrepreneurship strategy contributes to creating a suitable environment for innovation and entrepreneurship, employing modern technology in various vital sectors and preparing young students for the future by consistently developing their entrepreneurial skills capabilities.

#### **2.6.9.16 Effect of entrepreneurship education on skills acquisition in Singaporean universities**

The National University of Singapore (NUS) is one of a few leading universities located in Asia which has its own unique educational approaches that are implemented in order to increase the entrepreneurial activity in the university. NUS' educational programs include a variety of activities such as the exchange of students, internships at enterprises, and they offer the possibility to obtain a double degree diploma (Chernobuk, 2015).

The strategy of NUS highlights four main priority areas:

- A practice-oriented educational process;
- NUS uses a project-based learning model and implements funding of student ideas (Extra Chapter Challenge, and Innovation & Entrepreneurship Practicum Seed Grant);
- Business development consulting services and accelerator programs, as well as creating platforms for start-ups interaction (Start-up @ Singapore, Techno-Venture Forums, Social Business Week);
- Development of infrastructure;
- Development of research activities. One of the priorities of the National University of Singapore is to encourage interdepartmental cooperation for students, academics and university staff. Students are free to study subjects that they want for the first two terms. An essential stage of finishing the study at NUS for both undergraduate and graduate students is working in projects that are implemented within a specific existing business or in cooperation with the government (Pavlova, 2015). This implies that it is imperative for students to embark on a

tangible entrepreneurship projects as a prerequisite for the award of bachelors and post-graduate degrees.

## **2.7 Key Attributes of an Entrepreneurial University**

Good leadership and governance, capacity incentives, entrepreneurship in teaching and learning, a culture of entrepreneurship, stakeholder partnerships, and internationalisation. “But universities are so driven by subsidy formulas, are so driven by world rankings, and are so driven by being number one or number two in the country in terms of research that they have lost perspective of what it means to be a university and what it means to build a nation (Ramjugernath, 2015). Based on the foregoing, it is logical to presume that innovation and entrepreneurship for development and for nation-building was what universities really had to do in order attain the status of an entrepreneurial university.

The entrepreneurial university has had a tendency to apply managerial models, focusing on teaching and research. However, the third mission of the university has changed this picture. Nowadays, the mission of the university is to be actively linked to the business sector and stakeholders, in such a way that the business sector profits socially and economically from university research, while the university benefits from the knowledge acquired by its closeness to the entrepreneurial environment (Etzkowitz, 2013).

The entrepreneurial university helps to create a link between students and the business world, to share knowledge and for students to learn in an experiential way. Employers are extremely worried about the quality of graduates universities are producing and whether they are what is needed nationally and globally, he said. Employers were having to invest “huge amounts of money” and time on training graduates. Universities were also not responding sufficiently to the evolving knowledge economy. They had to change curricula and approaches in order to tackle national and global challenges, and needed to become more entrepreneurial. (Ramjugernath, 2015) proposed six key elements of an entrepreneurial university.

**Table 2.1 Attributes of an Entrepreneurial University**

Attributes of an Entrepreneurial University	
Leadership & governance	If universities were to make a difference, they needed to drive the innovation and entrepreneurship agendas in partnership with government and the private sector.
Incentives	What we really should be doing is incentivising entrepreneurial behaviour and innovation.” Graduates should be able to come out of any field, such as nursing, with a mind-set that enables them to enter another environment, such as business. “
Teaching & learning	Universities must collaborate and engage with external stakeholders across all research and teaching activities, with the results of research integrated into entrepreneurship training.
Culture of entrepreneurship	Universities must raise awareness of the importance of entrepreneurship, actively encourage individuals to become entrepreneurs, provide opportunities to experience entrepreneurship.
Relationships & partnerships	Universities should be committed to collaboration and knowledge exchange with industry, society and the public sector, and to partnerships and relationships with a wide range of stakeholders. There must be strong links and dynamic exchanges with business incubators, science parks and other initiatives related to innovation and entrepreneurship, and entrepreneurial activities involving staff and students with industry and business.
Internationalisation	Internationalisation is a key aspect of any university entrepreneurship strategy, and includes international mobility of students and staff, attracting international and entrepreneurial staff, demonstrating internationalisation in teaching and participating in international networks.

Source: ICIE 3rd International conference on innovation and entrepreneurship (Ramjugernath, 2015)

Based on the foregoing, it is clear that innovation and entrepreneurship are key to addressing socio-economic challenges, and universities should be directly tackling problems such as unemployment, poverty, low economic growth and inequality. Universities need to evolve from teaching and learning, research and engagement to being drivers of innovation and

entrepreneurship. And they need to work with all stakeholders in the innovation and entrepreneurship system in the best interests of the nation and citizens.

## **2.7 Entrepreneurship Training Models and Programmes**

Despite increased research in the fields of entrepreneurial training. Jennings and Hawley (1996), aver that many initiatives assigned to train entrepreneurship do not actually respond to the real needs of entrepreneurs. The following models and programmes have been adjudged as successful entrepreneurship training models around the world.

### **2.7.1 Babson College Entrepreneurship Training Model**

Babson College is a leading entrepreneurial educational college and a world-famous school of entrepreneurial studies. Babson has been known as a founding member of the renowned Global Entrepreneurship Monitor Report since it first came into being in 1919 for its international importance in entrepreneurship education. The institution played an important role in the field of entrepreneurial training Babson stresses a combination of tradition and innovation, focusing on the development of practical skills of students, while allowing students to continuously explore business education and practise. Another student's model was a unique set of courses and teaching methods. (Katz, 1999).

Faced with problems and challenges in business entrepreneurship education, Babson innovates the mode of entrepreneurship education based on characteristics of business students. Babson sets up entrepreneurial curriculum through the whole process of entrepreneurship to enhance students' ability of integrating financial and market resources. On the other hand, increases entrepreneurial practice inside and outside classroom to enhance practice experience (Kattz, 1999). This implies that Babson's curriculum system is designed for students, mainly focus on cultivating entrepreneurial spirit and skills, training business management, financial and operational capacity through courses and activities.

Entrepreneurial curriculum system not only covers a wide range, but also follows the process from shallow to deep. The program is divided into three basic levels, such as basic entrepreneurial skills, in-depth new venture knowledge, and support courses for specific areas. All courses mainly enhance students' ability to discover and exploit opportunities and develop a strong business foundation and practical skills. Entrepreneurial practice. The entrepreneurial spirit course simulates all the problems that might encounter in entrepreneurial process via

assessment method, and providing solutions to problems, training communication and financing skills. “Entrepreneurial Accelerated Track” course’s complex application procedure and assessment model are initial experience to begin entrepreneurship, and ensure the usage of resources effectively, thus excellent ideas and projects have been fully supported (Katz, 1999). This implies that Babson College provides abundant entrepreneurial practice and support projects for students to experience entrepreneurial scene and environment, enhancing their entrepreneurial skills and achieving business goals.

The characteristic and expertise of Babson in entrepreneurship education are recognized by the world. According to entrepreneurial process, curriculums are divided into hours and modules to help students understand dynamic process of entrepreneurship, curriculum assessment focuses on practical results, involving entrepreneurial knowledge and practical skills. Faced with problems and challenges of SSE model, main solutions include two journal of education and practice (Katz, 1999). This suggest that Babson College is a leader in the field entrepreneurship training, they pay more attention to cultivate financing and market resource integration ability, which are important premise of entrepreneurial activities, they also build various practical platforms to enhance entrepreneurial ability and cultivate future entrepreneurs with entrepreneurial ability and innovation awareness.

### **2.7.2 Stanford University Model**

Stanford University is a College of Engineering that conducted entrepreneurship education in the United States earlier. Stanford is committed to practical application-oriented and school-based cooperation, supporting the concept of practical training and the principle of apprenticeship adjacent to Silicon Valley. Stanford University has empowered many entrepreneurs in technology and has formed a unique model for the education of entrepreneurs (Zhang & Gao, 2006). This implies that Stanford University integrates professional knowledge and technology to carry technology entrepreneurship courses to cultivate ability and skills, promote transformation of knowledge and technological achievements.

Meanwhile, Stanford blends education into external science and technology entrepreneurial environment to discover potential business opportunities and markets. Stanford’s distinctive technical entrepreneurship project establishes corresponding technology entrepreneurship courses to students of different levels and connects entrepreneurial learning with discipline knowledge and skills. The project is committed to promote the development of high-tech

entrepreneurship, create new ideas and technologies and cultivate market awareness and management skills. The establishment of Technical Licensing Office in 1970 was an important milestone in the development of entrepreneurship education, which provides convenience and support for entrepreneurial activities, protects patent rights of scientific and technological achievements and promotes the development of technology entrepreneurship.

At Stanford University, there are entrepreneurship practice and support, high-tech club conducts seminars, dinners and other activities regularly, combining learning with Silicon Valley and outside high-tech environment, so that students involve into the real atmosphere of science and technology entrepreneurship. Venture capital club builds platforms between students and technology companies or enterprises to provide business consulting and support for students who are interested in high-tech and venture. United States and Asia Science and Technology Management Centre often holds series lectures, inviting entrepreneurs from different industries around the world to share business problems encountered and solutions (Zhang & Gao 2006). Thus, Stanford involves entrepreneurship education into practical curriculum design, establishes technology entrepreneurship practice and support activities for engineering students.

As a college with typical engineering characteristics, whether develop entrepreneurship course or practice activities (Lundvall, 2004). Stanford units engineering students' knowledge structure and professional skills to carry interdisciplinary exchanges and cooperation, develop technology and entrepreneurship relying on Silicon Valley. As for the problems and challenges of SSE model, there are some solutions, combine classroom teaching with scientific research and technology development, pay more attention to cultivate market awareness, as well as the management and communication skills, in order to seek internal partners and adapt external competitive environment during entrepreneurship process (Lundvall, 2004). This suggests that Stanford involve entrepreneurship education into high-tech entrepreneurial environment, cultivate students' keen insight into market, transfer scientific and technological achievements into productive forces and then promote the development of related industries.

### **2.7.3 Cambridge University Model**

The development of entrepreneurial education in the field of sciences is intimately linked to Cambridge University. The entrepreneurial courses comprise of computer, biotechnical, physical chemistry and other areas of sciences different from commerce professions. Cambridge insists on the development of entrepreneurship education and creates a cultural

environment which supports entrepreneurship, fights for targets and tolerates start-up failures and it gradually creates a good business environment. With regard to the problems faced by education in the field of sciences, Cambridge conducts flexible entrepreneurial training in order to foster knowledge and ability to find potential markets (Fretschner, 2013). This implies that Cambridge University combines the courses with practice to enhance innovation ability and creativity.

Courses include both credit and non-credit. Different disciplines' entrepreneurship courses are different in content and practice, biochemistry is shorter, while physics and computer science are relatively long. Non-Credits courses are more flexible. Students can participate and withdraw class by interest and need. Then university makes continuous reduction and optimization based on the popularity and election of courses to promote school-wide entrepreneurial awareness and train entrepreneurial skills. Entrepreneurship practice. Cambridge combines traditional knowledge with practice, involving entrepreneurial competition, business simulation, as well as entrepreneurial business internships and other practical activities. Cambridge also found "Cambridge Enterprise" to provide teachers and students with entrepreneurial training, consulting, seed funding support services and practice opportunities, thus promoting the development of innovation and entrepreneurship education (Fretschner, 2013). This implies that Cambridge provides educators and student entrepreneurs with all the necessary support they need to achieve their full potentials.

The Herman Hauser Expert Centre provides students with entrepreneurial education activities and funding to promote transformation of scientific and technological achievements. The agency also provides technical services and internship training platform, hence builds students' market and cooperation business awareness, combining innovation with entrepreneurship. Cambridge University adheres to traditional concept of management, attaching importance to basic disciplines and scientific research, achieving transformation and adaptation of entrepreneurial culture through various ways, and maintaining a high level of teaching and research. In order to solve the problems and challenges of NSE model, the solution includes Cultivate students' market consciousness, seek potential market and business opportunities for entrepreneurial projects, and work closely with different disciplines to integrate knowledge and skills of all aspects of entrepreneurship (Fretschner, 2013). The implication of the foregoing is that Cambridge University assists to improve innovative ability and creativity, discovery and

solve practical problems creatively through the usage of scientific research knowledge to cultivate entrepreneurial awareness and enhance entrepreneurial skills.

#### **2.7.4 Entrepreneurial Performance Model (E/P)**

The entrepreneurial performance, according to Ladzani and Van Vuuren (2002), is based upon the creation of a new business or using the possibility to grow the business idea. In its theory of career choice, Holland (1985), states that workplace interactions and personality can influence career performance. He argues specifically that a greater degree of harmony between the characteristics of personality and work environment leads to a better performance in this role (Van Vuuren, 1997). Thus, entrepreneurial performance goes hand in hand with entrepreneurial achievement or results with regard to the realising of set entrepreneurial goals.

This construct can be presented as: firstly, an increase in productivity; secondly, the increase in the number of employees employed, which implies the expansion of the business; thirdly, the net value of the business; fourthly, a core aspect in entrepreneurship, namely the increase in profitability; and finally, the completion of the first market-related transactions. McClelland (1961), similarly argues that need for achievement will be related to successful performance in an entrepreneurial role. Entrepreneurs who are high in achievement motivation are more likely to overcome obstacles, utilise resources for help, compete and improve their skills. Therefore, one would expect to find differences in achievement motivation in high-performance entrepreneurs versus low performance entrepreneurs (Friedrich et al, 2006). This suggests that the model significantly improves small business performance, provided that there is some minimum support from the economic infrastructure in the form of available loans, market opportunities and the labour force.

#### **2.7.5 A Student-Centered Entrepreneurship Development Training Model (ASCEND)**

ASCEND uses the "apprenticeship model" to implement several components which improve its effectiveness over and above traditional programmes. ASCEND's emphasis on leading students is a distinctive feature. A second key feature of ASCEND is that the entire process is being experienced by students. The focus on group work and on peer support is a third important feature of ASCEND. The fourth feature of this is the competition, which majority of the trainees therein vote in favour of, in addition, the trainees are continually stimulated to come up with suggestions required to enhance the effectiveness of the model. (Gillian, 2017).

Thus, this is important for underrepresented minority students who might have fewer role models and less peer support.

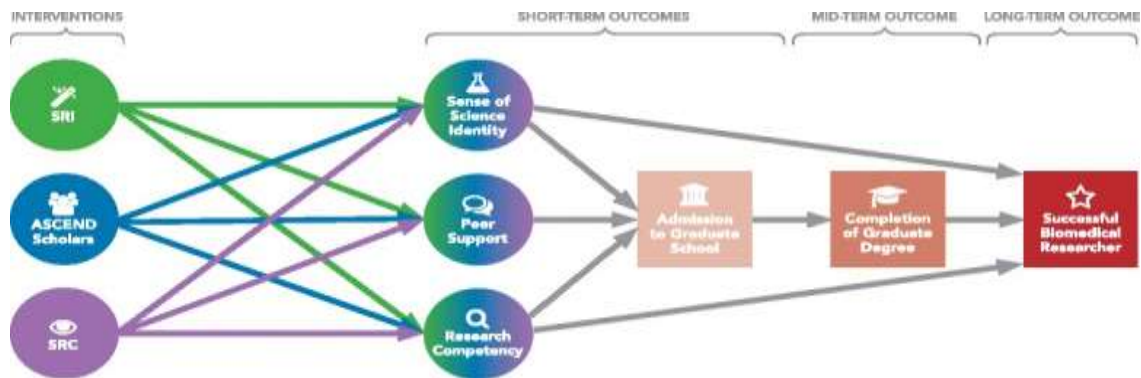


Figure 2.4: The ASCEND training program's logic model (Kamangar, 2017).

Some of the above-mentioned features have been used individually in previous training programs to varying degrees. Collectively, they make ASCEND unique. Most other undergraduate research training programs use the apprenticeship training model: students are placed in a lab where they conduct and master a specific research technique (e.g., running gels), gaining more mastery and independence over time. While the apprenticeship model has been helpful in training many distinguished scientists over the years, one potential shortcoming is that the students may not understand how their efforts contribute to the overall project goals, and some may abandon the idea of pursuing a career in research (Gillian, 2017). This suggests that the science-based apprenticeship training model allows students to take the lead in running their projects. The initiatives identified as successful by the evaluation can be replicated at other institutions, especially in the two universities selected for the current study.

## 2.8 Best Practices in Higher Education Entrepreneurship Programme

The following section addresses the best practices in higher education entrepreneurship programme in various part of the world, the programmes covered are, Cogwell college immersion experience, Wellesley college video game-based learning, Babson college new venture creation among others.

### 2.8.1 Cogwell College Immersion Experience

This programme offers an immersive environment to introduce students to a successful business community. An immersion experience enables students to enjoy the expository experience in the field of entrepreneurial training. The idea is to give students the entrepreneurial experience and give them insights into the full extent and depth of business life.

This experience may not compulsory create entrepreneurs after the programme has been finished, but instead to give students real examples into the entrepreneurial world. An individual student may have to decide whether they have intrinsic intention to start a new venture or not. The student's experience and intellectual understanding of entrepreneurship can indeed be left within their reach as a fundamental component of this best education practice (Mennecke, Hassall and Triplett, 2008). This implies that the initiative bridge the gap between students and successful entrepreneurs.

In a typical example of this best practice, students attend a one-week long event through an incubator or university that is well connected with an entrepreneurial community. Tours, engagement activities, projects, and lectures are designed to provide as broad view of the entrepreneurial life as possible, and lectures from select key figures are used to teach the depth of entrepreneurial practice and act as personal models for success in business creation. Through group learning and creative challenges, a group of students is constantly engaged in reinforcing the week's learning. Cogswell College provides an experiential learning opportunity in the Silicon Valley area meant to produce outcomes similar to a study abroad program in a very short time period. Another intended outcome is to inspire students with the vibrant, entrepreneurial ecosystems and attitude of excitement and energy that has fuelled so much success in the Silicon Valley. Through the experience, students learn to think like the entrepreneurs that they interact with the following experiences

- Get ready for action in all stages of the start-up business cycle,
- Visiting corporate campuses, incubators and labs in the Silicon Valley ecosystem.
- Personally witness start-up businesses being built.

The program includes workshops, meetings, product showcases, meet-ups and learning presentations facilitate the connection of the students to the Silicon Valley environment. Destinations include research and education institutes such as Stanford University, IDEO, and the Institute for the Future companies with a strong history and bias towards entrepreneurship such as Google, Skype, Flipboard, and Eventbrite; an array of financiers and incubators including the Founder Institute, Hackers/Founders, StartX, and Hanhai Investments (Mennecke, et al, 2008). Therefore, it is clear from the foregoing that in a typical example of this best practice, through an incubator or university, students are well connected with an entrepreneurial community. In a world full of endless opportunities, it can often be daunting when thinking about a career choice that would best suit you. On this journey of personal

development, you'll discover what business journey you would like to embark on and practically set out the goals you need to achieve your dreams.

### **2.8.2 Young Minds Programme**

The Young Minds Program is organised by the University of Stellenbosch, which is considered the most entrepreneurial university in Africa. The initiative helps students and graduates to create a professional career. This fascinating and practical course will help students identify their directions and life objectives, undertake a career in business management, use entrepreneurship to create opportunities and wealth for themselves and others. It is not just intended for students but also for those who have finished their studies and young graduates who want to build their own enterprises. (DeWet Schoeman, 2017). This implies that the programme stimulates students to search for their own opportunities in preparation for a future career.

The intention is not necessarily that participants establish an enterprise upon conclusion of the programme. It is simply to encourage entrepreneurial thinking that allows for the creation of ideas for the future. In order to do this, a person first has to understand who and what he or she is and the direction in which their lives should move. The programme, which is presented over a period of ten months, comprises two phases. The first phase, which is more theoretical in nature, covers three areas of development. The first deals mainly with self-discovery and what a person expects from life.

The second phase is more practical in nature and offers participants the opportunity to put what they learnt in the first phase, into practice. While support will be given in the identification of job opportunities and other development opportunities, it is the participants who will be primarily responsible for their employment. It will also be expected of participants to report back regularly on their experiences and development. It is possible to undertake the second phase while working in London or elsewhere, with report-backs done over the internet. The adventure of going overseas is therefore not discouraged. By doing it with the knowledge of entrepreneurship, will however leave a participant far better equipped for this and the future. By the end of the programme, participants will be required to present a business plan in order to qualify for a certificate in entrepreneurship and business management. The programme is filled with discovery and excitement (DeWet Schoeman, 2017).

Based on the foregoing, Young minds programme introduces participants into the world of entrepreneurship both in theory and practice. It also deals with development of entrepreneurial thought, and how to identify opportunities and capitalise on them in a way that creates prosperity for oneself, it also comprises the basic principles and skills needed to establish a small to medium enterprise and manage it. The learning process is emphasised through a process of coaching.

### **2.8.3 Kauzi Youth Entrepreneurship Market Place**

In the course of a series of personal consultations, young people were given practical knowledge and skills to show potential investors and the general public their businesses and social ideas. The project fosters entrepreneurship and initiative among the disadvantaged. The "Kauzi" Foundation organised Youth Enterprise Market Place promotes entrepreneurial initiatives among disadvantaged individuals. From 2010 through 2015, the project was completed and people with disabilities who sought Kauzi's support were assisted to incubate their new ventures (Kauzi, 2017). Thus, it is clear from the foregoing that the foundation encouraged initiative and entrepreneurship among disadvantaged people.

The main purpose of the project was to encourage motivation and initiative of young people, inclusive, such with disabilities aged 15 to 29 for entrepreneurship by developing practical knowledge and skills for presenting business plans and social ideas, building on their experience for self-knowledge and affirming their self-esteem as equal partners on the labour market. In the frame of the project the students received individual business consultations on; financing of start-up entrepreneurs with disabilities, social economy and social entrepreneurship, financing of start-up SMEs and NGOs, insurance investments by SMEs. The project has developed several manuals such as; handbook of the young entrepreneur, how to start a business in Bulgaria and how to enter the Bulgarian market (Kauzi, 2017). Based on the foregoing, the aforementioned project is targeted to the most vulnerable segment of Bulgarian youths, students took part in an idea exchange market and had the possibility to present their ideas to potential investors, banks and media among others.

### **2.8.4 Sofia University Social Entrepreneurship Programme**

This class prepares students for the real world of business and builds on examples of successful social entrepreneurs in Bulgaria, Kenya, South Africa and the United States of America. The course is open to young people that are interested in social enterprise. The class prepares

students for the real business world and is based in Bulgaria, Kenya, South Africa and the United States of America (Todorev, 2011). Students are gaining hands-on expertise and knowledge in construction, fundraising and social enterprise management. Case studies in Bulgaria and around the world are discussed, which enhances knowledge of the protocols, challenges and goals of different business development stages which include: design, commencement and running of successful business initiatives with a social factor (Todorev, 2011). Thus, the programme provides analyses of different business structures, resources management methods, teams building and good practices to achieve sustainability of the enterprise.

Students analyse strategies, risks and challenges upon start-up and management of the social enterprise. The main advantage of the course is its practical orientation on account of the theoretical part. The course includes case studies, each of which explores the following aspects:

- Sustainability – Social enterprise fundraising channels, methods that guarantee the long term vision for development.
- Impact and success measurement – Effect of the social enterprise (social effect, impact on the target groups), methods for impact measurement and efficiency of the social enterprise.
- Innovation – Types of social innovation, process of creation and growth.

Case studies that are explored include Danimal – corporate product development for the poorest population in South Africa; Care – creation and management of an initiative on developing a business environment for the agricultural sector in Kenya; Taratanzi – creation and funding of a sustainable business model for social entrepreneurship in Bulgaria focused on culture; Listen – structuring a sustainable business model for a social enterprise for people with hearing disabilities; Ruby Cup – validation, pricing and distribution of a product for Third World women; Endeavour – building strategy and tactics for a quick growth of international environment social enterprise – challenges for its growth. The course is delivered by guest lecturers and social enterprises experienced professionals (Todorov, 2011). This suggests that the course prepares the students for the real business world and is based on examples of successful social enterprises in various nations of the world.

### **2.8.5 Texas University Business Investment Competition**

This is a competition in which students generate ideas that can lead to business plans which are eligible for cash awards. Competition on business investment is a practice in which an entrepreneurial community challenges students to create entrepreneurial ideas and work towards their development in a business model, strategy and space. Support is provided throughout the process and is successively augmented based on competitors' accomplishments (Cohen, 2006). Competitions are designed to foster the process of launching a business by accentuating the ideation process and the development of realistic business plans.

A great example of this concept is put together by the McCombs School of Business at the University of Texas at Austin. Although formerly known as Moot Corps Competition, the Texas Venture Labs Investment Competition is one of the annual highlights for the business school each year. In this major competition, between 20 and 25 teams follow the process to compete for both cash and other prizes. The competition is open to any graduate student from the University of Texas system that is has decided to start the process of actually launching a business. Upon the completion of the competition, selected winners are awarded one-on-one consulting services from the director of the John Brumley Texas Venture Labs, Rob Adams. The stated goal of VLIC is “to teach students how to get operating companies off the ground”. Many competing participants are those who have been through UT Austin’s “New Venture Creation” course at, and this is a key motivator for students completing that program.

Other similar events are conducted with specialisations in specific areas. For instance, technology focused entrepreneurship is facilitated by the Idea to Product UT Austin Competition, a student-run alternative that is open to all UT Austin students, regardless of level or academic discipline. A panel of judges select ideas that have been created and developed by students’ teams. Selections are made with a focus on what is unique and innovative, and those selected are awarded prizes (Cohen, 2006).

### **2.8.6 Temple University Business Plan Competition**

In Temple University Business Plan Competition, students write start-up business plans, academics, businesses and financiers evaluate those plans. Students can generate a traditional business plan and submit it for consideration in a business plan competition. The contest will both stimulate the development of actionable business plans and bring meaningful rewards. There is a wide range of competitions for business plans, some for underrepresented business

groups. The idea is to provide feedback and rewards to great ideas and to encourage entrepreneurs that are hosted by incubators, universities, chambers of commerce and finance groups (Plumly, 2017). Typically, this is a self-directed effort of planning and development by a student or a small team of students.

‘Be Your Own Boss Bowl’ is an annual competition provided by the Innovation & Entrepreneurship Institute at Temple University. A similar program that is offered by Temple in is the Innovative Idea Competition, a program that is more focused on the innovative products, technologies, and services of the start-up idea than the plan itself. Unlike BYOBB, ideas that would lead to a non-profit enterprise are also eligible to compete. For this competition, the initial stage is submission of the plan, followed by a live pitch of their ideas to judges. The best plans are awarded up to \$2,500 award augmented by the opportunity to present their idea to an early stage angel investor and a business accelerator. Both of the competitions we have described are limited to members of the Temple community, but students, faculty, staff, and alumni are all eligible to compete. The competition is organized by track, and undergraduate, graduate, social innovation and urban health concepts are all represented in the award process (Plumly, 2017). Based on the foregoing, the annual competition provided by the Innovation & Entrepreneurship Institute at Temple University is focused on the innovative products, technologies, and services of the start-up idea than the plan itself.

### **2.8.7 Cambridge Entrepreneurial Mentoring Programme**

A one-on-one relationship between a mentor and a student that learns entrepreneurship is developed and encouraged. This is based on the fact that business offers a unique set of challenges that most desirable entrepreneurs either cannot foresee or cannot handle. For many other reasons, mentoring provides a key best practice for entrepreneurial training. However, it is often challenging for some students to find qualified entrepreneurial mentors. An entrepreneurial mentoring programme aims at providing knowledge, guidance and support structure required to upstage competition in the world of business (Etzkowitz, & Zhou, 2017). This suggests that Cambridge mentoring programme addresses a set of challenges that most student entrepreneurs are neither able to foresee or equipped to deal with.

Many universities are beginning to provide entrepreneurship mentorship opportunities, but a specifically successful European program is that of the entrepreneurship centre at Cambridge Judge School. The program has a goal to provide inspiration, encouragement, and research in

entrepreneurship. The Centre provides mentorship that encompasses the full entrepreneurial lifecycle – beginning with the empowerment of the aspiring entrepreneur and up to the creation and launch of the new venture (Etzkowitz, & Zhou, 2017). Thus, the relationship is encouraged to continue until as the enterprise grows from small to medium size and possibly beyond.

The mission of the Entrepreneurship Centre is to support the University’s entrepreneurial talent development as well help commercialisation of new ideas. It also aims to enhance the development of management capacity of the entrepreneurial ecosystem associated with Cambridge, create thought-leadership, and elevate the University of Cambridge as a global leader in knowledge and education for entrepreneurship. To achieve these goals, the Centre provides a number of critical resources for entrepreneurs, including knowledge-education, experience-education, access to investors, and their flagship mentoring program (Etzkowitz, & Zhou, 2017). Based on the foregoing it is clear that University of Cambridge is a global leader in knowledge and education for entrepreneurship. The institution provides mentorship that encompasses the full entrepreneurial lifecycle.

### **2.8.8 Paris Entrepreneurial Innovation Challenge**

Entrepreneurial Innovation Challenge is organised for undergraduates on a yearly basis. The goal of these challenges is to provide the students with the opportunity to develop their innovative, creative and team skills. Every year, a team of participating school students present problems currently facing real ventures via an online platform and address them. Above all, the practical cases represent real problems of businesses (Greenberg, McKone-Sweet & Wilson, 2011). Thus, the innovation challenge grants students opportunities to develop their skills for innovation, creativity and teamwork.

Teams are made up of a maximum of six students, who must be registered through the online platform. In recent years, students from universities in France, Germany, Spain, Peru and the United States have all participated in the innovation challenge. Working within cross-disciplinary teams made up of students from different schools and different nationalities, students were challenged to work in an international business environment. During the challenge day, students had to create an innovative project from A to Z: brainstorm for ideas, implement strategy and make an online ‘pitch’ of their project explaining how it responds to the company brief. Throughout the challenge, impartial coaching is made available from the faculty of the school and other volunteers from the business community.

The timeline typically follows a similar pattern:

- Launch by the PSB of the contest for Latin America;
- Registration of the teams in the platform and work on the proposal;
- Presentation of the teams and description of their projects and business plans;
- Analysis of the projects by the jurors and provision of feedback;
- Work by the teams to improve their projects as requested by the jurors, and resubmission of the proposals.

The juries select the most innovative projects to be pitched to the upper management team of the companies, and that upper management team selects final winners. For each of the five proposed cases, at least one winning team will be awarded a prize. The prizes are varied, but consist of such things as possibilities as trips, I-pads and up to \$500,000 euros to finance their start-ups (Greenberg, et al, 2011). This implies that the innovation challenge stimulates team work, skills development and exposure to entrepreneurial-minded individuals from far and wide.

### **2.8.9 Teacher-Entrepreneur Speed Dates**

Teacher-enterprise speed dates is a Yes-Satakunta event, an enterprise-friendly branch of the Finland network. The objective of this initiative is to introduce and increase mutual understanding of teachers and entrepreneurs. In 2010, it began entrepreneurial training at the grassroots' level in the region of Satakunta. The training takes place in an informal and friendly environment, it encourages participants to acquire ideas and relevant entrepreneurial counsel. As the name of the event suggests, the speed dates last only four minutes, this is a very short exchange. The event helps teachers and entrepreneurs make the first step towards getting to know one another. About 70 teachers and entrepreneurs participate annually (Al-thani, 2019). This means that a gap between trainers and entrepreneurs is being bridged.

The region of Pori is part of a national network for the promotion of school entrepreneurship. It offers teachers of primary and secondary education practical entrepreneurship services. Teacher courses are based on the participation of pupils and new teaching methods. Courses are usually offered informally, sometimes by way of home-schooling. Every year in the Pori region, more than 300 teachers participate (Al Thani, 2019). In view of the above, it is logical to suggest that this exercise should be ideally used during the early stages of training, in particular courses requiring students to develop business models or begin their own business

throughout the term. A wide range of students, from emerging entrepreneurs to experienced graduates and beyond, can use this approach.

### **2.9.0 Summary**

This chapter began with a historical overview of entrepreneurship education in South Africa and Nigeria. It addressed scholars' views from different backgrounds on their perspectives as regards the influencing factors on entrepreneurial skills acquisition among undergraduates in a contextual manner. The chapter reviewed literature in the following subject areas; state of entrepreneurship education, global perspectives on entrepreneurial skills acquisition strategies and key attributes of an entrepreneurial university. The chapter also identified a significant correlation linking entrepreneurship education and entrepreneurial skills among undergraduates, in addition, literature on entrepreneurship training models and best practices in higher education entrepreneurship programme around the world were also reviewed.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The previous chapter discussed the review of related literature on factors affecting entrepreneurial skills acquisition among undergraduate university students with respect to Sub-Saharan Africa. Trends of such influencing factors on entrepreneurial skills acquisition were explored with focus on South African and Nigerian university students. This chapter presents the philosophical paradigm, research design, research methods which includes population, sampling techniques and sample, instrumentation, procedure for data collection and data analysis.

#### **3.2. Philosophical Paradigm**

This study employs post pragmatism paradigm. The paradigm supports the ideology of the use of quantitative and qualitative methods of data collection in a single study. The paradigm was chosen to facilitate data collection from a wide range of sources. For instance, undergraduates provided useful information on the dynamics of skill acquisition on campus, whereas the lecturers supplied critical responses about the measures required to develop a sustainable skills acquisition model in the universities, in addition, triangulating one set of findings with another yielded greater understanding and increases the validity of inferences. Hence, post pragmatism paradigm design was adopted for the study. Bertram and Christiansen (2015), state that in a study where large sample size is needed and an in-depth understanding of the subject matter is needed, post positivism paradigm can be adopted. According to Kumar (2018), some participants will be selected using quantitative sampling approach while others will be selected through the use of qualitative sampling approach. He further describes this approach as mixed method: a process whereby quantitative and qualitative research methods are used for collecting data in a single study. Creswell (2014), states that it enhances the quality of data collected and gives room for triangulation. In addition, researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process, analyses the two components independently, and interprets the results together.

### **3.3. Research Design**

According to Kumar (2018), mixed methods design is a design which employs the use of quantitative and qualitative methods in collecting data for a particular study. This is usually done to enhance triangulation and validation of data (Walt, 2013). In this study, the mixed method research design was adopted; quantitative approach using survey method and qualitative approach using interviews for data collection. This was done using questionnaires which were administered to student respondents, while semi-structured interviews were conducted with selected lecturers to enhance triangulation of data.

### **3.4. Research Approach**

The study used mixed method approach in the collection of data. According to Kumar (2018), quantitative paradigm can be used to collect data from a large sample size, while qualitative paradigm can be adopted in the collection of in-depth quality information from a small sample size. In this study, the researcher collected large quantitative data from the student participants through the use of questionnaire, while in-depth qualitative data was collected from academic staff members through semi-structured interviews. The adoption of mixed method approach in this study was to enable triangulation and validation of the sets of data collected from both students and lecturers. The two approaches were used to collect data which helped to provide answers to the three research questions stated in chapter one.

### **3.5. Target Population**

The target population for this study was the total population of students of the two selected universities. This target population was drawn based on skill-shortages on the part of undergraduate students due to various factors as alluded by reviewed literature. Also, this population of students are more involved in course work compared to post-graduate students who are more involved with research. The target population in a study includes the entire population from which the participants of the study are drawn and used for generalization (Burns & Grove, 2011 and (Brink et al. 2013). Additionally, though, not all undergraduate students in the selected institutions are from disadvantaged, racial and socio-economic backgrounds, however majority of them belong to this category. Moreover, they are all exposed to similar experiences while at the university. Hence, they all formed the target population for the study.

### **3.6. The Quantitative Study**

The sample for the quantitative study, sampling procedure, sampling technique and data collection tool and method adopted is discussed below:

#### **3.6.1 Sample and Sampling Procedures**

Creswell (2014) and Kumar (2018)), aver that several techniques and procedures are to be taken into consideration before the selection of samples for a study. Hence, the sampling techniques, sample frame and sample size adopted in the quantitative study are discussed in this section.

##### **3.6.1.1 Sampling Technique**

Systematic sampling technique was used in obtaining quantitative data for the study due to its ability to combine both probability technique and non-probability technique. This technique allowed the researcher to prepare a list of all who qualify to participate in the study, decide on the sample size, and thereafter determine the width of the interval (Kumar, 2018). Hence, the formula applied to get the width of the interval is  $K = N \div n$ . Where K stands for width of the interval, N stands for total population and n stands for sample size.

For this study, 10 percent of the total population of third year students of each faculty was sampled. The third year students were preferred since they have been in the University system for a significant length of time. This was done using systematic technique. The researcher visited each faculty office, retrieved a list of third year students in order to know the total population of the third year students. As soon as their population was ascertained, the researcher worked out the 10% by multiplying the total population by 10 and divided by 100. This is in accordance with Kumar (2018) who states that a sample size of the entire population should be selected. Additionally, Banerjee and Chaudhury (2012), state that selecting sample size of 10% helps the researcher in assessing the degree of bias. Below is the result of the calculation for the South African and Nigerian based universities in their faculties.

**Table 3.1: Population and Sample Size**

<b>Faculties in South African based university</b>	<b>Total population (N)</b>	<b>10% (Sample size (n))</b>	<b>Interval (K)</b>
Arts	7838	78	4
Commerce, Law & Administration	5292	53	4
Education	5845	58	4
Science & Agriculture	6657	67	4
Total	25632	256	
<b>Faculties in Nigerian based university</b>	<b>Total population (N)</b>	<b>10% (Sample size (n))</b>	<b>Interval (K)</b>
Arts	5237	52	4
Management	8374	84	4
Education	10824	108	4
Agricultural Science	4362	44	4
Total	28797	288	

The figures of the total population of the universities were retrieved through the university data base. The interval (K) for all faculties was 4. This was done by dividing the total population (N) by the sample size (n). Therefore, every student after the fourth count was selected from each faculty

The adoption of systematic technique in selecting the sample for the study is supported by Kumar (2018), who opines the usefulness of the design in quantitative data collection with special reference to cases of cause and effects. In this study, systematic technique was used to retrieve quantitative data on the influencing factors on students' entrepreneurial skills.

Also, purposive technique was adopted in selecting the two institutions for the study. The third-year students were intentionally selected from the population based on their learning experience and their ability to supply vital information about the dynamics of skills development among undergraduates in their respective universities. The researcher ensured that the two selected institutions are similar in terms of location, faculties, courses, population size of the institutions, mode of funding among other similar characteristics possessed by the institutions. For instance, below are the similar faculties that were chosen for the study.

**Table 3.2: List of Similar Faculties in the two selected Universities**

SN	Nigerian Based University	South African Based University
1.	Education	Education
2.	Agricultural Science	Agriculture and Science
3.	Management	Commerce, Law and Administration
4.	Arts	Arts

### **3.6.2. Data Collection Tool for the Quantitative Study**

Instruments of data collection are tools used for the collection of data in the process of conducting a research. Examples of data collection instruments include: questionnaires, tests, checklists, rating scales and observation. Existing instruments are sometimes adopted and used by researchers. These existing instruments are sometimes modified and where the need arise new instruments are designed. Researchers are expected to adopt the tool(s) suitable for collection of data in their studies. The data collection tool adopted for the quantitative study is a self-designed questionnaire details of which discussed below.

#### **3.6.2.1 Questionnaire**

Data for this study was collected through the use of a self-designed questionnaire which comprises of both open-ended and close-ended questions. Kumar (2018), suggests the use of self-designed questionnaire to meet the need of the research. It comprised a series of questions in statement form in which respondents were expected to give their responses based on their opinions or perceptions regarding factors hampering or promoting their entrepreneurial skills development. Bezuidenhout (2014), opine that it is cheap, fast, convenient, easy to administer and very useful in gathering data when a large population size is involved.

The questionnaire designed for this study had four sections. The first section aimed at retrieving demographic data such as: gender, age group, faculty and entrepreneurial status from the respondents, while the second section sought to find out the factors affecting entrepreneurial

skills acquisition on the part of undergraduate rural university students using a 4 point Likert scale. The second section also sought to find out the methods of teaching, institutional constraints and entrepreneurship curriculum policy. The units of analysis comprised of undergraduates, universities and entrepreneurship ecosystems.

The third section sought to find out the effect of entrepreneurship education on entrepreneurial skills of the respondents using a 3 point Likert scale of Good (3), Average (2) and Poor (1), the third section also sought for some models and recommendations that could help enhance entrepreneurial skills of students in the university while the fourth section presents open ended questions required to find out constraints to entrepreneurial skills acquisition among students.

### **3.7. Quantitative Data Collection Procedure**

The researcher followed different procedures in collecting data. These procedures include administration of questionnaire.

#### **3.7.1. Administration of Questionnaire**

The researcher visited the institutions, obtained permission from the administrative office, and then proceeded to the various faculties one after the other, booked appointment with lecturers handling core modules for third year students. On the set day, the researcher went to the respective lecture rooms' one after the other to administer the questionnaires to the students who were first briefed about the study and its purpose. With the assistance and support of two research assistants who were previously trained on ways of administering questionnaires to students and the lecturers of the third year students 569 questionnaires were administered in the eight faculties. However, 95.6% (544) were retrieved and sorted by the researcher who discarded some due to unanswered questions and roughness of the retrieved paper. The exercise took about seven different days, while the students were given 20 minutes to fill the questionnaires. The time was strictly adhered to due to the lecture that was to take place that same day. Hence, few minutes was used to brief the students on what was expected of them, distribution and collection of the questionnaire after the exercise. In the end, the researcher was able to get and use the desired number (544).

#### **3.7.2. Quantitative Data Analysis**

Quantitative and qualitative data were differently analysed using different analytic systems. To determine the statistical analysis of the study. Each university student represents a unit of

analysis. The essence of using SPSS 25.0 in the study is to select the correct statistical tests that will be used to analyse the retrieved data. For the purpose of this research both descriptive and inferential statistics was used. This is because descriptive statistics are used in researches to describe and summarise the data and inform what the data set looks like. SPSS makes Interpretation of results easy, descriptive statistics provide basic information about entrepreneurial skills metrics in the dataset. The entire transcripts were coded using a priori approach. These statistics convert and condense a collection of data into an organised, visual representation or picture, in a variety of ways in order for the data to be meaningful. The descriptive statistics in this study include frequency distributions with minimum and maximum value, mean percentages, correlation coefficient and standard deviation. Harvard referencing format was also adopted.

### 3.8. Sample Size for Quantitative Study

In this study a total of 544 third year students from 8 faculties across the selected rural based universities were sampled for this study. 544 students were selected because it represents the 10% of the entire population of third/final year students in the two selected institutions. Du Plooy-Cilliers et al., (2014) and Kumar (2018), opine that a large sample size is needed in a quantitative study in order to enhance generalization. The table below gives a brief of the sample size used for the quantitative study, while the demographic data of the sample is presented in the next chapter.

**Table 3.3: Study Sample Size (SSS)**

S/N	FACULTY (South African based university)	STUDENTS (Questionnaire)	FACULTY (Nigerian based university)	STUDENTS (Questionnaire)
1	Arts	78	Arts	52
2	Commerce, Law & Administration	53	Management	84
3	Education	58	Education	108
4	Science & Agriculture	67	Agricultural Science	44
Total		256		288

### **3.9. The Qualitative Study**

This section addresses the sample, sampling procedure, sampling technique and data collection tool adopted for the qualitative study is discussed below:

#### **3.9.1 Sample and Sampling Procedures**

The sampling techniques, sample frame and sample size were taken into consideration. Creswell (2014) and Kumar (2018), aver that the techniques and procedures adopted for a study must be taken into consideration before the selection of samples for the study.

##### **3.9.1.1 Sampling Technique**

Purposive and convenient sampling techniques were adopted for the qualitative study. Purposive and convenient sampling techniques are employable in a research work based on the characteristics present in the participants (Creswell, 2014). The researcher adopted purposive and convenient sampling techniques in selecting the institutions and the academic staff members who were participants of the qualitative study. Sixteen (16) lecturers were purposively and conveniently selected based on their position as lecturers of the selected level of undergraduate students under study, as well as their availability. Moreover, the institutions were purposively selected based on the common characteristics such as population, similar faculties, pattern of funding, location of institution among others. In this study, the sampling technique enabled the researcher to select academic participants and two institutions with common features.

#### **3.9.2. Qualitative Data Collection Method**

According to Kumar (2018), qualitative data can be collected through the use of interview or observation techniques. For this study, the interview technique was adopted.

##### **3.9.2.1. Interview**

Interviews were used for data collection in this study Brink et al. (2013) and Kumar (2018), describe interview as a method usable for data collection. They support that it aids responses from participant(s) in different manners: either through face-to-face encounter, telephone call or electronic means which includes emails, skype, amongst others. Kumar (2018), asserts that interview can be in different forms: structured, semi-structured and unstructured questions. In

this study, the researcher adopted semi-structured interview with some purposively selected lecturers in the selected rural universities in South Africa and Nigeria.

The justification for selecting semi-structured interview was based on Kumar (2018) assertion that it is flexible, it ensures a very high rate of control of interview situation and enables the recording of conversation and the elicitation of unintended responses as well as the provision of in-depth data that is useful in the achievement of the specific objectives of the research. In addition, the researcher was guided by an interview schedule guide which assisted in ensuring that all lecturers were asked specific questions. Hence, in general all lecturers who were interviewed for this study were asked ten uniform questions. However, based on certain responses given by lecturers as the interview unfolded additional questions were asked.

### **3.10. Qualitative Data Collection Procedure and Analysis**

The researcher followed different procedures in collecting data, one of which was done by conducting interviews with 16 selected lecturers across the two institutions in South Africa and Nigeria.

#### **3.10.1. Use of Interview Schedule Guide**

The researcher visited the different faculties, purposively selected the lecturers to be interviewed. Appointment was booked with over 20 lecturers, but in the end, 16 were interviewed. The researcher conducted the semi-structured interviews using an interview schedule guide. The interview schedule guide was used to assist the researcher to ask specific questions regarding the subject matter. The interviews were recorded using a voice recorder and later transcribed. Each interview lasted between 25 and 35 minutes. However, due to the busy schedule and unavailability of the lecturers, the interviews were completed in two weeks. Some interviews were conducted in the offices of the lecturers while some were conducted at the departmental office and others at the university staff club centre. This was due to the choice of the lecturers and the place they agreed for the interview to be relatively conveniently conducted. All the interviews took place in the two selected universities between 15/01/2020 and 15/03/2020.

### 3.10.2. Qualitative Data Analysis

The qualitative data from interviews with lecturers were analysed manually through the use of thematic coding. The researcher initially employed the service of a transcriber who transcribed the responses of the lecturers, after which the responses were coded into different themes based on the questions that were asked and the countries.

It must be noted that the two instruments were used to answer all research questions stated in the first chapter of the study. This is necessary to ensure triangulation in the collection of data. Hence, both instruments were employed to gather data that were mixed before being used to answer the three research questions.

### 3.11. Sample Size for the Qualitative Study

In this study 16 lecturers lecturing third year students from 8 faculties across the selected rural based universities were sampled. Du Plooy-Cilliers et al (2014) and Kumar (2018), aver that in order to get in-depth information regarding a subject matter in a study, a small sample size is needed, using qualitative study. Hence, only 8 lecturers were selected from each university. The lecturers were conveniently and purposively selected based on their availability and willingness to participate in the study. The table below gives a brief of the sample size used for the qualitative study.

**Table 3.4: Study Sample Size (SSS)**

S/N	FACULTY (South African based university)	LECTURERS Interview	FACULTY (Nigerian based university)	LECTURERS Interview
1	Art	2	Faculty of Education	2
2	Education	2	Faculty of Art	2
3	Science	2	Faculty of Agricultural Science	2
4	Commerce, Law and Administration	2	Faculty of Management	2
	Total	8		8

### **3.12. Validity of Survey Instruments**

The questionnaire and interview schedule guide used for the study were examined by the supervisors, who are research experts, and other colleagues in order to ascertain their construct and content validity. Ani (2016), observes that a professional's view point on a research instrument is very important in measuring validity in social science research. However, the justification for validating the questionnaire is based on the submission of Du Plooy-Cilliers et al. (2014), who state that validating research questionnaire is to prevent biased and unrealistic research results. This implies that validity assists a researcher to draw a very sound conclusion from his/her research data. In this study, comments made by experts and colleagues regarding the interview schedule guide were taken into consideration before the final draft of the interview schedule guide was prepared and finally put to use.

### **3.13. Reliability of Survey Instruments**

Reliability is a way of ensuring that research instrument is of good quality (Creswell, 2009). It is essential to conduct a test to determine the extent to which the research instrument is reliable. Walt (2014), claim that reliability refers to the extent to which the research instrument measures consistently whatever it is designed to measure.

For the purpose of this research, the following measures were put into consideration in order to increase the reliability of the interview schedule and trustworthiness of data. A pilot study was conducted so as to test, verify and refine the research instruments in order to identify problems that the respondents might face in having to understand the questions and to reduce inaccuracies and inconsistencies in the questionnaire. The researcher employed the use of simple concepts. After the pilot study, some ambiguous questions were observed based on the clarity that was sort by the interviewees. Hence, they were modified while others were removed. The pilot study was conducted with undergraduates of University of Zululand, South Africa. They were not part of the main study. The students were given copies of the questionnaire to fill and were allowed to comment on the clarity and suitability of the instrument. Some lecturers from the University of Zululand were interviewed using the interview schedule guide in order to know if the questions were easy to comprehend. Similar pilot study was also conducted with some undergraduate students of Ekiti State University (ESU), Nigeria who did not take part in the main study. The errors such as spellings, unclear sentences, noticed from the comments made by the students and behaviour of lecturers during

the pilot studies were adjusted in the main questionnaire before they were finally adopted and used for the main study. The pilot studies enabled the researcher to determine the validity of the instruments.

### **3.14. Ethical Considerations**

Based on this, the research was conducted in line with various ethical issues guiding research in the institution where the researcher is registered. Ethical clearance was first obtained from the University of Zululand research office upon approval of the study. The researcher then, proceeded to obtain permission to obtain data from the appropriate administrative offices in the two universities. Permission was also obtained from the province office for the South African based university as a matter of practice. However, no permission was obtained at the state office for the Nigerian based university, because it was not prerequisite. This indicated that the data for the study was conducted in line with the approved data collection protocol.

Furthermore, the participants in this research were informed about the nature and purpose of the study and their confidentiality was granted and protected concerning the information they divulged. The confidentiality of the student respondents was preserved by the researcher by asking them not to write their names on the questionnaire, while the confidentiality of the lecturers were preserved through by destroying the recorded interview immediately after the transcription was successfully done. They were also informed that their participation in the study was voluntary and they could back out at any given time they felt uncomfortable during the survey. All these were included in the consent form which was signed by the participants before the instruments were administered.

### **3.15. Delimitation of the Study**

Due to various constraints such as time and finance, this study focused on only two selected South African and Nigerian universities. Hence, the data may not be generalized to all rural institutions across the African continent or global world, though the collected data may be a true reflection of some institutions across the globe.

### **3.16 Challenges encountered in the course of the data collection**

In spite of permission from the University authority, some undergraduates were reluctant to participate in completing the questionnaires due to some personal reasons. The researcher had

to employ research assistants who provide complementary efforts to carry out questionnaire administration. Another setback that confronted the researcher was the unwillingness of teaching staff to participate in providing qualitative data, probably due to time constraints and extensive nature of the interview process. Unfortunately, this was inevitable owing to the wide-ranging nature of the research questions. One of the major challenges encountered at the course of the fieldwork was dearth of research grants, therefore, the researcher had to seek for financial succour from unconventional sources.

### **3.17 Summary**

The chapter examined different approaches, methods and techniques that were used to conduct the study. The quantitative and qualitative approaches were used to obtain data for the study. The instruments used for the collection of data in the study were questionnaire and interview schedule. Systematic sampling technique was employed for selecting students as respondents to questionnaires, while interviews were conducted with some purposively and conveniently selected lecturers who lecture third year students. The sample size for the study was five hundred (544) students from the two selected universities. The questionnaire was administered to the student respondents, while face-to-face interviews were conducted with the selected lecturers within the two universities. The two research instruments were validated by the experts in the field of human and social science education. Moreover, two pilot studies were conducted at the University of Zululand, South Africa, and Ekiti State University, Nigeria, in order to test for the reliability of the instruments and ensure validity at the same time. The feedbacks received during the pilot studies were used to revise the items of the questionnaire and interview schedule guide. This was done before embarking on the main survey. The quantitative data for the study were coded and entered into Excel package and Statistical Package for Social Science (SPSS) 25.0 software was used to analyse the results. Moreover, the qualitative data were transcribed, coded and analysed thematically.

The next chapter presents the analysis and interpretation of all data retrieved through questionnaires which were administered to students and academic staff across the two selected rural institutions.

## **CHAPTER FOUR: PRESENTATION ANALYSIS AND INTERPRETATION OF QUANTITATIVE DATA**

### **4.1 Introduction**

The preceding chapter presented the methodology of this research by discussing the procedure followed, which includes the selection of the population, the instruments used, the data collection method and the technique of data analysis. This chapter presents an analysis of data collected by means of a questionnaire from a sample of five hundred and forty four students (respondents). The responses provided in the questionnaire were answers to the research questions stated in Chapters one. The research questions are as follow: “What are the factors affecting entrepreneurial skills acquisition among undergraduate students in selected universities in South Africa and Nigeria? To what level does entrepreneurship education influence students’ entrepreneurial skills in selected universities in South Africa and Nigeria? What conceptual model can be developed to address entrepreneurial skill-gap among undergraduate university students in South Africa and Nigeria?”

In addition to the summary of data which is presented in statistical form in frequency distribution tables, a brief interpretation is also provided to contextualize the responses into the objectives of the study which are as follow: “To identify the factors affecting entrepreneurial skills acquisition among undergraduate students in selected universities in South Africa and Nigeria. To establish the level to which entrepreneurship education influences students’ entrepreneurial skills in selected universities in South Africa and Nigeria. To develop conceptual model that could address entrepreneurial skill-gap among undergraduate university students in South Africa and Nigeria”.

The retrieved questionnaires were counted before commencing analysis. This is supported by Kumar (2018), as a means of validating the generalizability of the findings and representativeness of the sample in the study. The statements from the questionnaire were used as captions for the statistical data presented in each frequency distribution table. Creswell (2014), suggests that in social science related research, the numerical data should be accompanied by a brief narration to unpack the significance, effects or implications of symbols in the context of the critical research questions of the study. Thus, a brief interpretation is provided for numerical data presented in each frequency distribution table. Participants’

narrative responses accompanying each closed-ended statement from the questionnaire were summarized in categories. Interpretation and discussion of both statistical and qualitative data collected by means of a questionnaire from student participants were carried out within the framework established from the synthesis of theories presented in chapters one and two of this study.

The responses to the questions from the questionnaire were summarized and presented accordingly in the following categories as they were reflected in the instrument; Section A required students to provide their biographical data particularly, gender, age group, country, race, faculty and entrepreneurial status as reflected in chapter three of the study, while Section B required student respondents to respond to questions based on their experiences about factors affecting entrepreneurial skills acquisition among undergraduate students in the university. Section C required student respondents are required to indicate their level of entrepreneurial skills based on their own perception, while Section D provided student respondents the opportunity to respond to open ended questions which were aimed at supporting their answers to the closed ended questions in the previous sections.

#### **4.2 Demographic information of students from the selected universities in South Africa and Nigeria**

The demography of student respondents of the study is presented in table 4.1 below. The demography gives a description of the kind of students to whom questionnaires were administered.

**Table 4.1: The demographic data of students in selected universities in South Africa and Nigeria**

DEMOGRAPHICS	South Africa		Nigeria	
	Frequency (N = 256)	Percentage	Frequency (N = 288)	Percentage
<b>Gender</b>				
1. Male	124	48.4%	140	48.6%
2. Female	132	51.6%	148	51.4%
Total	N=256	100%	N=288	100%
<b>Age</b>				
1. 18 to 29	207	80.9%	211	73.3%
2. 30 to 39	43	16.8%	57	19.8%
3. 40 & Above	6	2.3%	20	6.9%
Total	N=256	100%	N=288	100%
<b>Faculty</b>				
1. Agriculture & Science	67	26.2%	44	15.3%
2. Arts	78	30.5%	52	18.1%
3. Commerce, Admin & Law	53	20.7%	84	29.2%
4. Education	58	22.7%	108	37.5%
Total	N=256	100%	N=288	100%
<b>Entrepreneurial Status</b>				
1. Currently running personal business	5	2.0%	60	20.8%
2. Intending to start business after graduation	66	25.8%	58	20.1%
3. Still undecided	185	72.3%	170	59.0%
Total	N=256	100%	N=288	100%

### **4.3 Comparison of demographic information of respondents in selected South African and Nigerian rural based universities**

Table 4.1 above shows the demographic profile of undergraduate university students who participated in the study. Information from the selected South African and Nigerian universities are compared in order to know the level of similarities and differences that exist in the demographic information of respondents. The following variables (gender, age group, country, faculty and entrepreneurial status) formed part of the profiles of the respondents. Based on the

findings, majority of the undergraduate students who participated in the survey were mostly between the ages of 18-29. The analysis shows that 48.4% were males from South Africa and 48.6% were males from Nigeria, while 51.6% were females from South Africa and 51.4% were females from Nigeria. With regards to age, most of the participants from both countries were between 18-29 years, while people aged 40 and above were the least to participate in the study.

The faculties selected for the study were: Agriculture & Science, Education, Arts, as well as Commerce Administration & Law. The researcher selected faculties that are similar, to ensure uniformity. However, pilot studies were conducted in two selected institutions in both countries to check whether the instruments (questionnaire and interview schedule guide) were understandable as well as to make necessary modifications in that regard. The data collected through questionnaires during the pilot study helped the researcher to modify the actual questionnaire that was used for the main study. After analysing the demographic data retrieved from respondents, the researcher worked on the second section of the questionnaire by tagging the responses of respondents with identification numbers. This was done for easy and clear identification. Thereafter, each response from the questionnaires was scored using a scale of Strongly Agree (SA) =5, Agree (A) =4, Undecided=3, Disagree (D) =2, Strongly Disagree (SD) = 1.

After the scoring by the researcher and cross examination of the scoring by an expert statistician, the results were transferred to a summary data sheet. The cross examination by an expert statistician was done in order to reduce the occurrence of error to the barest minimum. The scores were later systematically recoded. Each item was assigned its column with each score tabulated since the data analysis involved item analysis. All data were rechecked after the completion of statistical analyses. The original scores were rechecked and compared alongside the data sheet. This was done in order to avoid and correct all forms of discrepancies, ensuring reliability. Statistical tables together with analyses and brief interpretation of the data from respondents are presented below.

#### **4.4 Objective 1: Factors affecting entrepreneurial skills acquisition among university students**

This section covers the distribution of data in table 4.2, it displays the assessment of the value of students' response on their perception about factors affecting entrepreneurial skills acquisition among undergraduate students (n=544).

**Table 4.2: Respondents' views on whether their university has adequate support system for potential student entrepreneurs**

	SD	D	U	A	SA	Total
	N (%)	N (%)	N (%)	N (%)	N (%)	
SA	221(86.3)	27(10.5)	5(2.0)	2(0.8)	1(0.4)	256(100.0)
NG	237(82.3)	33(11.5)	11(3.8)	5(1.7)	2(0.7)	288(100.0)
Total	458(84.2)	60(11.0)	16(2.9)	7(1.3)	3(0.6)	544(100.0)

Table 4.2 shows that 96.8% (majority) of the South African students disagree that their university has an adequate support system for potential student entrepreneurs, while 1.2% agree that their university has an adequate support system for potential student entrepreneurs. Meanwhile, 93.8% of the Nigerian students disagree that their university has an adequate support system for potential student entrepreneurs, while 2.4% agree that their university has an adequate support system for potential student entrepreneurs.

Generally, it can be observed that a total of 518 out of 544 students, translating to 95.2% disclaimed that their university has an adequate support system for potential student entrepreneurs. Hence, from the foregoing, it can be deduced that the support system for potential student entrepreneurs in the two selected universities is either lacking or inadequate.

This finding contradicts the work of Boshoff (2020), and EDHE (2020), which indicates that the University Community of Practice organ of EDHE supports entrepreneurial students who do business while also studying. However, this finding coincides with the work of Gaidzanwa (2003), who avers that South African university students do not enjoy university support when trying out innovative and entrepreneurship ideas. In contrast to the entrepreneurship mantra espoused by other nations, it appears as if students are being trained to become employees.

Similarly, the finding also supports the work of Adiele (2010) and Maina (2014), who concur that lack of support results in high transaction costs which makes the delivery of entrepreneurship education very expensive. However, on the contrary, Tiemann (2018), reveals that a growing number of universities are practically embracing the culture of providing an adequate support system for student entrepreneurs. The implication of the foregoing is that, societies where student entrepreneurs enjoy adequate university support tend to be more entrepreneurial compared to those with little or no support.

**Table 4.3: Respondents' view on whether students belong to any entrepreneurial network**

	SD N (%)	D N (%)	U N (%)	A N (%)	SA N (%)	Total
SA	215(84.0)	28(10.9)	8(3.1)	4(1.6)	1(0.4)	256(100.0)
NG	225(78.1)	35(12.2)	17(5.9)	7(2.4)	4(1.4)	288(100.0)
Total	440(80.9)	63(11.6)	25(4.6)	11(2.0)	5(0.9)	544(100.0)

Table 4.3 indicates that 94.9% of the South African students disagree that they belong to an entrepreneur network on campus while 2.0% of the students from South Africa agreed that they belong to an entrepreneur network on campus. Meanwhile, 90.3% of the Nigerian students disclaimed that they belong to an entrepreneur club/network on campus while 3.8% of the Nigerian students agree that they belong to an entrepreneur network on campus. Hence, it can be upheld that the majority 503 (92.5%) of the respondents from the two nations do not belong to any entrepreneur club/network on campus and this may constitute barriers to entrepreneurship skills acquisition among the selected South African and Nigerian university students.

This finding corresponds with the view of Vezi-Magigaba (2018), who aver that a fundamental challenge is the absence of mentoring and networking opportunities, in addition, there is a paucity of guidance on how to build networks that will yield positive results.

The result of finding also concurs with the work of Jakubczak and Rakowska (2014), who affirms that student entrepreneurs often lack entrepreneurial networks and successful entrepreneurs as role models. However, on the contrary, Mitchell (2004), indicate that South African young entrepreneurs have more contacts in their networks, although most of the network members are either friends or family members, which is different from international findings where most network members are business associates.

This finding further supports the works of Hite and Hesterly (2001), who aver that networks that are high in compositional quality will lead to more desirable outcomes, entrepreneurs who rely on more numerous networks for business-relevant purposes should be better positioned to accurately and efficiently use their knowledge sets as they develop their venture.

This implies that entrepreneurial networks increase the chances of business success. The best entrepreneurs still need to connect with others and rely on their help to make their ideas better and achieve their goals.

**Table 4.4: Respondents' views on whether university-based business incubators help students to launch new business(es)**

	SD N (%)	D N (%)	U N (%)	A N (%)	SA N (%)	Total
SA	219(85.5)	25(9.8)	7(2.7)	2(0.8)	3(1.2)	256(100.0)
NG	238(87.2)	31(10.8)	13(4.5)	3(1.0)	3(1.0)	288(100.0)
Total	457(84.0)	56(10.3)	20(3.7)	5(0.9)	6(0.1)	544(100.0)

From the above table 4.4, a total of 513 (94.3%) of both South African and Nigerian respondents disagreed that university-based business incubators helped them (students) to launch new businesses. However, 2.0% of South African and Nigerian respondents combined agreed that university-based business incubators helped them to launch new businesses. Therefore, it could be deduced from the finding that business incubators are either not available or inactive in the two selected institutions.

This finding correlates with the works of Kasase (2017), who avers that there were challenges with access to business incubators and that the application procedure was complicated and needed to be simplified. The finding also corresponds with the work of Seltzer (2017), who opines that the establishment of the incubator in a university attracts is costly, therefore, funding is a constraining factor in this regard. This implies that universities need adequate financial support in order to establish business incubators in their domains.

**Table 4.5: Respondents' views on access to entrepreneurship mentors in the university**

	SD N (%)	D N (%)	U N (%)	A N (%)	SA N (%)	Total
SA	212(82.8)	25(9.8)	11(4.3)	5(2.0)	3(1.2)	256(100.0)
NG	228(79.2)	30(10.4)	18(6.3)	7(2.4)	5(1.7)	288(100.0)
Total	440(84.0)	55(10.3)	29(3.7)	12(0.9)	8(0.1)	544(100.0)

The results from table 4.5 shows similarities in the opinions of both universities. 92.6% of the South African students disclaimed that they have access to entrepreneurship mentors in the University while 3.2% agree that they have access to entrepreneurship mentors in the University. However, 94.3% of the Nigerian students disagreed that they have access to entrepreneurship mentors in the University while 3.7% of the Nigerian students agree that they have access to entrepreneurship mentors in the University. Generally, a total of 495, 91.0%

(majority) of both South African and Nigerian students disprove that they have access to entrepreneurship mentors in their Universities.

This finding concurs with the studies conducted by Villa, Ruth, Luchmun and Cantu (2021), who submitted that undergraduates' access to mentors is significantly limited by resource and time constraints. Ehrich and Hansford (2002), also have a similar view that despite the inadequacies and scarcity of mentors, mentoring still appears to offer far-reaching benefits for mentors and mentees.

The finding further corroborates the works of Swanepoel and De Beer (2010), who asserts that entrepreneurship mentors needed to influence the upcoming generation are conspicuously absent in South African universities. On the contrary, (Clutterbuck, 2011) noted that some mentors sometimes do not possess the necessary qualities needed for a successful mentor-mentee relationship. Clutterbuck (2011), further aver that such mentors deflect mentees focus during mentoring sessions and have an alternative agenda. Hence, the implication of the foregoing is that despite the numerous benefits inherent in mentoring, it is imperative to be cautious in the process of selecting mentors.

**Table 4.6: Responses on having parent(s) or close relative(s) that are entrepreneurs**

	SD N (%)	D N (%)	U N (%)	A N (%)	SA N (%)	Total
SA	206(80.5)	35(13.7)	9(3.5)	5(2.0)	1(0.4)	256(100.0)
NG	209(72.6)	48(16.7)	23(8.0)	5(1.7)	3(1.0)	288(100.0)
Total	415(84.0)	83(10.3)	32(3.7)	10(0.9)	4(0.1)	544(100.0)

Table 4.6 shows that 94.2% (majority) of the respondents from South Africa disagree that they have a parent(s)/close relative(s) that are entrepreneurs while 2.3% of the South African students agreed that they have a parent(s)/close relative(s) that are entrepreneurs. Similarly, 89.3% (majority) of the Nigerian students disagreed that they have a parent(s)/close relative(s) that are entrepreneurs while 2.8% of the Nigerian students affirmed that they have a parent(s)/close relative(s) that are entrepreneurs.

The result of this study suggests that a greater percentage of students in the selected South African and Nigerian universities emanate from homes where parents have little or no experience in entrepreneurship. For instance, 97.4% of student respondents attest that they have no parent(s)/close relative(s) that are entrepreneurs.

This finding is in line with the view of Georgescu and Herman (2020), who opines that students with an entrepreneurial family background demonstrate higher entrepreneurial propensities than those without such a background. Similarly, this finding also concurs with the findings of the work of Ranwala (2016), who avers that the majority of African university students emanate from homes where parents have no business acumen.

The finding also correlates with the work of Siyanbola (2009), who submits that very often, students' entrepreneurial interest is negatively influenced by poor family entrepreneurial history; students with entrepreneurial parents or close relatives showing more interest in entrepreneurship. On the contrary, Ranwala (2017), aver that the relationship between family background and entrepreneurial knowledge in venture creation became insignificant in the final model of his study. This implies that there are exceptional situations where young people who have no parental inspiration surprisingly became successful entrepreneurs by virtue of other motivating factors.

**Table 4.7: Respondents' views on methods employed to teach entrepreneurship in the selected Universities**

Teaching methods	Country	No	Unsure	Yes	Total
Lectures & assignments	South Africa	2	4	250	256
	Percentage (%)	(0.78%)	(1.6%)	(97.7%)	(100.0%)
	Nigeria	74	11	203	288
	Percentage (%)	(25.7%)	(3.8%)	(70.5%)	(100.0%)
Workshop/Conferences	South Africa	106	13	137	256
	Percentage (%)	(41.4%)	(5.1)	(53.5%)	(100.0%)
	Nigeria	206	7	75	288
	Percentage (%)	(71.5%)	(2.4)	(26.0%)	(100.0%)
Case Studies	South Africa	228	23	5	256
	Percentage (%)	(89.1%)	(9.0%)	(1.95%)	(100.0%)
	Nigeria	267	12	9	288
	Percentage (%)	(92.7%)	(4.2)	(3.13%)	(100.0%)
University-Industry Interaction	South Africa	248	6	2	256
	Percentage (%)	(96.8%)	(2.3)	(0.78%)	(100.0%)
	Nigeria	273	9	6	288
	Percentage (%)	(94.8%)	(3.1)	(2.08%)	(100.0%)
Learning-by-doing approach	South Africa	251	4	1	256
	Percentage (%)	(98.0%)	(1.6)	(0.39%)	(100.0%)
	Nigeria	98	17	173	288
	Percentage (%)	(34.0%)	(5.9)	(60.1%)	(100.0%)

Table 4.7 presents information on the teaching methods being used by entrepreneurship lecturers in the selected South African and Nigerian universities. It reveals that there is a slight variation in the types of teaching strategies being employed in the two institutions under study.

It reveals lecture & assignments method as the most common method of teaching entrepreneurship in both institutions under study (SA = 97.7%, NG = 70.5%), a further breakdown of analysis results also reveals the learning-by-doing approach (NG = 60.1%) as the second popular teaching strategy in Nigerian institution under study.

Based on this finding, it could be inferred that the learning-by-doing method of teaching entrepreneurship is entrenched in the Nigerian university but that is not the case in the South African university. Similarly, workshop & conferences method of teaching entrepreneurship is prominent in the South African university but not in the Nigerian university. However, it can be also be deduced that other teaching strategies such as university-industry interaction (SA = 0.78%, NG = 2.08%) and case studies (SA = 1.95%, NG = 3.13%), do not exist or rarely used for teaching entrepreneurship in both institutions under study. Based on the foregoing, the teaching approach of entrepreneurship in both institutions can be described as monolithic, it is devoid of creative and innovative approaches.

The teaching strategies in the two selected institutions could be examined in the light of the discovery of Lackeus (2020), who avers that some learning platforms are more impactful on students than others, such as innovative interaction with the outside world and empirical value creation for others. Hence, this might explain why some programmes succeed better than others in entrepreneurial education.

The above-mentioned finding differs from the view of Katz (1999), who finds that the university builds various practical platforms to enhance entrepreneurial ability and cultivate future entrepreneurs with entrepreneurial ability and innovation awareness.

The finding of this study also contradicts the work of Mwasalwiba (2010), who opines that a combination of traditional and innovative approaches is required in entrepreneurship education. Consequently, Arasti, Falavarjani and Imanipour (2012), also disconnect with the finding by submitting that; therefore, if entrepreneurship is to be career-oriented, it will require the adoption of more active or action based or innovative methods that can encourage questioning, examination and discussions on practical terms with real-life entrepreneurs.

The implication of the foregoing discussion is that various alternative approaches can be used in addition to traditional teaching methods to stimulate entrepreneurial education and to develop the skills of students, while the traditional approach might be effective for presenting information, experiential methods mirror the unpredictable nature of entrepreneurship more clearly and expose students to broader possibilities, thus teaching them how to deal with real-world problems.

**Table 4.8 Challenges hampering students' entrepreneurial skill development in the University**

<b>Institutional constraints</b>	<b>Country</b>	<b>Yes</b>	<b>Unsure</b>	<b>No</b>	<b>Total</b>
Inadequate funding	South Africa Percentage (%)	65 (25.4%)	103 (40.2%)	88 (34.4%)	256 (100.0%)
	Nigeria Percentage (%)	198 (68.8%)	74 (25.7%)	16 (5.6%)	288 (100.0%)
Weak link between university and industry	South Africa Percentage (%)	217 (84.8%)	25 (9.8%)	14 (5.5%)	256 (100.0%)
	Nigeria Percentage (%)	183 (63.5%)	89 (30.9%)	16 (5.6%)	288 (100.0%)
Lack of well-equipped entrepreneurship dev. Centre	South Africa Percentage (%)	199 (77.7%)	13 (5.1%)	44 (17.2%)	256 (100.0%)
	Nigeria Percentage (%)	269 (93.4%)	18 (6.3%)	1 (0.3%)	288 (100.0%)
Lecturers are not business practitioners	South Africa Percentage (%)	77 (30.1%)	91 (35.5%)	88 (34.4%)	256 (100.0%)
	Nigeria Percentage (%)	86 (29.9%)	103 (35.8%)	99 (34.4%)	288 (100.0%)
Inadequate provision for practical work	South Africa Percentage (%)	228 (89.1%)	16 (6.3%)	12 (4.7%)	256 (100.0%)
	Nigeria Percentage (%)	156 (54.2%)	20 (6.9%)	112 (38.9%)	288 (100.0%)

Table 4.8 examined some of the challenges hampering students' entrepreneurial skill development in the two universities. The most prominent challenge demonstrated by the undergraduates in South African university was inadequate provision for practical work (SA, 89.1%). In the Nigerian university, the lack of a well-equipped entrepreneurship development centre was rated as most paramount (NG, 93.4%).

A further breakdown of the analysis shows that poor link between university and industry was rated second most prominent challenge in the South African university (84.8%) while inadequate funding (68.8%) was the second most substantial challenge in the Nigerian rural university under study. The results of the analysis also reveal 'Lecturers are not business practitioners' (SA = 30.1% & NG = 29.9%), 'inadequate funding' (SA = 25.4%), 'weak link between university and industry' (NG = 63.5%), 'Lack of well-equipped entrepreneurship development centre in the university' (SA = 77.7%) and 'Inadequate provision for practical work' (NG = 6.9%) as other relevant constraints to entrepreneurial skills acquisition among students respondents.

The Nigerian aspect of the findings correlates with the works of Khan, Shah, Salaamzadeh and Hussein (2021), who aver that socioeconomic constraints such as inadequate funds and physical infrastructure significantly impede the entrepreneurial development of individuals. Offorma, Egbe and Eze (2012), also have a similar view that inadequate facilities and equipment for teaching practical-related courses was the reason why entrepreneurship education has not been able to record a significant impact in Nigeria industrialization drive and reduction of youth unemployment.

The South African part of the findings supports the findings of Shambare (2012) and Echezona (2015), who assert that inappropriate syllabi, lack of entrepreneurial supports, weak entrepreneurial culture, students' lack of exposure, lack of entrepreneurial networks, ineffective training, and scarcity of incubators are major constraining factors influencing entrepreneurial training in South African universities. This implies that any effort to foster skills acquisition in the two selected universities would require the establishment of functional skills development centres and adequate provision for practical work among others.

**Table 4.9: Respondents’ views on whether entrepreneurship curriculum in the selected universities focus on theories only**

<b>Statement: Entrepreneurship curriculum in my university focuses on theories only</b>				
	NO	UNSURE	YES	Total
	N (%)	N (%)	N (%)	
SA	8(3.1)	4(1.6)	244(95.3)	256(100.0)
NG	196(68.1)	20(6.9)	72(25.0)	288(100.0)
Total	204(37.5)	24(4.4)	316(58.1)	544(100.0)

Table 4.9 shows that 3.1% of the South African students disprove that the entrepreneurship curriculum in their university focuses on theories only, while 95.3% (majority) of South African students affirm that the entrepreneurship curriculum in their university focuses on theories only. Meanwhile, 68.1% (majority) of the Nigerian students disagree that the entrepreneurship curriculum in their university focuses on theories only, while 25.0% of the Nigerian student respondents agree that the entrepreneurship curriculum in their university focuses on theories only.

The finding of the study suggests that South African students are being exposed to the theoretical aspect of entrepreneurship studies only, but the situation seems to be different in the Nigerian university. For instance, 68.1% of Nigerian students attest that their entrepreneurship curriculum is not just about theories only. This finding differs from entrepreneurship education literature written by Kummitha and Kummitha (2021), who argues that a well-crafted entrepreneurship education curriculum is driven by a mix of both theory and field-based learning, which helps graduates to engage in venture creation upon completion of the course.

The finding from the South African perspective of the study also counters the theory of experiential learning, as opined by Kolb, Boyatzis, & Mainemelis (2001), which explains the effect of adult learning on skills acquisition based on concrete experience. The finding of the Nigerian university coincides with the work of Strydom and Adams (2009), who submits that teaching method in the area of entrepreneurship education is not practical enough in many African universities.

A closer look at survey results also shows that the South African part of the study corroborates the works of Varblane and Mets (2010), acknowledge that several higher learning institutions

provide entrepreneurship education, however, they are likely to focus more on the theoretical aspect of entrepreneurship.

Consequently, Masemola (2013), affirms that entrepreneurship education platform often equips students with theoretical knowledge and do not necessarily expose students to a practical application of this knowledge. This implies that various practical platforms are required to promote functional entrepreneurship education in higher education institutions.

**Table 4.10: Respondents’ views on whether entrepreneurship modules are made compulsory for all students**

Statement: Entrepreneurship modules are made compulsory for all students				
	NO N (%)	UNSURE N (%)	YES N (%)	Total
SA	243(94.9)	1(0.4)	12(4.7)	256(100.0)
NG	0(0.0)	16(5.6)	272(94.4)	288(100.0)
Total	243(44.7)	17(3.1)	284(52.2)	544(100.0)

Table 4.10 shows the responses of students on whether entrepreneurship modules/courses are made compulsory for all undergraduate students. While 94.9% (majority) of the South African students disagree that entrepreneurship modules/courses are made compulsory for all undergraduate students. However, 94.4% (majority) of the Nigerian students affirm that entrepreneurship modules/courses are made compulsory for all undergraduate students.

This suggests that all undergraduates in the selected Nigerian university are mandated to offer entrepreneurship modules whereas entrepreneurship modules may not be compulsory for their counterparts in the selected South African university.

The finding of the Nigerian part of the study corroborates the works of Sharma (2014), who aver that university entrepreneurship is compulsory based on its design. The finding of South African aspect of the study is in line with the view of Van-Ewijk and Weber (2021), who avers that, instead of making entrepreneurship compulsory for all university students, they should be helped to make decisions that is consistent with the basic reality of the environment in which they find themselves.

However, the South African aspect of this finding differs from the view of Ifedili and Ofoegbu (2011), who affirm that current compulsory teaching with an emphasis on the use of practical-oriented teaching methods is considered to be effective.

Critical in the foregoing discussions is the fact that effective acquisition of entrepreneurial skills in an institution of learning could be made possible with compulsory programs that develop consciousness for enterprising attitude, self-employment and development of personal skills.

**Table 4.11: Respondents’ views on whether entrepreneurship curriculum policy of the selected institution is favourable to students**

Statement: Entrepreneurship curriculum policy of the institution is favourable to me				
	NO N (%)	UNSURE N (%)	YES N (%)	Total
SA	252(98.4)	4(1.6)	0(0.0)	256(100.0)
NG	163(56.6)	59(20.5)	66(22.9)	288(100.0)
Total	415(76.3)	63(11.6)	66(12.1)	544(100.0)

Table 4.11 reflects the responses of students on how the entrepreneurship curriculum policy of their institutions has been favourable to them (students). While 98.4% (majority) of the South African students do not agree that the entrepreneurship curriculum policy of their institutions has been favourable to them, 1.6% are unsure. Meanwhile, 56.6% (majority) of the Nigerian students do not agree that the entrepreneurship curriculum policy of their institutions has been favourable to them, however, 22.9% of the Nigerian students indicate that the entrepreneurship curriculum policy of their institutions has been favourable to them (students).

This finding suggests that the university entrepreneurship curriculum policy is relatively more favourable to students of the Nigerian university compared to their counterparts in the South African university. For instance, none (0%) of the South African students attests that the entrepreneurship curriculum policy of their institution is favourable to them (students). Perhaps, a more favourable entrepreneurship curriculum policy is still in the pipeline in South Africa.

The finding of the South African part of the study concurs with the view of Motaung (2021), who asserts that inappropriate curriculum content in the area of entrepreneurial education is the

basic reality in South Africa. University graduates are not being stimulated to think outside the box, create jobs for themselves or even become employers at a time when jobs are scarce and unemployment high.

The finding of the Nigerian part of the study corroborates the works of Oyekan (2016), who opines that relevant experiential work-based learning activities in a variety of arts, commercial, science and technical subjects enhance higher education students' choice of enduring careers. This implies that for course content in any education setting to be useful, it should be in line with the economic realities of that particular society in context.

**Table 4.12: Respondents' views on whether the university entrepreneurship curriculum foster innovativeness amongst students**

Statement: The university entrepreneurship curriculum stimulate me to search and develop innovative ideas for new business				
	NO	UNSURE	YES	Total
	N (%)	N (%)	N (%)	
SA	249(97.3)	4(1.6)	3(1.2)	256(100.0)
NG	105(36.5)	6(2.1)	177(61.5)	288(100.0)
Total	354(65.1)	10(1.8)	180(33.1)	544(100.0)

Table 4.12 shows that while 97.3% (majority) of the South African students disagree that they were stimulated by their university curriculum to search and develop innovative ideas for new business, while 1.2% agree that they were stimulated by their university curriculum to search and develop innovative ideas for new business. Meanwhile, 36.5% of Nigerian students disagree that they were stimulated by their university curriculum to search and develop innovative ideas for new business, 2.1% are unsure, while 61.5% (majority) agree that they were stimulated by their university curriculum to search and develop innovative ideas for new business.

This finding from the Nigerian perspective suggests that students in Nigerian university are encouraged to develop live entrepreneurial projects while their counterparts in South African may not have such experience. Hence, from the foregoing, it can be deduced that, in terms of curriculum effectiveness, Nigerian students are being stimulated to be innovative more than their counterparts in the South African university.

The finding of the Nigerian part of the study is in line with the works of Ratten and Usmanij (2020), who submits that it is imperative for entrepreneurship educators to embrace innovativeness in their instructional delivery, this will help to inculcate innovative thinking into students' psyche.

The finding of the South African aspect of the study contradicts the works of Raposo and Paco (2008), who aver that entrepreneurship education is not just about teaching someone to run a business, it is about enhancing students' sense of innovativeness. This implies that it is essential to view entrepreneurship training in the light of creativity, innovativeness and resourcefulness among others.

**Table 4.13: Respondents' views on whether practical entrepreneurial experiences are compulsory part of their curriculum**

Statement: Practical entrepreneurial experiences are compulsory part of our curriculum				
	NO	UNSURE	YES	Total
	N (%)	N (%)	N (%)	
SA	229(89.5)	10(3.9)	17(6.6)	256(100.0)
NG	95(33.0)	14(4.9)	179(62.2)	288(100.0)
Total	324(59.6)	24(4.4)	196(36.0)	544(100.0)

Table 4.13 shows that 89.5% of the South African students disagree that practical entrepreneurial experiences are a compulsory part of their curriculum, while 6.6% agree that practical entrepreneurial experiences are a compulsory part of the curriculum. However, 33.0% of the Nigerian students disagree that practical entrepreneurial experiences are a compulsory part of their curriculum, while, while 62.2% (majority) agree that practical entrepreneurial experiences are a compulsory part of the curriculum.

Based on the foregoing, it could be inferred that Nigerian student respondents are exposed to practical entrepreneurial experiences while their counterparts in South African universities may not have such practical experiences. The Nigerian aspect of this finding is consistent with the findings of Hahn, Minola, and Huybrechts (2017), who claim that when universities embrace a more practical-oriented approach rather than theoretical-oriented pedagogy, entrepreneurial skills of students are consistently higher and grow adventurously. This notion is affirmed by comparative analysis in the subsequent section which reveals that Nigerian respondents demonstrate a slightly higher level of entrepreneurial skills more than their South African counterparts.

The finding further corroborates the works of Iredale (2010), who asserts that entrepreneurship education demands experiential learning styles, creative problem solving and learning by doing to arouse the interest of the students. The finding of the South African aspect of the study corresponds with the work of Mwasalwiba (2010), who opines that experiential methods are costly and may not be in conformity with the university curricula.

Ackerman theory of determinants of skills acquisition which concerns changes in the relationship between ability and performance also buttress the thought that frequent practical tasks are required for a meaningful skills acquisition process to take place. Hence, the lack of experiential approach to entrepreneurship education in South African university may be partly due to the fact that it has not been entrenched in the university curricula.

#### 4.5 Summary of qualitative findings on factors affecting entrepreneurial skills among the university students

This section focuses on the open-ended questions to elicit the views of the respondents on constraints to entrepreneurial skills development and what can be done to enhance enterprising skills amongst students in the university. The responses are summarized under sub-section 4.6.1 to 4.6.6. Irrelevant responses were sieved out.

**Table 4.14 Constraints to entrepreneurial skills development among the students**

Statement: What makes it difficult for you to acquire entrepreneurial skills in this University?		
Responses	SA (n=256)	NG (n=288)
	n(%)	n(%)
Lack of support	124 (48.4%)	155 (53.8%)
Inadequate funding	51 (19.9%)	89 (30.9%)
Inadequate provision for practical work	122 (47.7%)	12 (4.2%)
Insufficient personnel	14 (5.5%)	6 (2.1%)
Lack of motivation	185 (72.3%)	166 (57.6%)
Language barrier	4 (1.6%)	2 (0.7%)
Scarcity of entrepreneurial networks on campus	69 (27.0%)	8 (2.8%)
Poor administration of training	137 (53.5%)	158 (54.9%)
Poor curriculum	126 (49.2%)	32 (11.1%)
Poor infrastructural facilities for effective learning	105 (41.0%)	127 (44.1%)
Weak link between university and industry	114 (44.5%)	164 (56.9%)
Poor university management in terms of commitment	87 (33.9%)	11 (3.8%)
Skills acquisition centers are yet to be established	73 (28.5%)	15 (5.2%)
Weak entrepreneurship culture	64 (25.0%)	26 (9.0%)

Table 4.14 presents respondents' view on challenges limiting entrepreneurial skills acquisition amongst students in the two selected universities under study. The most fundamental constraint to skills acquisition perceived by respondents in both countries is the lack of motivation (SA 72.3%) and (NG 57.6%). In addition, other prominent constraints experienced by the respondents in the two selected universities were; dearth of support (SA, 48.4%, NG 53.8%), weak link between university and industry (SA, 44.5%, NG 56.9%), lack of motivation (SA,

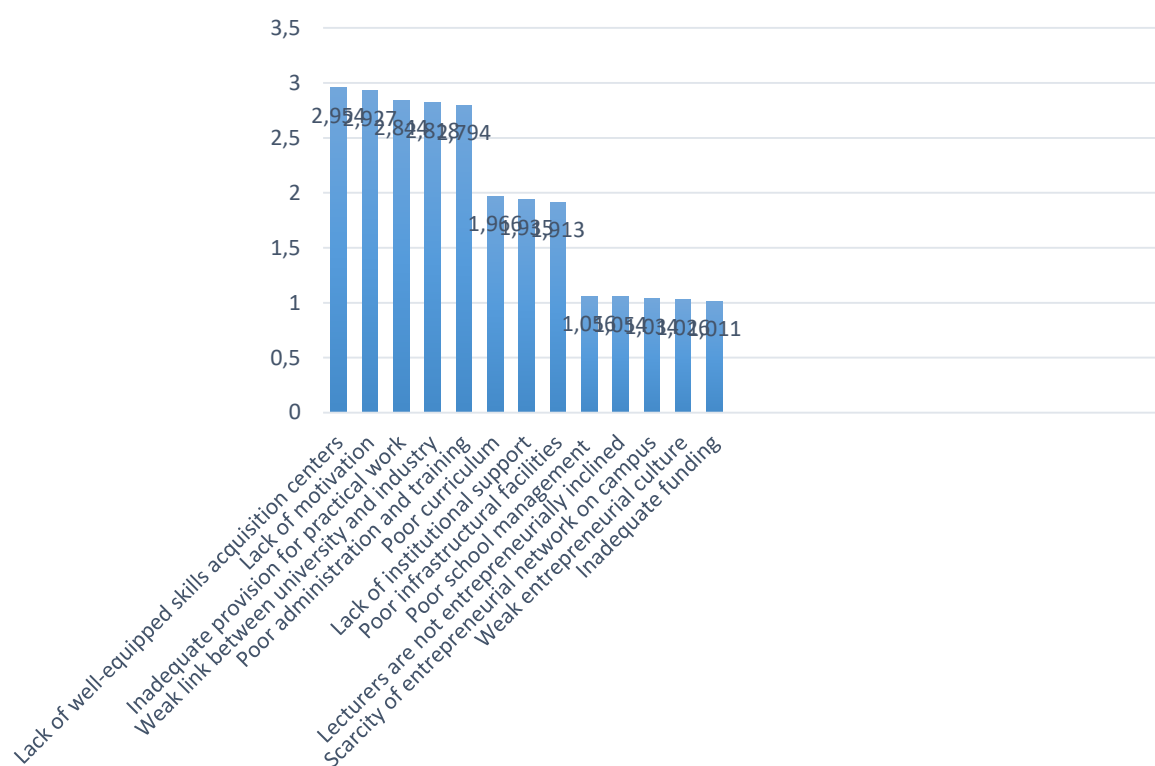
72.3%, NG 57.6%), poor administration of training (SA, 53.5%, NG 54.9%), and poor infrastructural facilities (SA, 41.0%, NG 44.1%).

Two significant challenges that are related to South African university only are inadequate provision for practical work (SA, 47.7%), and poor curriculum (SA, 49.2%). In addition, scarcity of students' entrepreneurial network (SA, 27.0%), poor university management (SA, 33.9%), absence of skills acquisition centres (SA, 28.5%) and weak entrepreneurial culture (SA, 25.0%) were identified as less significant challenges inherent in the South African university under study. The least significant challenges identified on the part of Nigerian university were; inadequate funding (NG, 30.9%) and weak entrepreneurship culture (NG, 9.0%).

**Table 4.15: ANOVA result of the mean rank of perceived factors affecting entrepreneurial skills acquisition among South African respondents (EP).**

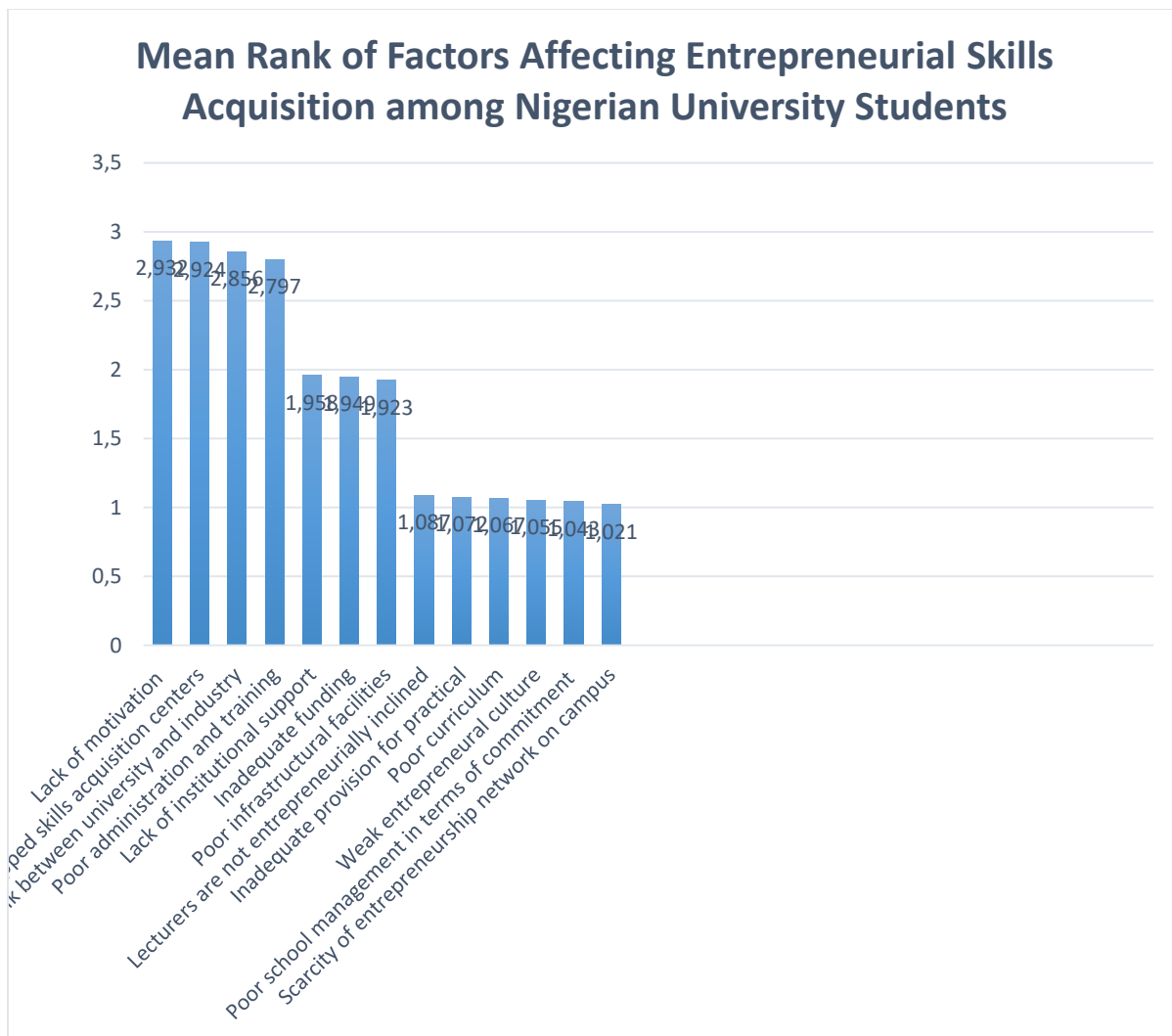
<b>Factors</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>	<b>Sig. (2-tailed)</b>	<b>Rank</b>
Lack of well-equipped skills acquisition centers	2.954	0.220	72.677	0.001	<b>1</b>
Lack of motivation	2.927	0.367	42.314	0.008	<b>2</b>
Inadequate provision for practical works	2.844	0.476	30.049	0.011	<b>3</b>
Weak link between University and industry	2.818	0.483	27.333	0.032	<b>4</b>
Poor administration of training	2.794	0.524	25.738	0.181	<b>5</b>
Poor curriculum	1.966	0.803	0.140	0.244	<b>6</b>
Lack of institutional support	1.935	0.775	0.188	0.428	<b>7</b>
Poor infrastructural facilities	1.913	0.769	-0.829	0.611	<b>8</b>
Poor university management in terms of commitment	1.056	0.287	-49.482	0.841	<b>9</b>
Lecturers are not entrepreneurially inclined	1.045	0.212	-68.230	0.625	<b>10</b>
Scarcity of entrepreneurial network on campus	1.034	0.247	-58.910	0.173	<b>11</b>
Weak entrepreneurship culture	1.026	0.124	-120.31	0.001	<b>12</b>
Inadequate funding	1.011	0.112	-0.133	0.008	<b>13</b>

### Mean Rank of Factors Affecting Entrepreneurial Skills Acquisition among South African University Students



**Table 4.16: ANOVA Result of the Mean rank of perceived Factors affecting entrepreneurial skills acquisition among Nigerian student respondents**

Factors	Mean	SD	t-value	Sig. (2-tailed)	Rank
Lack of motivation	2.932	0.268	61.462	0.000***	<b>1</b>
Lack of well-equipped skills acquisition centers	2.924	0.364	44.618	0.000***	<b>2</b>
Weak link between University and industry	2.856	0.462	32.585	0.000***	<b>3</b>
Poor administration of training	2.797	0.528	26.608	0.000***	<b>4</b>
Lack of institutional support	1.958	0.802	-66.891	0.000***	<b>5</b>
Inadequate funding	1.949	0.797	-0.187	1.102	<b>6</b>
Poor infrastructural facilities for effective learning	1.923	0.766	-0.109	0.913	<b>7</b>
Lecturers do not practice entrepreneurs	1.087	0.334	-44.555	0.000***	<b>8</b>
Inadequate provision for practical	1.072	0.301	-0.775	0.385	<b>9</b>
Poor curriculum	1.067	0.296	-51.890	0.000***	<b>10</b>
Weak entrepreneurial culture	1.055	0.229	-0.806	0.421	<b>10</b>
Poor university management in terms of commitment	1.043	0.209	-74.720	0.000***	<b>12</b>
Scarcity of entrepreneurship network on campus	1.021	0.199	-0.922	0.551	<b>13</b>



#### 4.6 Comparisons between South Africa and Nigeria with respect to the factors affecting entrepreneurial skill acquisition

To carry out the pair-wise comparisons of the respondents' views on each of the factors between South African and Nigerian respondents, Mann-Whitney U-statistic was employed. This statistic is a nonparametric counterpart of the usual two-sample t-test. The use of two-sample t-test parse is not valid because the data collected for this study are on ordinal scale and the two-sample t-test requires at least, interval scale of measurement.

**Table 4.18: Comparative analysis of the responses from the two countries on entrepreneurial support system**

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Statement	Country	N	Mean Rank	Sum of Ranks	Test Statistics	P-value
My university has adequate support system for potential student entrepreneurs	SA	256	269.20	68915.50	36019.50	0.027
	NG	288	275.43	79324.50		
	Total	544				
I belong to an entrepreneurial network on campus	SA	256	267.80	68558.00	5662.00	0.110**
	NG	288	346.67	99682.00		
	Total	544				
University-based business incubators helped me to launch new business(es)	SA	256	270.88	69345.50	3449.50	0.001***
	NG	288	400.94	118894.50		
	Total	544				
I have access to entrepreneurship mentors in the University	SA	256	269.96	69110.00	36214.00	0.003
	NG	288	274.76	79130.00		
	Total	544				
I have parent(s)/close relative(s) that are entrepreneurs	SA	256	267.58	68501.00	5605.00	0.049**
	NG	288	385.87	99739.00		
	Total	544				

From the Table 4.18 above, it can be observed there is a relative similarities between the responses from the two countries. This claim is affirmed by the P-values of the statements which falls below the significance level (0.05) except that of statement 5 (I belong to an entrepreneurial network) in which the P-value (0.110) is greater than 0.05 which implies that submissions from the two countries on that statement are different. Hence, it can be concluded that respondents' views on Infrastructural Resources (IR) from the two countries are statistically similar aside those on students' entrepreneurial networks. This result signifies that students in the two selected universities lack social support, except for the South African students who seem to have access to a more developed financial system than their fellows in the selected Nigerian university.

**Table 4.19: Comparative analysis of the responses from the two countries on methods of teaching entrepreneurship education**

S/N	Statement	Country	N	Mean Rank	Sum of Ranks	Test Statistics	P-value
1.	Lectures and assignments	SA	256	271.13	69408.00	36512.00	0.324
		NG	288	273.72	78832.00		
		Total	544				
2.	Workshop/Conferences	SA	256	270.81	69328.00	36432.00	0.389
		NG	288	274.00	78912.00		
		Total	544				
3.	Case Studies	SA	256	274.19	70192.00	36432.00	0.389
		NG	288	271.00	78048.00		
		Total	544				
4.	University-Industry Interaction	SA	256	274.38	70240.00	36384.00	0.208
		NG	288	270.83	78000.00		
		Total	544				
5.	Learning-by-doing approach	SA	256	274.44	70256.00	3368.00	0.001***
		NG	288	420.78	117984.00		
		Total	544				

From the Table 4.19 above, it can be observed that the P-values for most of the statements in the table are more than the significance level (0.05) except that of statement 5 (learning-by-doing approach) in which the P-value (0.001) is less than 0.05 which implies that submissions from the two countries on the statement are different. Hence, it can be concluded that respondents' views on entrepreneurial support system from the two countries are statistically different. This finding suggests that learning-by-doing approach has no place in the selected South African university, however, their counterparts in the selected Nigerian university are exposed to the method of learning-by-doing approach.

Critical in the foregoing finding is the fact that entrepreneurship education requires real-world experience, this view correlates with the results of Kummitha and Kummitha (2021), who argues that a well-crafted entrepreneurship education curriculum is driven by a mix of both theory and field-based learning, which helps graduates to engage in venture creation upon completion of the course.

**Table 4.20: Comparative analysis of the responses from the two countries on challenges hampering students' entrepreneurial skills development**

S/N	Statement	Country	N	Mean Rank	Sum of Ranks	Test Statistics	P-value
1.	Inadequate funding	SA	256	271.09	69400.00	36504.00	0.834
		NG	288	273.75	78840.00		
		Total	544				
2.	University-industry link is yet to be established	SA	256	273.05	69901.00	36723.50	0.902
		NG	288	272.01	78339.00		
		Total	544				
3.	Lack of well-equipped entrepreneurship development centre in the University	SA	256	274.71	70326.50	36297.50	0.447
		NG	288	270.53	77913.50		
		Total	544				
4.	Lecturers are not business practitioners	SA	256	272.71	69812.50	36811.50	0.976
		NG	288	272.32	78427.50		
		Total	544				
5.	Inadequate provision for practical work	SA	256	272.66	69800.00	3824.00	0.001***
		NG	288	398.36	98440.00		
		Total	544				

From the table 4.20 above, it can be observed that there is a significant differentials in responses from the two nations. This claim is affirmed by the P values that are more that the level of significance (0.05) except for statement 5 (Inadequate provision for practical) in which the P-value (0.001) is less than 0.05 which implies that submissions from the two countries on that statement are different. Hence, it can be concluded that respondents' views on challenges hampering students' entrepreneurial skills development from the two nations are statistically different, except on the inadequate provision for practical work.

**Table 4.21: Comparative analysis of the responses from the two countries on curriculum policy**

S/N	Statement	Country	N	Mean Rank	Sum of Ranks	Test Statistics	P-value
1.	Entrepreneurship curriculum in my University focuses on theories only	SA	256	407.75	104384.00	2240.00	0.060***
		NG	288	152.28	43856.00		
		Total	544				
2.	Entrepreneur modules/courses are made compulsory for all undergraduate students	SA	256	128.88	32992.00	96.00	0.052***
		NG	288	400.14	115248.00		
		Total	544				
3.	Entrepreneurship curriculum policy of the institution is favourable to me	SA	256	269.74	69054.00	36158.00	0.001
		NG	288	274.95	79186.00		
		Total	544				
4.	The University curriculum stimulate me to search and develop innovative ideas for new business	SA	256	132.81	33999.00	1103.00	0.110***
		NG	288	396.67	114241.00		
		Total	544				
5.	Practical entrepreneurial experiences are compulsory part of our curriculum	SA	256	133.14	34084.00	1188.00	0.150***
		NG	288	396.38	114156.00		
		Total	544				

From the Table 4.21 above, it can be observed that the P-values of almost all the statements are higher than the significance level (0.05) which implies that submissions from the two countries on the statements are different. Hence, it can be concluded that respondents' views on curriculum policy from the two countries are statistically different. However, because the P-value of the third statement is less than 0.05, it means that there is significant similarity in the responses of students to statement 3. This implies that students from the two selected universities considered entrepreneurship curriculum policy in their domains unfavourable them, responses from lecturers interview confirmed this view that poor administration of training in the selected universities.

#### **4.7: Objective 2: Effect of entrepreneurship education on students' entrepreneurial skills in South Africa and Nigeria**

This section focuses on the entrepreneurial skills possessed by the respondents. The skills that were examined include innovative thoughts, leadership skills, creativity, communication skills, goal setting, negotiation, financial discipline, selling, networking and budgeting skills. The responses are presented in Table 4.22.

#### **4.8 Entrepreneurial Skills Possessed by the Respondents**

The result, as presented in Table 4.22 indicates that the majority of the student respondents in South African university were good in communication skills (SA, 60.2%) but their ratings fall below average in all the remaining entrepreneurial skills such as; innovative thoughts (10.5%), leadership skills (SA, 20.7%), creativity (SA, 18.8%), goal setting (SA, 22.6%), negotiation (SA, 5.1%), budgeting (SA, 12.9%), financial discipline (SA, 20.7%), selling (SA, 31.3%) and networking skills (SA, 5.1%).

Further breakdown of the results of the analysis revealed that student respondents in Nigerian rural university were above average in selling (NG, 52.1%) and communication skills (NG, 67.0%), however, they were below in other skills such as; innovative thoughts (NG, 12.2%), leadership skills (NG, 20.1%), creativity (NG, 22.2%), goal setting (SA, 10.8%), negotiation (SA, 8.7%), budgeting (SA, 5.9%), financial discipline (SA, 21.9%) and networking skills (SA, 6.3%). Based on the foregoing, it can be deduced that students at the two universities have received little or no practical training to become successful entrepreneurs. Consequently, students' responses to open-ended questions also suggest that the respondents have theoretical knowledge, however, they lack the basic skills required to apply the knowledge.

The above-mentioned finding concurs with Anthea (2016), who submits that a large proportion of recipients of entrepreneurship education are not adequately equipped with entrepreneurial skills, while the majority indicated that they need assistance with practical knowledge on how to start a business. These individuals have theoretical knowledge but could not apply this knowledge.

Consequently, the above-mentioned finding is further corroborated by Abdu (2014), who aver that majority of the skills acquisition centres in Nigeria are operating below capacity. Thus, in spite of the efforts of individuals, faith-based organisations and the federal government in

establishing skills acquisition centres, it is regrettable that skills level is still low and unemployment is still rife in Nigeria.

**Table 4.22 Perceived entrepreneurial skills levels of students**

Entrepreneurial skills	Nations	Good	Average	Poor	Total
Innovative thoughts	SA Percentage (%)	27 (10.5%)	161 (62.9%)	68 (26.6%)	256 (100%)
	NG Percentage (%)	35 (12.2%)	198 (68.8%)	55 (19.1%)	288 (100.0%)
Leadership	SA Percentage (%)	53 (20.7%)	157 (61.3%)	46 (18.0%)	256 (100%)
	NG Percentage (%)	58 (20.1%)	196 (68.1%)	34 (11.8%)	288 (100.0%)
Creativity	SA Percentage (%)	48 (18.8%)	151 (59.0%)	57 (22.3%)	256 (100%)
	NG Percentage (%)	64 (22.2%)	171 (59.4%)	53 (18.4%)	288 (100.0%)
Communication	SA Percentage (%)	154 (60.2%)	50 (19.5%)	52 (20.3%)	256 (100%)
	NG Percentage (%)	193 (67.0%)	47 (16.3%)	48 (16.7%)	288 (100.0%)
Goal setting	SA Percentage (%)	58 (22.6%)	142 (55.5%)	56 (21.9%)	256 (100%)
	NG Percentage (%)	31 (10.8%)	195 (67.7%)	62 (21.5%)	288 (100.0%)
Negotiation	SA Percentage (%)	13 (5.1%)	179 (69.9%)	64 (25.0%)	256 (100%)
	NG Percentage (%)	25 (8.7%)	186 (64.6%)	77 (26.7%)	288 (100.0%)
Budgeting	SA Percentage (%)	33 (12.9%)	79 (30.9%)	144 (56.3%)	256 (100%)
	NG Percentage (%)	17 (5.9%)	193 (67.0%)	78 (27.1%)	288 (100.0%)
Financial discipline	SA Percentage (%)	53 (20.7%)	157 (61.3%)	46 (18.0%)	256 (100%)
	NG Percentage (%)	63 (21.9%)	172 (59.7%)	53 (18.4%)	288 (100.0%)
Selling	SA Percentage (%)	80 (31.3%)	103 (40.2%)	73 (28.5%)	256 (100%)
	NG Percentage (%)	150 (52.1%)	73 (25.3%)	65 (22.6%)	288 (100.0%)
Networking	SA Percentage (%)	13 (5.1%)	167 (65.2%)	76 (29.7%)	256 (100%)
	NG Percentage (%)	18 (6.3%)	181 (62.8%)	89 (30.9%)	288 (100.0%)

In order to get deeper insight into the responses presented in the table above, a correlation analysis was also carried out to establish what statistical relationship exists between

entrepreneurship education and entrepreneurial skills of undergraduates (viz., innovative thoughts, leadership skills, creativity, communication skills, goal setting, negotiation, budgeting, financial discipline, selling and networking skills).

**Table 4.23: Summary of correlation analysis showing relationship between entrepreneurship education and students' entrepreneurial skills in South Africa**

Variable	N	Mean	SD	R	Sig. (2-tailed)
Innovative thoughts	256	1.92	0.536	0.432	0.978
Leadership skills	256	2.03	0.622	0.517	0.042
Creativity	256	1.96	0.641	0.487	0.163
Communication skills	256	1.80	0.512	0.712	0.003
Goal setting	256	1.88	0.555	0.502	0.411
Negotiation	256	1.80	0.512	0.527	0.043
Budgeting	256	1.75	0.537	0.317	0.041
Financial discipline	256	2.03	0.622	0.480	0.898
Selling	256	2.03	0.774	0.370	0.256
Networking skills	256	2.40	0.805	0.401	0.516

Table 4.23 reveals that inter-correlation exists between entrepreneurship education and the other skills measures. ANOVA is the most suitable tool of analysis in this regard. The data shows the absolute value near to 0.5 is considered positive correlation. The results showed that only communication skills had a considerable correlation with entrepreneurship education ( $r = 0.712$ ) in the selected South Africa university. The correlations by other variables are extremely low. This suggests that only one of the elements of students' entrepreneurial skills measures have a significant relationship with entrepreneurship education, the value is as follows: communication skills (SA:  $r=0.712$ ,  $p<0.05$ ). It follows that every increase in the level of entrepreneurship education scores would lead to a higher rate of increase in the level of students' communication skills. Thus, the low correlations by other variables means that an increase in the level of entrepreneurship education scores may not necessarily lead to increase in the entrepreneurial skills of university students in the selected South African

university. Comparatively, it could be inferred from the foregoing that Nigerian respondents demonstrate a slightly higher level of entrepreneurial skills more than their South African counterparts.

**Table 4.24: Summary of correlation analysis showing relationship between entrepreneurship education and students' entrepreneurial skills in Nigeria**

Variable	N	Mean	SD	R	Sig. (2-tailed)
Innovative thoughts	288	1.91	0.537	0.577	0.804
Leadership skills	288	2.01	0.625	0.404	0.078
Creativity	288	1.97	0.638	0.059	0.316
Communication skills	288	1.79	0.535	0.691	0.001
Goal setting	288	1.89	0.559	0.620	0.733
Negotiation	288	1.78	0.523	0.657	0.008
Budgeting	288	2.40	0.803	0.330	0.615
Financial discipline	288	2.03	0.635	0.260	0.313
Selling	288	1.75	0.554	0.620	0.043
Networking skills	288	2.02	0.781	0.529	0.629

\*\*Sig at 0.01 level

Table 4.24 reveals that inter-correlation exists between students' entrepreneurship education and the other skills measures. The data shows the absolute value near to 0.5 is considered positive correlation. The results showed that, two of the entrepreneurial skills measures correlate significantly with entrepreneurship education in the Nigerian university, these are communication skills with (0.691) and selling skills (0.620). The correlations by other variables are extremely low.

This suggests that only two of the elements of students' entrepreneurial skills measures have significant relationships with entrepreneurship education, the values are as follows: communication skills (NG:  $r=0.691$ ,  $p<0.05$ ) and selling skills (NG:  $r=0.620$ ,  $p<0.05$ ). It follows that every increase in the level of entrepreneurship education scores would lead to a higher rate of increase in the level of students' communication and

selling skills. Thus, the low correlations by other variables means that an increase in the level of entrepreneurship education scores may not necessarily lead to increase in the entrepreneurial skills of university students in the selected Nigerian university.

#### 4.9 Comparisons between South Africa and Nigeria with respect to entrepreneurship education and students' entrepreneurial skills

**Table 4.25: Comparative analysis of the responses from the two countries on students' entrepreneurial skills**

S/N	Statement	Country	N	Mean Rank	Sum of Ranks	Test Statistics	P-value
1.	Innovative thoughts (thinking outside the box)	SA	256	273.10	69913.50	36710.50	0.917
		NG	288	271.97	78326.50		
		Total	544				
2.	Leadership	SA	256	274.06	70159.00	36465.00	0.802
		NG	288	271.11	78081.00		
		Total	544				
3.	Creativity (ability to produce a novel idea and turn it into reality)	SA	256	272.04	69643.00	36747.00	0.942
		NG	288	272.91	78597.00		
		Total	544				
4.	Communication	SA	256	272.50	69760.00	36864.00	1.000
		NG	288	272.50	78480.00		
		Total	544				
5.	Goal setting	SA	256	271.37	69470.00	36574.50	0.847
		NG	288	273.51	78770.00		
		Total	544				
6.	Negotiation	SA	256	294.73	80331.50	6292.50	<b>0.050**</b>
		NG	288	270.52	77908.50		
		Total	544				
7.	Budgeting	SA	256	274.46	70261.00	36363.00	0.737
		NG	288	270.76	77979.00		
		Total	544				
8.	Financial discipline	SA	256	271.61	69532.50	36636.50	0.887
		NG	288	273.29	78707.50		
		Total	544				
9.	Selling skills	SA	256	293.49	80013.00	6611.00	<b>0.048**</b>
		NG	288	271.62	78227.00		
		Total	544				
10.	Networking (making contact with and exchange of business information with others)	SA	256	273.33	69971.50	36652.50	0.891
		NG	288	271.77	78268.50		
		Total	544				

From the Table 4.25 above, the P-value for most the statements in the Table are less than the significance level (0.05) which implies that submissions from the two countries on the

statements are similar. Hence, it can be concluded that respondents' level of entrepreneurial skills from the two countries are statistically similar. However, because the P-value of the ninth item is higher than 0.05, it means that there is significant difference in the responses of students to item 9. This implies that respondents from the Nigerian university were significantly better off their South African counterparts in selling skills.

#### 4.10 Objective 3: Conceptual model required to enhance entrepreneurial skills development among students in the selected universities

**Table 4.26: Summary of quantitative findings on model required to enhance entrepreneurial skills acquisition among students**

Entrepreneurship skills acquisition model	Country	N	Frequency	Percentage
Establishment of young entrepreneurship network	SA	256	108	42.2%
	NG	288	51	17.7%
	Total	544		
Access to mentors for business consultation	SA	256	218	85.2%
	NG	288	172	59.7%
	Total	544		
Strong university-industry relationship	SA	256	209	81.6%
	NG	288	34	11.8%
	Total	544		
Making use of laboratories or business incubators	SA	256	47	18.4%
	NG	288	105	36.4%
	Total	544		
Entrepreneurship education that is designed both in curricular and non-curricular activities	SA	256	240	93.8%
	NG	288	17	5.9%
	Total	544		

Table 4.26 indicates that almost all the South African respondents recommended 'entrepreneurship education that is designed both in curricular and non-curricular activities' (SA= 93.8%), meanwhile, only a few of the Nigerian respondents (NG = 5.9%) subscribed to that idea, perhaps this could be attributed to the fact that non-curricular method of teaching entrepreneurship already exists in their domain. The majority of respondents from the two selected universities also recommended 'access to mentors for business consultation' (SA= 85.2%), (NG = 59.7%). In terms of 'university-industry relationship', the majority of South

African respondents recommended that ‘strong university-industry relationship’ is imperative however, only a few of their Nigerian counterparts subscribed to the idea (SA= 81.6%), (NG = 11.8%). The table also shows that a modest number of respondents recommended ‘establishment of young entrepreneurship network’ (42.2%), (NG = 17.7%) and ‘making use of laboratories or business incubators’ (18.4%), (NG = 36.4%).

This finding suggests that almost all of the South African respondents agreed that entrepreneurship education that is designed both in curricular and non-curricular activities is needed in their domain (SA= 93.8%), while the majority of their Nigerian counterparts also agreed that access to mentors for business consultation is a necessity in their own institution (59.7%).

This finding corroborates the works of Iredale (2010), who asserts that entrepreneurship education demands experiential learning styles, creative problem solving and learning by doing to arouse the interest of the students. On the contrary, Mwasalwiba (2010), however, opines that experiential methods are costly and may not be in conformity with the university curricula: students should rather be stimulated to learn from one another, debate and exchange ideas, make self-discovery, get involved in an informal and flexible learning atmosphere, learn from their mistakes by solving problems.

Subsequently, Anthea (2016), also subscribe to the view that various alternative approaches can be used in addition to traditional teaching methods to stimulate entrepreneurial education and to develop the skills of students. In terms of access to mentors as recommended by the Nigerian respondents, this finding concurs with the studies conducted by Ehrich and Hansford (2002), who submits that despite the inadequacies and scarcity of mentors, mentoring still appears to offer far-reaching benefits for mentors and mentees, it provides both personal and emotional support as well as career development and satisfaction. It provides opportunities to develop skills, access to new ideas and personal growth.

On the contrary, Clutterbuck (2011), noted that some mentors sometimes do not possess the necessary qualities needed for a successful mentor-mentee relationship. Clutterbuck (2011), refers to this type as a value-less mentor. One that does not take time to mentor; deflects mentees focus during mentoring sessions, and may an alternative agenda.

#### 4.12 Summary of qualitative findings on model required to enhance entrepreneurial skills acquisition among students

This section focuses on the open ended questions to elicit the respondents' views on models required to enhance entrepreneurial skills development amongst students in the selected universities. The responses are summarized in table 4.27. Irrelevant responses were sieved out.

**Table 4.27: Statistics Showing Proposed Model to Enhance Enterprising Skills amongst Students**

Statements	Nations	Frequency (%)
Re-orientation of students on entrepreneurship education	SA Percentage	33 (13.2%)
	NG Percentage	18 (6.8%)
Harmonization of entrepreneurship and mentorship programme	SA Percentage	167 (65.2%)
	NG Percentage	128 (44.5%)
Establishment of students entrepreneurial networks	SA Percentage	36 (14.4%)
	NG Percentage	11 (3.8%)
Curriculum based and non-curricular entrepreneurship training	SA Percentage	206 (80.5%)
	NG Percentage	15 (5.2%)
University support scheme for student-entrepreneurs	SA Percentage	35 (14.0%)
	NG Percentage	03 (1.2%)
Encourage team-based projects	SA Percentage	24 (9.6%)
	NG Percentage	13 (5.2%)
Establish links between the university market and private sector	SA Percentage	145 (56.6%)
	NG Percentage	15 (6.0%)
Setting up trade fairs on entrepreneurship day	SA Percentage	12 (4.8%)
	NG Percentage	00 (0.0%)
Workshops and conferences should be held to stir entrepreneurial interest in students	SA Percentage	24 (31.3%)
	NG Percentage	09 (3.6%)
Employment of entrepreneurially-inclined lecturers	SA Percentage	01 (2.7%)
	NG Percentage	31 (12.4%)
Setting up functional entrepreneurship development centres	SA Percentage	10 (25.6%)
	NG Percentage	54 (21.6%)
Promotion of thorough practical training	SA Percentage	01 (5.1%)
	NG Percentage	12 (4.8%)
	SA	00

Readjustment of timetable to cater for independent entrepreneurship and academic classes	Percentage	(0%)
	NG Percentage	23 (9.2%)

A comparison between table 4.26 and 4.27 shows a significant level of consistency in respondents' views to the model required to enhance students' skills development in their institutions in quantitative and qualitative findings. In order to avoid repetition of statements and to successfully provide a summary to the third objective of the study, the researcher, therefore, include the results of both quantitative and qualitative findings from this section in the final recommendation in chapter six of this study.

#### **4.12 Summary**

This chapter presented the analysis of quantitative and qualitative data which was collected from university students (respondents). The analysis showed that students' entrepreneurial skills acquisition in the two selected rural universities is influenced by common factors which include: lack of motivation, absence of well-equipped skills acquisition centres, a weak link between university and industry, poor administration of training among others. The effect of entrepreneurship education on students' entrepreneurial skills was also analysed and consequently discussed. The next chapter presents the analysis of qualitative data collected from academic staff members through semi-structured interviews.

## **CHAPTER FIVE**

### **PRESENTATION ANALYSIS AND INTERPRETATION OF QUALITATIVE DATA**

#### **5.1 Introduction**

The preceding chapter presented the analysis of quantitative and qualitative data which was collected from university students (respondents). This chapter presents an analysis of data collected by means of a semi-structured interview. The target was to get answers to the research questions stated in Chapter one. The research questions are as follow: “What are the factors affecting entrepreneurial skills acquisition among undergraduate students in selected rural universities of South Africa and Nigeria? To what level does entrepreneurship education influence students’ entrepreneurial skills in the selected rural universities in South Africa and Nigeria? What conceptual model mechanism can be developed to address entrepreneurial skill-gap among undergraduate students in the selected rural universities in South Africa and Nigeria?” In addition to the summary of data which is presented thematically, a brief interpretation is also provided to contextualize the responses.

#### **5.2 Perception of Lecturers about Factors Affecting Entrepreneurial Skills Acquisition among University Students**

##### **5.2.1 The Process of Data Analysis**

The process of qualitative data analysis began with the development of transcripts from audiotapes by the researcher. The responses were classified according to the trends, themes and patterns of thought elicited from interview sessions. This is supported by Vos, Strydom, Fouche and Delpont (2011), who opine that qualitative data analysis entails breaking down of data, examining, comparing and categorizing the data. Kumar (2011), added that the breaking down of data into discrete parts should involve examination and comparison of data for easy identification of similarities and differences.

##### **5.2.1.1. Presentation of Retrieved Data from Interviews**

The data retrieved from interviews conducted with lecturers in the selected South African and Nigerian universities are presented in tabular form. The responses are presented in the tables below:

## **Responses from lecturers in the selected South African university on factors affecting entrepreneurial skills acquisition among undergraduate university students**

### **Theme: Current Strategies to Promote Entrepreneurial Culture amongst Students**

Academic staff from the selected South African and Nigerian universities described the various entrepreneurship training strategies in their institutions based on their different perceptions. Some explanations made by interviewed lecturers from the South African based rural university are presented below, with “SAL” representing South African Lecturer:

*SAL 1: There is an ‘entrepreneur week’ hosted by the department of business management once a year.*

*SAL 2: Not much is being done, there have been a few workshops and competitions done at the institution to try and encourage students’ participation entrepreneurship.*

*SAL 3: Business admin plays more role in promoting entrepreneurship e.g workshops, conferences among others but not so in other faculties.*

*SAL 4: Consumer science students cook and sell food.*

*SAL 5: The university allows students to engage in businesses on the campus in order to support themselves, however much is still expected from the University.*

Some strategies employed to promote entrepreneurial culture as expressed by some Nigerian rural university based lecturers are stated below, with “Nig. L” representing Nigerian Lecturer:

*Nig. L1: Entrepreneurial culture in this university is not strong, some students show interest in entrepreneurship while some focus primarily on their academics only.*

*Nig. L2: The University’s entrepreneurship culture is enriched with experienced and versatile lecturers.*

*Nig. L3: Unlike before where entrepreneurship courses were all theoretical, students are required to get involved in the practice of entrepreneurship.*

*Nig. L4: Entrepreneurial training and skills acquisition are on-going in the university.*

*Nig. L5: Entrepreneurship training is made compulsory for all undergraduates.*

From the comments of the lecturers, it is clear that each of the two selected university employ different approaches to enhance entrepreneurial culture on campus, in spite of the strategies

being put in place in these institutions, entrepreneurial culture in the system is still considered to be weak. This finding is consistent with that of Akuegwu and Nwiue (2016), who found out that the teaching of entrepreneurship has remained at best theoretical presentation of course materials and concepts, whereas, the requisite manpower, funding, learning environment and infrastructure needed to create and develop entrepreneurship culture through this course are lacking.

Based on the foregoing, evidence suggests that entrepreneurial training in South African university is tilted in favour of business management students, whereas entrepreneurship training should be equally delivered to all students irrespective of their discipline, it is also clear that respondents from Nigerian university are encouraged to get involved in hands-on projects with little or no support from government or the institution. This facts presuppose that the status of the two institutions still falls below that of “An Entrepreneurial University”.

### **Theme: Curriculum Strategy Related Factors**

Skills acquisition can be enhanced or disrupted based on the curriculum strategy adopted by the university. Therefore, curriculum strategies are to be treated as important. Adopted curriculum strategies determine the pattern which class activities will take and how students will comprehend.

Below are responses from South African interviewees on curriculum related learning challenges:

*SA L 7: The curriculum supports both practical and theories in the faculty of business administration but not all students therein are motivated to flow with the trend.*

*SA L2: Based on the current curriculum, entrepreneurship training is more of theoretical concept unless the student attends online courses or Government/NGO organized trainings.*

*SA L8: Experiential learning in entrepreneurship in the institution is still at its experimental stage*

*Nig. L8: The university entrepreneurship training curriculum is nothing to write home about.*

*Nig. L4: Even though there are practical entrepreneurial training in the university, the result is still below expectation due to poor administration of training.*

*Nig. L6: The curriculum needs to be reviewed to meet up with global trend.*

The responses of lecturers from the two institutions shows that the quality of entrepreneurial training in the two institutions falls below global standard. Lecturers from the two institutions hold similar views that students are not being properly trained. This view correlates with the result of Gedeon (2010), who aver that entrepreneurship education supersedes the realm of traditional business education. Lackeus (2020), also have a similar view; some learning platforms are more impactful on students than others, such as innovative interaction with the outside world and empirical value creation for others.

Hence, best practices in the field of entrepreneurship education and training needs to be embraced by the universities subject to students' needs. It is clear that entrepreneurial skills goes beyond fundamental business skills and can be applied to social ventures, political activism, transformative personal growth, desired learning outcomes and change in attitudes and values.

#### **Theme: Social and institutional support related factors**

The type of assignment given to students constitute learning challenges for them. Some students find it difficult to respond promptly and accurately to group assignments, while others find it difficult to respond to individual assignment. Responses from South African interviewees are reported below:

SA L8: *It is unfortunate that there is inadequate funding for students with a sound business plans.*

SA L3: *Entrepreneurship takes a lot of money which many families do not have.*

SA L5: *Unfriendly environment in the university to support skills development.*

SA L1: *Lack of financial supports for interested students.*

SA L4: *Most of the attention by the universities is on the staffs and the community with the believe that students may not have time for entrepreneurship.*

Responses from selected Nigerian lecturers on the theme 'Social support related factors' are presented below:

Nig. L6: *After acquiring skills, there are no equipment for students to stand on their own due to dearth of support.*

Nig. L3: *Entrepreneurship requires funding and governments in this part of the world are reluctant to fund emerging entrepreneurs.*

Nig. L2: *Due to lack of finance, transition from skills acquisition to real entrepreneurship is impossible for many students.*

Nig. L8: *Trained students are mostly unable to raise funds to start their own ventures.*

Reports from lecturers in the two institutions show that there is lack of institutional support to utilize the entrepreneurial skills acquired in African universities, this could be a reason for the lack of entrepreneurial drive among university students. This finding corresponds with the works of Metu and Nwokoye (2014), who submit that entrepreneurship is abysmal in universities due of lack of government support, lack of willpower, lack of electricity, and the inability to take a risk. However, on the contrary, Tiemann (2018), reveals that a growing number of universities are practically embracing the culture of providing an adequate support system for student entrepreneurs. This implies that government and private agencies support for student entrepreneurs could be more robust and the government could create the enabling environment for young entrepreneurs.

### **Theme: How Entrepreneurship is taught in the university**

Responses from South African interviewees on the ways in which entrepreneurship is taught in their institutions are presented below:

SA L8: *Not much is being done to help students acquire skills, no specific model towards experiential learning.*

SA L2: *I think some students try new things. Those who are in business administration do provide services and products.*

SA L4: *Lack of practical ways or hands-on-training to aid what the students are being taught.*

SA L6: *lack of realistic models where students can combine their main studies and entrepreneurial activities and still excel in their academics.*

SA L3: *The model in this university is all about theoretical concepts with very little practical application.*

Responses from Nigerian interviewees on the ways in which entrepreneurship is taught in their institutions are presented below:

Nig. L4: *To some extent, experiential entrepreneurial learning is the basis of skills acquisition model in the university, but not many students are interested.*

Nig. L2: *They have divided the students into groups. Namely; fish farming group, horticultural group, rice growing group among others.*

Nig. L3: *Students are involved in fishing, tree planting and other self-owned businesses.*

Nig. L7: *Professional tutors and experienced trainers are available to pilot various skills acquisition programmes.*

Responses from the interviewed lecturers in the selected institutions suggest that entrepreneurial skills acquisition strategies in the two institutions are still in their experimental stages. There are live entrepreneurial projects being undertaken by Nigerian students. However, this hands-on-programme is characterised by low participation rate, the reason for the low level of participation could be partly due to the fact that social and institutional supports are lacking. Therefore, few students that are entrepreneurially inclined may have to struggle for resources needed to carry on.

### **Theme: Teaching strategies-related factors**

Learning can be enhanced or disrupted based on the strategy adopted by lecturers. Learning entails organized sets of activities which are predicated on the instructional strategies adopted by lecturers. Therefore, instructional strategies are to be treated as important. Adopted instructional strategies determine the pattern which class activities will take and how students will comprehend.

Below are responses from South African interviewees on teaching strategy-related factors.

SA L6: *Lecture method is prevalent, moreover, the institution itself teaches undergraduates to be employees, so lecturers cannot do much to change the status quo.*

SA L2: *The approach to teaching entrepreneurship in this university is too abstract, this makes it difficult to achieve the aim of training, which is production of entrepreneurs.*

SA L5: *In most faculties, teaching of entrepreneurship is done to enable students acquire certificates for employment purposes.*

SA L8: *The method of teaching in this university promotes mentality of learning entrepreneurship in order to become employees.*

Responses of Nigerian interviewees on teaching strategy-related factors.

Nig. L1: *Most of the training sessions are done within the classroom setting.*

Nig. L4: *Efforts are being made to ensure that teaching methods are geared towards production of future entrepreneurs, however, the objective is still far from being achieved.*

Nig. L7: *Lecturers and tutors of entrepreneurship are experienced entrepreneurs. However, their method of training still needs to be reviewed to meet global standard.*

Nig. L6: *Teaching approaches that foster skills acquisition are being incorporated into the system. But what is the essence of acquiring skills when there is no financial support to start the business.*

The responses of the interviewees from the two countries show that the ultimate goal of producing entrepreneurs from the two selected institutions is still far from being achieved. The teaching methods needs to be reviewed, the existing teaching approaches are not robust to produce the desired result. Teaching strategies that ensure optimal combination of theory and practice have to be established.

### **Theme: Infrastructure-related factors**

Adequacy of learning infrastructure and skills acquisition centers is required for purposeful entrepreneurial ecosystem to thrive in higher education institutions. Responses of South African lecturers in the selected institution on infrastructure-related factors are presented below:

SA L5: *The University still need to provide facilities to support entrepreneurial-minded students.*

SA L7: *Incubation and skill acquisition centers are not available.*

SA L3: *Skills development facilities are not available in the university.*

Responses from lecturers in the selected Nigerian rural university on infrastructure-related factors are presented below:

Nig. L4: *The available skills acquisition center lack the basic facilities required for effective entrepreneurial training to take place.*

Nig. L3: *Lack of basic infrastructural facilities and learning materials.*

Nig. L1: *Materials needed for training by lecturers are not available.*

The responses of lecturers from the two universities suggest that the quality of infrastructure put in place is poor. This finding is in line with work of Khan, Shah, Salaamzadeh and Hussein (2021), who aver that socioeconomic constraints such as inadequate funds and physical infrastructure significantly impede the entrepreneurial development of individuals. This implies that learning facility is critical in ensuring quality entrepreneurship education. However, while students in the selected Nigerian university seem to have been able to improvise ways of running live projects in the face of dysfunctional skills acquisition center, the selected South African university has not put in place any infrastructural facilities required to aid skills development among students.

### **Responses from lecturers in the selected universities on effect of entrepreneurship education on students' entrepreneurial skills**

#### **Theme: Effectiveness of Entrepreneurship Education in the institutions**

Entrepreneurship education is effective when it is able to influence students' level of competence positively. Responses of South African lecturers in the selected institution on effect of entrepreneurship education on students' entrepreneurial skills are presented below:

SA L3: *'Very little effect.....not satisfactory'*

SA L4: *'I don't know'*

SA L5: *'Curriculum not good enough, all theories'*

SA L6: *'Poor'*

SA L8: *'Much may have been done with the upgrading of the entrepreneurship curriculum by the department of Higher Education but very few entrepreneurs are produced'.*

Responses from lecturers in the selected Nigerian university on appropriate entrepreneurial skills acquisition model are presented below:

NG L1: *'Entrepreneurship education in the university is a bit effective'.*

NG L2: *'The outcome of EE is still poor, mainly because of students' laziness and poor administration of training'.*

*NG L3: 'Averagely, the curriculum needs to be reviewed to meet up with global standard'.*

*NG L6: 'The university entrepreneurship training is nothing to write home about'.*

Responses from the interviewed lecturers in the selected institutions suggest that effect of entrepreneurship education on students' entrepreneurial skills in the institution is insignificant. This finding correlates with the view of Tran and Zaninotto (2010), who found that majority of the undergraduate university students still lack the critical and entrepreneurial skills required to upstage competition in the job market. Consequently, Kummitha and Kummitha (2021), opines that effective acquisition of skills could be achieved when theory and practice are innovatively combined in a training package, this will stimulate students to develop interest in entrepreneurship. The implication of this is that students need to be stimulated to become entrepreneurial first before sensitizing them to create their own ventures, the idea of encouraging students to embark on entrepreneurial journey without the required skills is equivalent to putting a cart before the horse.

### **Theme: Students' level of interest in entrepreneurship**

Entrepreneurship matters still appear strange to many of the students. Some students find it difficult to cope their main academic work not to talk of incorporating another matter such as entrepreneurship into their daily routine. Responses from interviewees from South Africa regarding students' level of interest in entrepreneurship are presented below:

*SA L6: Majority of the students do not demonstrate strong commitment towards entrepreneurship.*

*SA L7: Commitment of students is far below average.*

*SA L1 Not really, students show no commitment towards entrepreneurship. They think it is easy money, when the money does not come as fast, they abandon the business.*

*SA L5: Not much commitment, but few students are trying to engage in small family business.*

*SA L3: Demotivated students who just want to get their degrees so that they can get employed afterwards.*

Responses from interviewees from Nigeria regarding students' level of interest in entrepreneurship are presented below:

Nig. L1: *Some students only demonstrate commitment due to the fact that entrepreneurial studies is a requirement for degree completion.*

Nig. L7: *I'm not really sure, some students are dedicated but majority are not.*

Nig. L2: *Yes, the students demonstrate passion in what they do.*

Nig. L5: *Many of the students have decided to focus on their major discipline, not minding the acquisition of any entrepreneurial skills.*

Nig. L8: *Actually, some of the students are not dedicated to entrepreneurship training.*

From the responses of respondents above, some students are not entrepreneurially inclined at all and they have little or no interest in it. Hence, this lack of interest makes it difficult for them to desire skills acquisition. This finding is in line with Omotosho (2019), who finds that students' lack of interest in entrepreneurship is prevalent on campus. This suggests that acquisition of university education does not necessarily convert an individual into an entrepreneur. A significant number of students prefer the guaranteed income of formal employment as opposed to the risks associated with entrepreneurship.

### **Responses from lecturers in the selected universities on appropriate entrepreneurial skills acquisition model required to meet students' needs.**

#### **Theme: Recommended entrepreneurial skills acquisition model**

Functional entrepreneurial skills acquisition model is required for a vibrant entrepreneurial ecosystem to be established in higher education institutions. Responses of South African lecturers in the selected institution on appropriate entrepreneurial skills acquisition model are presented below:

SA L1: *'Provide funding for any student with a sound business plan'.*

SA L2: *'Practical demonstration of business models that require students to start their own businesses and present them as part of the module content'.*

SA L3: *'Give more realistic models where students can both combine entrepreneurial and still excelling in their academics. In addition, more opportunities and supports should be giving to students to build up themselves as entrepreneur before graduating so that they can compete in the labour market'.*

Responses from lecturers in the selected Nigerian rural university on appropriate entrepreneurial skills acquisition model are presented below:

Nig. L3: *'Harmonization of the module with theoretical skills and summit on entrepreneurial skills acquisition in line with the best practices'*.

Nig. L6: *'Both theoretical and practical teaching and learning are required'*.

Nig. L1: *'Practicals and making funds available to establish'*

Nig. L8: *'Modern technological devices should be involved in acquisition of practical knowledge'*.

Nig. L4: *'Standardization of existing training model and incorporation of practical demonstration of entrepreneurship'*.

Responses from the interviewed lecturers in the selected institutions suggest that entrepreneurial skills acquisition models in the two institutions are being constrained with several challenges questioning the effectiveness of the models.

This finding correlates with the view of Ratten and Usmanij (2020), who submits that it is imperative for entrepreneurship educators to embrace innovativeness in their instructional delivery, this will help to inculcate innovative thinking into students' psyche. In addition, Gibb (2007), also have a similar view; that entrepreneurship in the education system will demand a reexamination and questioning of many existing education and industry models which claim to be entrepreneurial and are not. Based on the foregoing, apprenticeship approach to entrepreneurship training is required to enhance the quality of entrepreneurship training in the selected universities.

### **Stakeholders' involvement in skills acquisition among undergraduate university students**

Different stakeholders are involved in skills acquisition among undergraduate university students. Stakeholders contribute to skills acquisition among students in various ways and degrees. Some of these stakeholders include: the individual students, university, lecturers, industry and the government. The reports from interviews conducted with lecturers show the various ways by which the identified stakeholders contribute to skills acquisition among students in the selected universities. Table 5.1 below shows the report:

**Table 5.1: Report on Stakeholders' Contribution to Skills Acquisition among University Students in South Africa**

<b>Students</b>	<b>University</b>	<b>Lecturers</b>	<b>Industry</b>	<b>Government</b>
Students' lukewarm attitude to entrepreneurship education	The university grooms students just to acquire academic certificates, therefore lecturers cannot do much to salvage the situation	Lukewarm attitude of lecturers to entrepreneurship teaching	Weak link between university and business	Establishment of Entrepreneurship Development in Higher Education (EDHE) to support the development of entrepreneurial universities.
Students' mentality of learning to get a job	No specific model towards experiential entrepreneurship	Lecturers lack infrastructural facilities for teaching	Old entrepreneurs do block ways for new entrepreneurs on campus.	Poor implementation of entrepreneurship education policies.
Students focus on their major discipline to the detriment of entrepreneurship education	Environment is not friendly for new businesses on campus	Lecturers lukewarm attitude towards practical entrepreneurship practical training	The selected university is yet to strengthen her link with organizations that advance entrepreneurship training in South African universities.	Poor motivation of staff and students towards entrepreneurship
Students attendance of symposium is poor	University management is not proactive to the development of entrepreneurship education	Teaching of entrepreneurship modules too abstract to understand		Poor funding of entrepreneurship education.
Students set up businesses on campus				

**Table 5.2: Report on Stakeholders' Contribution to Skills Acquisition among University Students in Nigeria**

<b>Students</b>	<b>University</b>	<b>Lecturers</b>	<b>Business</b>	<b>Government</b>
<p>Large numbers of students are passionate about developing entrepreneurial skills</p> <p>Certain group of learners focus on their major area of study only</p> <p>Laziness and poor-commitment on the part of majority of students.</p>	<p>University skills acquisition model is still at experimental stage</p> <p>Recruitment of experienced lecturers</p> <p>Organize students into experiential learning groups</p> <p>Encouraging practical entrepreneurial studies compulsory for all undergraduates</p>	<p>Poor transition from theory to practice of entrepreneurship education</p> <p>Lecturers help to implement experiential entrepreneurship learning</p> <p>Harmonization of theory and practical skills training.</p> <p>Supervision of student entrepreneurial groups as they work on live projects.</p>	<p>Organizing Workshops and conferences</p> <p>Student entrepreneurs network with local businesses.</p> <p>Corporate organization are actively involved in imparting skills on students through SIWES.</p>	<p>Establishment of Youth Entrepreneurship Support (YES) to focus on young aspiring entrepreneurs.</p> <p>Poor monitoring of skills acquisition programmes.</p> <p>Inadequate provision of equipment required for training.</p> <p>Poor budgetary allocation to entrepreneurship education</p>

### 5. 3. Summary

This chapter presented the analysis of both qualitative data collected through the use of semi structured interviews from lecturers from the selected South African and Nigerian universities. The analyses of the qualitative data were analysed thematically. The results are presented in different tables according to the countries. The presented results showed that the views of the interviewed lecturers from the two selected universities are similar in several aspects. However,

there is a slight variation in the teaching strategies. It could therefore be inferred that the students in the two selected institutions experience relatively similar entrepreneurial skills acquisition constraints. Also, comparatively, the effect of entrepreneurship training on students are similar. The next chapter presents the conclusion, of the study, summary of the findings and discussion of the major findings, after which recommendations are made.

## CHAPTER SIX

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Introduction

In the previous chapter, data retrieved from academic respondents were analysed qualitatively and discussed. In this chapter, a summary of findings of the study as outlined in Chapters four and five is presented. The findings are linked to the research questions and objectives of the study. This is followed by recommendations which are made in order to inform future studies in this field. The recommendations are made in such a manner that they can be of benefit to researchers in the field of entrepreneurship education and other related fields by providing quality information on the dynamics of entrepreneurship acquisition among university students. The results may also sensitize Sub-Saharan African universities to step up the ladder of progress by aligning with successful entrepreneurial training models in higher education institutions.

#### 6.2 Summary and Conclusion of Findings

The first research question states, **“What are the factors affecting entrepreneurial skills acquisition among undergraduate students in selected universities in South Africa and Nigeria?”**

The data retrieved by means of a questionnaire which was administered to South African and Nigerian respondents and interviews conducted with academic staff participants were presented and interpreted in chapter 4. The following findings were highlighted about the views of both students and lecturers in relation to the factors affecting entrepreneurial skills acquisition among South African and Nigerian university students. In order to avoid repetition of statements and to successfully provide a summary, the researcher presented the findings from students' responses in tables as identified in chapter 4. Moreover, the responses of lecturers were categorized into common themes in Chapter 5, thereafter crucial issues were identified and discussed in relation to the study.

Based on the findings of the study, the factors influencing students in rural-based universities in South Africa and Nigeria regarding entrepreneurial skills acquisition are relatively similar. The factors are as highlighted below:

- Lack of entrepreneurial support system: The selected South African and Nigerian university students seem to lack access to the entrepreneurial support system. Their responses reflect the absence of this needed support.
- Scarcity of entrepreneurial network: The majority of students from both countries do not belong to any entrepreneurial network on campus. However, this issue of non-membership is more prevalent among South African respondents.
- Assistance from university-based incubators: Responses of the students show university-based incubators are either unavailable or dysfunctional in the institutions, this is based on their responses regarding their failure to secure assistance from business incubators.
- Access to entrepreneurship mentors: The selected university students experience skills shortage due to poor access to entrepreneurship mentors at the university level.
- Family background: The majority of the students admitted that they emanate from homes where parents have little or no experience in entrepreneurship. This factor could partly be responsible for the poor entrepreneurial traits among the students.
- Inadequate methods of teaching entrepreneurial skills: The responses highlight lecture & assignments method as the most common method of teaching entrepreneurship in both institutions. This approach is insufficient to inculcate life-long learning competence.
- Lack of practical work: Findings of the study shows that inadequate provision for practical work is one of the prominent factors hindering students' entrepreneurial skills acquisition in the selected universities.
- Lecturers are not business practitioners: responses from students show that entrepreneurship educators are not business practitioners. This casts doubts on the effectiveness of such educators' instructional delivery.
- Inadequate skills acquisition center: Findings of the study also shows that lack of a well-equipped entrepreneurship development center is the most significant factor hindering students' entrepreneurial skills acquisition in the selected Nigerian university.

- Weak link between university and industry: Responses from students and lecturers suggest that poor link between university and industry was rated second most prominent factor militating against students' entrepreneurial skills acquisition in the South African university.
- Inadequate funding: Responses from Nigerian respondents shows that inadequate funding was the second most substantial constraining factors in the Nigerian rural university under study.
- Curriculum policy: responses from students and lecturers indicate that universities entrepreneurship curricula are too theoretical. This demotivates students and affects their propensities to acquire skills. However, this factor is more prevalent in the South African university.
- Entrepreneurship modules are optional: Entrepreneurship modules is not compulsory for all students in the selected university in South Africa. This implies that there is an escape route for demotivated students who are just studying to acquire a certificate.
- Development of innovative ideas: Generally, the majority of the students claimed that they were not stimulated by their university curriculum to search and develop innovative ideas for new business. This factor seems to retard the students' level of creativity.
- Passive entrepreneurship model: No specific model towards experiential entrepreneurship
- University entrepreneurship culture: The universities groom students just to acquire academic certificates, therefore lecturers cannot do much to salvage the situation. This implies the universities are not proactive to the development of entrepreneurship education.
- Lack of motivation: responses from the study shows that poor motivation of staff and students towards entrepreneurship is one of the factors hindering students' entrepreneurial skills development in the selected universities.
- Poor administration of training: responses from students and lecturers indicate that universities entrepreneurship training is not experiential, there is too much emphasis on paperwork. This is monotonous to students and retards their propensities to acquire skills.

- Poor school management: the finding of the study shows a failure to properly manage the general affairs of the institutions. This leads to mismanagement which eventually affects the students' academic and skills development.

Government-related factors include the following:

- Implementation of EDHE policies: the result of the study shows that some policies made by the government through entrepreneurship development in higher education to promote entrepreneurship in the higher education sector have not been properly implemented in the university. This affects the skills acquisition of the students.
- Poor funding: the level of fund received by the institutions from the government is considered insufficient based on the finding of the study. This is said to be one of the factors affecting entrepreneurial acquisition among the students.

The second research question states, **“To what level does entrepreneurship education influence students’ entrepreneurial skills in selected universities in South Africa and Nigeria?”**

Finding of the study shows that findings on the effects of entrepreneurship education on students’ entrepreneurial skills were insignificant in the two selected universities. The skills that were examined include innovative thoughts, leadership skills, creativity, communication skills, goal setting, negotiation, budgeting, financial discipline, selling and networking skills. The findings are as highlighted below:

It is clear from the study that majority of the university students lack the basic entrepreneurial skills required for achieving success in the business world. The views of both students and lecturers shows that the contribution of entrepreneurship education to students’ entrepreneurial skills is not significant. Based on the view point of respondents, students from the selected universities were relatively good in selling and communication skills. However, but descend below average in other entrepreneurial skills measures such as; innovative thoughts, leadership skills, creativity, goal setting, negotiation, budgeting, financial discipline, selling and networking skills.

The third research question states that **“What conceptual model mechanisms can be developed to address entrepreneurial skill-gap among undergraduate university students in South Africa and Nigeria?”**

Based on the findings of this study, differentials in students’ needs and aspirations should be taken into consideration, there is no ‘one size fits all model’ that can be appropriate to alleviate entrepreneurial skills shortage in the universities. However, with regards to data collected from both students and academic staff members, certain recommendations will be made. By so doing, appropriate strategies can be formed by different students, academic staff members, institutions, policy makers and other education stakeholders in different ways. Meanwhile, a proposed model which still needs to be tested is designed from this study.

### **6.3 Major Findings: Other Important Issues from the Synthesis of Triangulation**

The data collected by means of questionnaire and semi-structured interviews which were analysed and presented in Chapters 4 and 5 respectively yielded the following findings about factors affecting entrepreneurial skills acquisition amongst university students. The findings outlined in Chapters 4 and 5 are as follow:

- Influencing factors on students’ entrepreneurial skills acquisition are mostly institutional.
- Regardless of the increased concerns on the part of governments and policymakers to stimulate entrepreneurial initiatives, particularly amongst young people, the state of EE in the two universities falls below the satisfactory level.
- There is a significant degree of decline in entrepreneurial skills in relation to students’ age. Hence younger students tend to be more entrepreneurially inclined, which makes a call for the introduction of work-integrated training for older students imperative.
- Male students possess a significantly higher level of entrepreneurial skills than females.
- The degree of interaction and collaboration between the universities and industry is limited.
- The study provides new information in the literature review, contextualisation on EE in Nigeria and South Africa, and presents new empirical research findings.

- The study develops an ‘Afrocentric Model’ of entrepreneurial training model which is expected to address the needs of the university students.

## **6.4 Recommendations**

Based on the findings of the study, the following recommendations are made to different units from institution, government, lecturers and students.

### **6.4.1. Recommendation to Institutions of Learning:**

The following recommendations are made to the institution based on the findings of this study:

- Conduct a detailed evaluation of students’ needs, as well as community participants according to their prior knowledge and skills, this is imperative to design relevant programme that meets their needs.
- Enhance the quality of instructors in programs by choosing individuals with actual experience in business and entrepreneurship and by allowing them the opportunity to engage in annual training courses aimed at updating the curriculum and technical content of training.
- Establish a dialogue to engage in strategic cooperation with other EET providers in neighbouring communities regarding the provision of entrepreneurship training.
- Make the program in entrepreneurship education or training practical and experiential, including local entrepreneurs as guest lecturers and mentors and business owners.
- It is imperative to connect participants with successful entrepreneurs, to serve as role models across all programs
- As part of their realistic and practical-oriented approaches, tertiary institutions providing entrepreneurship education can arrange field trips, industrial tours, mentorship programs, exhibits, coaching/grooming, seminars, conferences and workshops, among others in order to encourage undergraduate students to absorb entrepreneurial traits.
- The creation within tertiary entrepreneurship education programs of multiple types of learning opportunities will drive the creation of a wide variety of learning opportunities that could facilitate self-directed learning.
- Universities are advised to introduce students to on-the-job training in their quest to become entrepreneurial; to set up an incubation centre at the university to assist in the promotion of business ideas and goods.

- Adopting an entrepreneurship training model that has worked will inspire students to cultivate an interest in matters of entrepreneurship. For example, Covenant University's entrepreneurship training model has substantially shown that Afrocentric entrepreneurship training models could help African university students become entrepreneurial.
- Among student entrepreneurs, apprenticeship-driven ventures should be promoted where entrepreneurs can partner with effective mentors who themselves are aware of the human capital required to develop a business.
- To assist student entrepreneurs, universities should have a small business development unit. There is a need for student entrepreneurs from universities to network with business leaders.

#### **6.4.2. Recommendations to the Government**

The following recommendations are made to the government based on the findings of this study:

- In their strategic structure, government agencies promoting entrepreneurship in South Africa need to include student entrepreneurship initiatives.
- Government needs to routinely and periodically assess the level of success of the policy and the level of achievement of the policy goal in the economy by evaluating the entrepreneurship education curriculum for institutions.
- The primary focus of the entrepreneurship development policy of EDHE and NHRD should be to assist all university students in acquiring skills and creative abilities.
- In addition, NHRD policy makers needs to engage in skills acquisition projects that provide a variety of learning opportunities.
- Compulsory offering of entrepreneurship education at all levels of the education system as a whole is imperative.
- If students are not adequately trained, they are likely to give up on entrepreneurship. Academics should also be advised to take part in international conferences on entrepreneurship education. This will help them understand what to add in or take out of their curriculum for entrepreneurship.
- Moreover, cutting across programmes requires improved monitoring and assessment in order to determine what works best specific contexts.

### **6.4.3. Recommendation to lecturers**

The following recommendations are made to lecturers based on the findings of this study:

- Conventional approaches to teaching have not satisfied the students' needs. Some changes in teaching methods must be made. One of the best ways to address social needs is through a curriculum focused on entrepreneurship.
- Entrepreneurship programmes should concentrate on emphasizing group integration. Lecturers and teachers in entrepreneurship education should be trained in innovative methodologies that will allow them to effectively equip learners with entrepreneurial abilities.
- Entrepreneurship training programs should draw on the current societal challenges.
- Educators and practitioners involved in entrepreneurship development programs need to create multiple learning opportunities for student entrepreneurs.

### **6.4.4. Recommendations to students**

The following recommendations are made to students based on the findings of this study:

- To start their own projects, students need to be equipped with the requisite abilities. It helps students to use the knowledge learned in other modules and integrate it with the practical skills acquired in entrepreneurship programs by learning these skills at university level.
- Student entrepreneurs need to join campus-based student organizations that encourage entrepreneurship.
- In building networks, students must be qualified and willing to establish good working relationships with all stakeholders.
- A change in the ways of thinking of university students is required, and undergraduates ought to learn about the failures and accomplishments of companies from entrepreneurs.
- University students can practically learn through experiential projects and internships. In light of the on-going debate about how entrepreneurship should be taught.
- The researcher designed and recommends an 'Afrocentric Entrepreneurship Model' below to help students of South African and Nigerian universities become more

entrepreneurial. It is an attempt to develop an apprenticeship model of entrepreneurship education in an African context.

- This suggested work-based model is an attempt to re-examine and challenge several current models that claim to be entrepreneurial and are not. This model supports the claim of Dhliwayo (2010), who opines that entrepreneurial education ought to produce entrepreneurs in the same way that a nursing school develops nurses, it draws inspiration from best practices around the world in the field of entrepreneurship training. The model is tailored to the needs of students in the two universities selected for this study.
- An effort to create student entrepreneurs and small business owners is the reason for the prospective model. This is important in South Africa and Nigeria, where there are critical shortages of student entrepreneurs. The model does not seek to include a syllabus on what to teach but provides a way to incorporate and deliver what most entrepreneurship academics believe must be learned.
- In contrast to providing paper-based entrepreneurship education, as submitted in South Africa by Van Vuuren (1997), Van Vuuren and Nieman (1999), and Pretorius et al. (2005). This model focuses on the development of entrepreneurs in an apprenticeship way.

## 6.5 The proposed model of entrepreneurship education and discussion

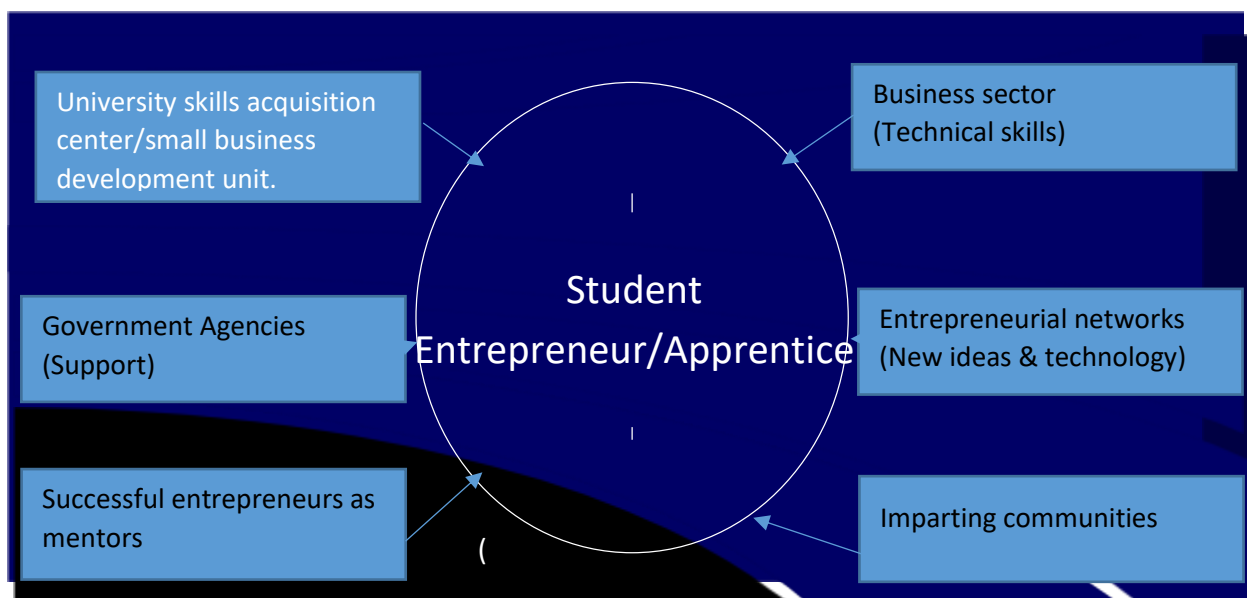


Figure: 6.1: The proposed model of entrepreneurship education

Effective apprenticeship programs inculcate appropriate skills, habits and competencies in the apprentice which is necessary for self-employment (Ezenwakwelu, 2019). It can be challenging to know where to start for a beginner who wants to enter the entrepreneurial scene. There is nothing new about an apprenticeship; it is the oldest type of education. Since the dawn of skilled work that is difficult to learn, such as pottery, blacksmithing, music, or any other art, apprenticeships have been an excellent way to pass on talent and enable both the apprentice and the instructor to continue to improve their skills. The model would require active participation in the following:

- Student entrepreneurs as apprentices
- Successful entrepreneurs as mentors
- Involvement of the institution of higher education
- Government involvement
- The private sector involvement
- Community involvement

The model will require implementation and testing, like any other. In the future implementation of the model, a number of challenges could arise. A curriculum needs to be developed around the proposed model and such a curriculum may have its own issues, such as content and time allocations. To decide what to bring into the model and what to remove, frequent monitoring and assessment of progress are crucial.

## **6.6 Suggestions for further studies**

The model for the acquisition of entrepreneurial skills is contextual and its success depends solely on individuals, policies and the environment in which it operates. For this purpose, further research into models that might be more fitting in an urban setting is required. The situation in urban universities should be contrasted with those in this study in future work. Finally, this research is confined to public universities. Further study is suggested to shed light on entrepreneurial projects in private universities operated in the two nations.

## **6.7 Summary**

A conclusion drawn from the results based on the retrieved data aimed at improving triangulation was presented in this section. These results highlighted the factors influencing the acquisition of entrepreneurial skills among university students, the impact of entrepreneurship education on students' skills development and the model required to salvage the situation. Triangulation was demonstrated by synchronization of the analysed quantitative and qualitative data obtained from students and lecturers respectively.

Therefore, it is sufficient to state that the influencing factors on skills acquisition in the two selected universities are relatively similar and the effects of entrepreneurship education on students as well. Recommendations were made based on the findings of the study in different regards to different units. The researcher believes that the effective implementation of the recommendations will help enhance the quality of entrepreneurship education in rural universities. The outcomes of this study has led to the development of several research papers.

Recommendations were made on the basis of the study's results for different units in various respects. The researcher believes that the successful implementation of the recommendations would help boost the quality of education in rural universities in terms of entrepreneurship, especially in universities with similar features to the two adopted for this study. The implementation can begin with giving experiential orientations with some elements of apprenticeship to students, giving those that are entrepreneurially inclined among them the assurance that they are not alone and that there is an adequate support system put in place to help them carry on. Thereafter, proper monitoring measures can be put in place to ascertain the effectiveness of the model put in place.

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## Appendix A

Letter of introduction  
University of Zululand  
Department of Information Studies  
P. Bag X1001  
KwaDlangezwa  
3886



Dear Respondent,

### Request to a Prospective Respondent

I am Ademola Omotosho, a PhD student in the Department of Social Science Education at the University of Zululand, South Africa. You are kindly invited to participate in a research project entitled: **Factors Affecting Entrepreneurial Skills Acquisition among Undergraduates in Selected Universities in South Africa & Nigeria.**

Please kindly assist by completing the attached questionnaire. Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. Confidentiality and anonymity of records identifying you as a respondent will be maintained by the researcher. If you have any question(s) or concern(s) about participating in this study, please contact me using the number below. Thanking you in advance for your time and attention.

Kind regards,

Ademola Omotosho

+277604020519

[rufusademola1@gmail.com](mailto:rufusademola1@gmail.com)

### **SECTION A: 2.1 INFORMATION ABOUT YOURSELF**

Please, answer the following questionnaire by placing a mark (X) in the relevant block.

#### 1. Gender

Male	1
Female	2

#### 2. Age

18 to 29	1
30 to 39	2
40 – above	3

#### 3. Country

South Africa	1
Nigeria	2

4 Race

Black	1
Indian	2
White	3
Others	4

5 Faculty

Agriculture and Science	1
Arts	2
Commerce, Admin and Law	3
Education	4

6 Entrepreneurial status

I am currently running my own business	1
I intend to start a business after graduation	2
I am still undecided	3

**SECTION B: Factors affecting entrepreneurial skills acquisition**

SD = (Strongly Disagree), D = (Disagree), A = (Agree) and SA = (Strongly Agree)

Put a cross (X) in the relevant space

**2.2 Entrepreneurial support system**

	Statement	SA	A	D	SD
1.	My university has adequate support system for potential student entrepreneurs.				
2.	I belong to an entrepreneurial club/network on campus.				
3.	University-based business incubators helped me to launch new business(es).				
4.	I have access to entrepreneurship mentors in the university.				
5.	I have parent(s)/close relative(s) that are entrepreneurs.				

### 2.3 Methods of teaching/learning entrepreneurial skills

Which of the following method(s) is/are employed to teach entrepreneurship in your university?

		Please tick (√)
1.	Lectures and assignments	
2.	Workshop/conferences	
3.	Case Studies	
4.	University-Industry Interaction	
5.	Learning-by-doing approach	

### 2.4 Institutional constraints

Use the scale given below to express your opinion on the challenges hampering students' entrepreneurial skills development in the university

<b>3 = Yes</b>	<b>2 = Unsure</b>	<b>1 = No</b>
----------------	-------------------	---------------

	Statement	3	2	1
1.	Inadequate funding			
2.	University-industry link is yet to be established			
3.	Lack of well-equipped entrepreneurship development centre in the university			
4.	Lecturers are not business practitioners			
5.	Inadequate provision for practical work			

## 2.5 Curriculum policy

<b>3 = Yes</b>	<b>2 = Unsure</b>	<b>1 = No</b>
----------------	-------------------	---------------

	<b>Statement</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>1.</b>	Entrepreneurship curriculum in my university focuses on theories only			
<b>2.</b>	Entrepreneur modules/courses are made compulsory for all undergraduate students'			
<b>3.</b>	The Entrepreneurship curriculum policy of the institution is favourable to me.			
<b>4.</b>	The university curriculum stimulate me to search and develop innovative ideas for new business.			
<b>5.</b>	Practical entrepreneurial experiences are compulsory part of our curriculum			

## SECTION C: Entrepreneurship education and student entrepreneurial skills

Please rate yourself based on how much of the following skills you have acquired: **2.6 Students' entrepreneurial skills**

		<b>Good</b>	<b>Average</b>	<b>Poor</b>
<b>1.</b>	Innovative thoughts (thinking outside the box)			
<b>2.</b>	Leadership			
<b>3.</b>	Creativity (ability to produce a novel idea and turn it into reality)			
<b>4.</b>	Communication			
<b>5.</b>	Goal setting			
<b>6.</b>	Negotiation			
<b>7.</b>	Budgeting			
<b>8.</b>	Financial discipline			
<b>9.</b>	Selling			
<b>10</b>	Networking (making contact with and exchange business information with others)			

**2.7 Entrepreneurship skill acquisition model**

**Which of the following models could enhance entrepreneurial skills development among students' in the university?**

		<b>Please tick (X)</b>
<b>1.</b>	Establishment of young entrepreneurship network	
<b>2.</b>	Access to mentors for business consultation	
<b>3.</b>	Strong university-industry relationship	
<b>4.</b>	Making use of laboratories or business incubators.	
<b>5.</b>	Entrepreneurship education that is designed both in curricular and non-curricular activities	

**Section D: 2.8. Please express yourself by responding to the questions below:**

What makes it difficult for you to acquire entrepreneurial skills in this university?

.....  
 .....  
 .....  
 .....  
 .....

What recommendations do you propose to enhance enterprising skills amongst students?

.....  
 .....  
 .....  
 .....  
 .....

Any other comment

.....  
 .....  
 .....  
 .....  
 .....

Thank you for your time.

## Appendix B

### Interview schedule for lecturers



#### **Interview Schedule Guide for Lecturers on Entrepreneurial Skills Acquisition among Undergraduates in Selected Universities in South Africa & Nigeria**

1. How long have you been in this institution?
2. Are you satisfied with the current state of entrepreneurship education in this institution?
3. How would you describe the teaching of entrepreneurship education in this institution, is it practical oriented or of more theoretical concepts?
4. What do you think are the factors hampering entrepreneurial skills acquisition among students?
5. Can you please explain reasons for your opinion?
6. Do you think this institution is currently making adequate effort to groom future entrepreneurs?  
Please, give reasons for your answer.
7. What are the challenges experienced by lecturers in teaching entrepreneurship?
8. Do students demonstrate strong commitment towards entrepreneurship?
9. What teaching model could be introduced to enhance students' level of creativity and innovativeness?
10. What other measures do you think can be put in place by students, lecturers, university and other education stakeholders in order to enhance entrepreneurial skills acquisition among students?
11. Any other comment?

## Appendix C

**UNIVERSITY OF ZULULAND  
RESEARCH ETHICS COMMITTEE**  
(Reg No: UZREC 171110-030)



**RESEARCH & INNOVATION**  
Website: <http://www.uz.ac.za>  
Private Bag X1001  
KwaDlangezwa 3806  
Tel: 035 902 6731  
Fax: 035 902 6222  
Email: [LundellN@uz.ac.za](mailto:LundellN@uz.ac.za)

### ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGD 2019/43		
Project Title	Influence of 21 <sup>st</sup> century online communication technology on grade 12 learners' academic performance in King Cetshwayo District		
Principal Researcher/ Investigator	A Omotso		
Supervisor and Co- supervisor	Dr B T Gamede	Dr C Jheane	
Department	Social Sciences		
Faculty	Education		
Type of Risk	Med Risk – Data collection from people		
Nature of Project	<input type="checkbox"/> Honours/4 <sup>th</sup> Year	<input type="checkbox"/> Masters	<input type="checkbox"/> Doctoral <input checked="" type="checkbox"/> Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby grants ethical approval in respect of the undertakings contained in the above mentioned project. The researcher may therefore commence with data collection as from the date of this certificate, using the certificate number indicated above.

- Special conditions**
- (1) This certificate is valid for 1 year from the date of issue.
  - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format (due date-31 December 2020)
  - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
  - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.

  
Professor Gideon De Wet  
Chairperson: University Research Ethics Committee  
Deputy Vice-Chancellor: Research & Innovation

27 November 2019



## Appendix D

# Writing Splendour Services & Consultancy

(A subsidiary of Oaks- Executive Consult)  
13, Khandisa Reserves, KwaDlangezwa, South Africa.

20 September, 2020

To Whom It May Concern,

### **CERTIFICATE: EDITING & PROOFREADING OF THESIS**

This is to certify that I, (Olumuyiwa A. Kehinde) edited and proof-read Mr Omotosho O. Ademola's thesis titled: **Factors Affecting Entrepreneurial Skills Acquisition among Undergraduates in selected Universities in South Africa and Nigeria.**

Specifically, I commented on the grammatical anomalies in MS Word Track Changes and review mode by the insertion of comment balloons prior to returning the document to him. Corrections were made in respect of grammar, punctuation, spelling, syntax, tense and language usage, sense and flow, syntactic and semantic cohesion, clarity of expressions, appropriate use of reference style, typing format and layout.

I have Masters in English, Bachelor of Arts in English Studies, Diploma in Communication Science, and Teachers' Grade II Certificate. I have been teaching Advanced English Courses for the past 8 years. I also teach English for IELTS and TOFEL examinations. Furthermore, I have been regularly editing academic, research dissertations, theses, articles, and other documents for the past 5 years in different disciplines for publishing /editing firms, schools and individuals.

I trust that the document will prove acceptable in terms of editing criteria.

Thank you.

Yours faithfully,



Mr. O.A. Kehinde

**Factors Affecting Entrepreneurial Skills Acquisition among Undergraduates in selected Universities in South Africa and Nigeria**

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