

**THE ROLE OF EDUCATION IN PROMOTING ENTREPRENEURSHIP CULTURE
AMONG THE YOUTH: A CASE STUDY OF UNIVERSITY OF ZULULAND**



**University of
Zululand**

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**A dissertation submitted in fulfilment of the requirements for the degree of Master of
Commerce in Business Management, University of Zululand, South Africa 2019**

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the University of Zululand a dissertation entitled **The Role of Education in Promoting Entrepreneurship Culture among The Youth: A Case Study of University of Zululand** in fulfilment of the requirements for the award of a dissertation degree in Business Management of the University of Zululand.

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DEDICATION

This Dissertation is dedicated to my lovely and precious daughter “Abongwe”, my beloved family and my lovely brother and sister “Zaba and Nosihle”.

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Abstract

Entrepreneurship education is broadly considered an important factor in promoting an entrepreneurial culture among higher education students. Considering the importance of entrepreneurship to economic growth, job creation and poverty alleviation, there is a need to train entrepreneurs and to equip them with an entrepreneurial culture that promotes entrepreneurship. However, the South African education system is lacking when it comes to entrepreneurship education. The education system seems to promote the white-collar jobs rather than self-employment and the methodology that is used to teach entrepreneurship studies focuses more on the theory of entrepreneurship than on its practice. Against this background, this study sought to identify the role of education in promoting an entrepreneurship culture among the youth, focusing on the University of Zululand as a case study. The researcher used primary data for this study. The study adopted a mixed methods approach where data was collected using questionnaires and interview schedules from 374 University of Zululand students and 11 heads of departments from the university's faculties. The results from the study show that there was no consistent promotion of entrepreneurship across the university's faculties and departments. There was a need to improve the entrepreneurship curriculum, as it was found that it did not equip students with an entrepreneurship culture. Entrepreneurship studies were done in business-related departments and were not readily promoted in non-business departments. A policy implication arose from these findings is that there is a need for the development of entrepreneurship-based curriculum as a way of promoting entrepreneurship. The policymakers were also encouraged to develop incubation centres for grooming entrepreneurs at higher learning institutions.

Keywords: Entrepreneurship education, entrepreneurship curriculum, entrepreneurship culture

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ABBREVIATIONS AND GLOSSARY

DHE	Department of Higher Education
DTI	Department of Trade and Industry of South Africa
EDHE	Entrepreneurship Education in Higher Education
ENACTUS	Entrepreneurial Action Us
FET	Further Education and Training
GEM	Global Entrepreneurship Monitor
HEI	Higher Education Institution
JASA	Junior Achievement South Africa
KSA	Kingdom of Saudi Arabia
KZN	KwaZulu-Natal
LERU	League of European Research Universities
SEDA	Small Enterprise Development Agency
SIFE	Students in Free Enterprise
SMME	Small, Medium, and Micro Enterprise
UNIZULU	University of Zululand
WEF	Women's Entrepreneurial Fund

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Chapter One: Introduction and background of the study

1.1. Introduction

Since the advent of democracy in 1994, South Africa has made significant strides in promoting entrepreneurial activities. Nonetheless, entrepreneurs still face a wide range of challenges (Nicolaidis, 2011). From a policy perspective, supporting small businesses has been largely motivated by the widely held belief that entrepreneurship plays an important role in the South African economy through, for example, job creation (Nicolaidis, 2011). Supporting this claim is Imbadu (2016) who views small medium enterprises (SMEs) as a way of raising economic growth and reducing South Africa's high unemployment rate which stood at 29.1% by the end of 2019 (Statistics South Africa, 2019). Statistics from Statistic South Africa show that SMEs employ 55% of the working population in South Africa and over 50% of African employment (Scheers, 2010). It is against this background that the South African government has come up with various programmes and agencies such as SEDA, NYDA, Enactus and Isivande Women Fund to support SMEs and also to promote entrepreneurship particularly in rural areas.

Despite the importance of entrepreneurship and the support that small businesses get from the South African government, entrepreneurship in South Africa remains low by international standards. According to Fatoki and Smit (2011), more than 70% of new business ventures do not survive for more than 3 years after being established which raises the policy question: despite government support, which other factors should be considered to improve the performance of SMEs? According to the Global Entrepreneurship Monitor (GEM, 2016), the biggest challenge facing entrepreneurs and one that should be considered by policymakers relates to the low level of education and training, suggesting that academic institutions might have an important role to play in improving the performance of entrepreneurship and SMEs through skills and capacity development.

Given the above background, the purpose of this study is to examine the role played by higher learning institutions in developing a culture of entrepreneurship among South African youths. This includes how learning institutions shape their views to choose to be employers rather than employees and influence their abilities to succeed as entrepreneurs.

1.2. Background of the study

Much has been written about the importance and the role that entrepreneurship plays in promoting the economy of every country. Chimucheka (2012) considers SMEs as the backbone of South Africa's economy, not only because they contribute to the gross domestic product (GDP) but also because they contribute towards job creation. South African SMEs account of about 91% of the formal business entities, contributing about 51% to 57% of the GDP and also providing almost 60% of employment (Kongolo, 2010). As a result of the role played by SMEs, the South African government has prioritized their promotion and growth by establishing the White Paper on National Strategy for the Development and Promotion of Small Businesses in South Africa (Dlova, 2017). Dlova (2017) further stated that the white paper put an emphasis on government to make an enabling environment for SMEs to access information, procurement opportunities, markets, business infrastructure and finance.

The white paper was followed by the establishment of Khula Enterprise Finance Limited that focuses on promoting SMEs access to credit (Dlova, 2017). SMEs play an important role in addressing the challenges of job creation, economic growth and equitable distribution of wealth (Fatoki & Asah, 2011). Unfortunately, the official estimated rate of unemployment as and the youth unemployment rates are significantly high. As of the first quarter of 2019, the unemployment rate for persons between the age of 15-34 years was at 55,2% and the unemployment rate for graduates in the same age group was at 31% (Statistics South Africa, 2019). Finmark Trust (2006) alluded that one of the best ways to address unemployment is to improve the potential of small businesses in employment creation and to promote the development of the SME sector. Fatoki and Asah (2011) stated that 75% of the new established SMEs in South Africa closed down after having operated for approximately two years. Fatoki and Garwe (2010) mentioned that lack of education and training is one of the main reasons for the lack of entrepreneurial creation and the high failure rate of new ventures.

The Global Entrepreneurship Monitor (2016) stated that low levels of education and training is one of the biggest challenges facing the entrepreneurs. Udu and Amadi (2013) asserted that introducing entrepreneurship subjects at primary level is believed to lay a good foundation for learners to acquire knowledge and skills that will help them to overcome challenges in the business world. The challenge, however, is that most countries fail to introduce entrepreneurship education at primary level and only introduce entrepreneurship programmes in higher education institutions. Teaching entrepreneurship to learners at the earlier stage helps those learners to develop the required skills that are needed to sustain business

operations (Udu & Amadi, 2013). Nani (2016) agreed that teaching young people entrepreneurship at the early stage is important as it helps to develop skills needed to identify viable business opportunities and eventually start their own businesses.

The existing literature on entrepreneurship education (Chimucheka, 2012; Fatoki & Odeyemi, 2010; Udu & Amadi, 2013 & Nani, 2016) revealed the importance of entrepreneurship education and training programmes in uplifting the growth of SMEs, and also reveals that lack of education and training is one of the challenges that hinder the growth of these ventures (Dodescu & Badulescu, 2010).

1.3. Problem statement

Previous studies including those conducted by Chimucheka (2012), Nicolaides (2011), and Fatoki and Asah, (2011) on entrepreneurship have shown that SMEs globally are the most important drivers of economic growth and they are job creators. Despite the importance of entrepreneurship globally, evidence points to a high failure rate of small businesses especially in South Africa (Chimucheka, 2012). The failure rate is largely a reflection of challenges that SMEs face and one of those challenges is lack of education and training. Van Scheers (2011) and Cant and Wiid (2013) alluded that 40% of new businesses in South Africa fail in their first year, 60% in their second year and 90% in their first 10 years of existence. Adeniran and Johnston (2012) further confirm that the failure rate of SMEs in South Africa is estimated to be between 70% and 80%.

According to the GEM report (2016) and Fatoki and Garwe (2010), lack of education and training is one of the primary reasons for the low level of entrepreneurial activities and the high failure rate of SMEs. The 2016 GEM report for South Africa reveals that entrepreneurs are more likely to fail than to succeed. The report mentions that in 2015, 62% of businesses closed down due to unprofitability associated with lack of access to funds as well as inadequate business knowledge and training among entrepreneurs.

Considering the important role played by SMEs in uplifting the economy of the country and in job creation, it is important to review the challenges that hinder the success of these ventures in order to come up with solutions to overcome these challenges. The government together with the private sector has introduced agencies and operations to support the development of SMEs due to their noted contribution to the overall economy.

Despite the support provided by the government and private sector to SMEs, the SMEs continue to face challenges that hinder their survival and growth. Lack of education and training is the leading factor to this challenge in particularly the KZN universities, as they are failing to give people the required skills to become entrepreneurs and to sustain their businesses. They are also failing to change the mindsets of students to become entrepreneurs as the focus of most institutions is more in teaching the theoretical part of entrepreneurship and less on the practical part of entrepreneurship. This creates a situation where entrepreneurs do not have the required skills to sustain their businesses.

There is an abundance of empirical literature on the determinants of entrepreneurship but the majority of them address factors such as access to credit, gender, experience and risk. Very few studies have considered the role of entrepreneurial skill in explaining the success and survival of small businesses. Among these few studies, much attention has been paid on elements such as training and academic achievements and limited effort has been devoted on skill from an institutional perspective. Despite the background, the study seeks to differ from previous related literature in at least three ways. First, it considers skills from an education institution perspective and it explores and quantifies the influence of education in curricula on entrepreneurship. Particular focus is on the modules offered, the objective being to understand whether provision of entrepreneurial modules encourages students to engage in entrepreneurial activities. Second, unlike previous studies, this study will use a mixed methods approach which has the advantage of coming up with objective findings. The third contribution is purely contextual as it fills the void of limited literature conducted in the context of KZN.

Existing research (Taatila, 2010), shows that universities offer modules in entrepreneurship but the problem is that these modules are offered to certain groups of students and not to all students that are registered at the university. Furthermore, those who get access to entrepreneurship modules are being taught mostly the theoretical aspect of entrepreneurship and less of the practical side of entrepreneurship. This argument is supported by Varblane and Mets (2010) who pointed out that in most universities the theory of entrepreneurship is taught but the practical element is limited and not all students registered in these learning institutions have access to entrepreneurship education. However, the problem does not start at tertiary institutions; the problem begins from the foundation of basic educations which are primary and secondary schools. According to Nani (2016), entrepreneurship is not taught in government primary and secondary schools and therefore students' progress to higher levels

of education with no appreciation of entrepreneurship. Looking at these challenges, the researcher seeks to identify the role that can be played by the learning institutions in promoting an entrepreneurship culture among the youth in schools and surrounding communities.

1.4. Aim of the study

The aim of this study is to examine the role that can be played by higher learning institutions in promoting the culture of entrepreneurship among the youth.

1.5. Research objectives

The primary objective of the study is to establish the role played by learning institutions in promoting the culture of entrepreneurship among the youth.

- ❖ To identify the extent to which entrepreneurship is being taught at universities
- ❖ To determine whether the curriculum in learning institutions equip young people with entrepreneurial skills.
- ❖ To identify strategies that are used by learning institutions in promoting entrepreneurship.
- ❖ To identify programmes that are developed by University of Zululand in support of youth entrepreneurs.

1.6. Research questions

Main question:

- ❖ What is the role of learning institutions in promoting the culture of entrepreneurship among the youth?

Research sub-questions:

- ❖ To what extent does learning institutions teach entrepreneurship?
- ❖ Does the curriculum in learning institutions equip young people with entrepreneurial skills?
- ❖ What are the strategies used by learning institutions to promote entrepreneurship?
- ❖ What programmes have been developed by University of Zululand to support youth entrepreneurs?

1.7. Intended contribution to the body of knowledge

The study intends to contribute to the examination, revision and development of entrepreneurship education policies and strategies at the University of Zululand and other South African higher education institutions. Through its empirical research processes, the study will contribute to the body of knowledge new perspectives that have been tested both qualitatively and quantitatively to confirm or challenge existing theory on entrepreneurship education. The findings will also contribute to the policy of Universities, Schools, Department of Basic Education and Department of Higher Education, by assisting the policy makers to improve entrepreneurship education.

1.8. Preliminary research division

Chapter 1 – Introduction

In this chapter, the researcher introduced the topic and the background of the study. The researcher further outlined and identified the problem and the knowledge gap at hand - which were captured in a problem statement. Lastly, the researcher defined the purpose of the research and introduced the research questions that the study intended to answer.

2 - Literature Review

In this chapter various academic and institutional sources that are relevant to the study are reviewed. In the chapter, the study's constructs highlighted in Chapter 1 are further expanded on and discussed.

Chapter 3 – Theoretical Framework

In this chapter, the human capital theory, the need for achievement theory and the Schumpeter theory of innovation are introduced into the study. They are discussed in relation to how they deal with learning, entrepreneurship and human aspirations for growth before being related to the study's objectives.

Chapter 4 - Research Methodology

This chapter identifies and discusses the methodology that was applied in this research. It gives reasons for the choice of approaches and methods applied in the study. In the chapter, the ethical considerations that guided the researcher to conduct the study with dignity are also outlined.

Chapter 5 - Presentation of Finding and Discussion

This chapter presents the results of the study's data analysis processes. It starts with the presentation of the qualitative data analysis results before moving on to the quantitative data analysis results. These results are also critiqued and discussed in the chapter.

Chapter 6 - Conclusion and Recommendations

This chapter concludes the research report by providing a summary of the findings and suggested recommendations to the role played by education in promoting a culture of entrepreneurship among the youth.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter explores written academic and institutional works that discuss different issues related to the role played by education in promoting an entrepreneurship culture among South African youths. The intention of this discussion is to outline different debates regarding the contribution of entrepreneurship education in promoting the culture of entrepreneurship among the youth and in changing the mindsets of students to become job creators not job seekers. The chapter starts by defining the concept and practice of entrepreneurship, the nature of entrepreneurs before discussing the various challenges that the youth face in their entrepreneurial endeavours.

2.2. Definition of entrepreneurship

Entrepreneurship is the process of starting, developing and expanding a business and it is also the process of constructing an entrepreneurial team, which includes collecting other resources with the purpose of gainfully exploiting an opportunity in the marketplace (Afriye and Broheme, 2014). Asamani and Mensah (2013) defined entrepreneurship as a process of generating something new and of value by combining necessary resources, time and effort while taking cognisance of possible risks, with the aim of obtaining better rewards. This definition is supported by Uddin and Bose (2012) who defined entrepreneurship as the process of recognizing opportunities in the marketplace, gathering necessary resources and capabilities to exploit the opportunities for long-term benefit. Aina and Salako (2008) defined entrepreneurship as an individual's ability and capability to recognize investment opportunities and make use of scarce resources to take advantage of these opportunities profitably. They further described entrepreneurship as the process of equipping individuals with the ability to exploit commercial opportunities and use skills, knowledge and attitudes in order to act on those opportunities with the purpose of creating employment and poverty reduction.

Venter et al (2015) defined entrepreneurship as the process of seeing opportunities where others see risk and be able to create what others have not created before to make profit and develop the economy as a whole. The authors further stated that entrepreneurship is about taking calculated risks and being able to push an idea into reality. The operational definition of entrepreneurship used in this study is the definition by Venter et al (2015) cited above. This definition associates entrepreneurship with opportunity, risk, profitability and economic

development. Entrepreneurship consists of creativity, innovation, risk taking initiatives, opportunity recognition, social empowerments and employment creation (Afriye and Broheme, 2014).

2.3. Are entrepreneurs born or made?

Regardless of a growing body of literature on entrepreneurship, there is still much debate when it comes to the question of whether entrepreneurs are born or made (Flora, 2006). The question is whether entrepreneurship teachers can actually train individuals to become entrepreneurs. Some scholars such as Venter et al. (2015) believed that entrepreneurs are born not made. Venter et al. (2015) argued that no one can teach people to be entrepreneurs although entrepreneurship can be encouraged through different forms of training. However, Varblane and Mets (2010) believed that entrepreneurs can be made. The authors believe that people need to be taught about entrepreneurship in order to instil entrepreneurial mindsets within them. Nani (2016) concurred with Varblane and Mets' view and add that if individuals are taught to be entrepreneurs from a young age, they have better chances of becoming successful entrepreneurs in life. Nani (2016) also stated that even when entrepreneurs are born, at some point they need education to gain the necessary skills, qualities, experience and knowledge to enhance their chances of success.

Neck and Greene (2011) suggested that entrepreneurship teachers should act above the narrative that entrepreneurs are born and not made and help students to develop both an entrepreneurial culture and entrepreneurial skills. Akuemonkhen et al. (2013) pointed out that entrepreneurship education is regarded as a tool that provide knowledge that equip students with the ability to be risk-takers, to be innovative and to be able to combine factors of production with the purpose of generating new products or services for new and existing markets. They further stated that these skills are developed through entrepreneurship education.

2.4. The importance of entrepreneurship

Entrepreneurship plays an important role in countries as it brings new businesses which increase job opportunities and uplift economies. This statement is supported by IncentiveSA (2014) which stated that the positive contribution and importance of entrepreneurship and an entrepreneurial culture in social and economic development cannot be overestimated. Entrepreneurs form and bring to life new products and services, technologies, new markets and generate new jobs along the way. Economic advancement in South Africa has been

achieved with the support of realistic entrepreneurs who are innovative and with an entrepreneurial mindset, are willing to take calculated risks and able to exploit opportunities in order to create profitable businesses (IncentiveSA, 2014).

Entrepreneurship is a globally-recognised tool for fighting poverty. It is also an important driver of employment and economic growth (Mkhize, 2010 & Echezona, 2015). In the United States, there were 240,000 start-up businesses that were established in the third quarter of 2016 generating 872,000 new jobs (United States Small Business Profile, 2018). Entrepreneurship, therefore, creates more job opportunities and societies benefit through declining unemployment and poverty levels (Karimi et al. 2010; Venter et al. 2015).

2.5. Contributions of entrepreneurship to South African economy

As highlighted in previous sections, entrepreneurship and SMEs as vehicles of entrepreneurship, contribute immensely to the South African economy. Nieman and Nieuwenhuizen (2009) asserted that the importance of SMEs in creating jobs which could solve the high unemployment rate in the country was recognized by the new South African government in 1994. The authors further stated that the government realized that the advancement of entrepreneurship and small business development was the way of addressing the economic issues faced by the country, which include a high unemployment rate, poverty and social instability. Entrepreneurship serves as an important tool which contributes to the sustainability of economic growth through job creation, innovation and social empowerment (Chimucheka, 2012 & Afriye & Boocheme, 2014). This view is confirmed by the Global Entrepreneurship Monitor Report (2016) that states that SMEs contributes 36% to the South African GDP. As a result of this, the development of entrepreneurship is realised as one of the vital areas that can improve the economic growth in South Africa and address the real worries of poverty and inequality (Herrington et al. 2014).

Echezona (2015) argued that entrepreneurship provides social transformation through its unique contributions of new goods and services and it also breaks away from tradition and indirectly promotes technologies and self-reliance by reducing reliance on out-dated systems. Furthermore, entrepreneurship is recognised as an important economic strength that forms the global economic development and performance (Herrington et al. 2010).

Kumar (2012) argued that entrepreneurship encourages capital development, creates extensive employment opportunities, uplift wealth formation and distribution, leads to an increase in gross national product and per capita income, leads to the enhancement of

people's standard of living, stimulates the country's export trade, encourages backward and forward associations and facilitates global development. Welkessa (2015) further added that entrepreneurship speed up the creation of employment opportunities, increasing economic activities to various sectors and identifying new methods of growth. The author went further to add that entrepreneurship contributes greatly in creating a culture of achievement and also to the growth of national income. It is also useful in bringing about balanced regional development, reducing social challenges, encouraging economic independence, promoting capital formation and lessens concentration of economic power in the hands of a few.

2.6. Entrepreneurship environment in South Africa

Scholars and institutions have collated data and indicators on the quality of the South African entrepreneurship environment. SBP, a private sector development and research company conducted a study of 500 small and medium enterprises from several industries. The outcome of this study revealed that business owners strongly believed that the business environment in South Africa was unfavourable to their operations with 71% of respondents mentioning that it became tougher to operate a business in South Africa in 2013 while only 9% said it became easier. They recognized the major weaknesses to growth as: absence of skilled staff, heavy regulations, local economic conditions, lack of finance, and cost of labour (Headline Report SBP, 2014).

Another research entity, the Global Entrepreneurship Monitor also studied the same SME environment and came up with similar, disappointing results for the years 2014 to 2018. The report by Global Entrepreneurship Monitor (2018) shows that the rate of entrepreneurial activity in South Africa is very poor and worrisome. Though South Africa has made so much efforts in assisting the growth of entrepreneurship and SMEs, the current entrepreneurship environment is very difficult, risky and not conducive for running small businesses. This culminates in a very high failure rate for SMEs (GEM, 2018). It is reported that five out of every seven small businesses in South Africa fail within one year (Peyper, 2013). When this is compared to the United States, 70% of small businesses survive at least two years, as the U.S. Small Business Administration stated (Hirsh, 2013).

The GEM 2018 report also showed that South African attitudes towards starting a business are generally negative (GEM, 2018). From this report, South Africa was classified lower than other Sub-Saharan nations when it comes to perceptions on the existence of feasible entrepreneurial opportunities in the country as well as entrepreneurs' perceptions on whether

they have the capabilities to exploit these opportunities. Only 37% of the adult population in South Africa considers that there are good opportunities to start a business compared to 74.5%, on average, in other sub-Saharan countries. Similarly, 37.7% of the local population believes it has the capabilities needed to start a business whereas 78.9% of people on average in other sub-Saharan countries believe the same (GEM, 2014).

On perspectives relating to entrepreneurial intentions, the report indicated that entrepreneurial intentions in South Africa have decreased by more than a third from 15.4% to 10.1% when compared to its 2015 report and nearly halved when compared to the 2010 report (GEM, 2017). Entrepreneurial intentions in South Africa are considerably lower than the rest of African region. The regional average is four times advanced than for South Africa, whereas the average for the efficiency-driven economies is greater than double South Africa's score (GEM 2017).

The total early-stage entrepreneurial activity rate is viewed as an important indicator of any GEM report which measures the percentage of the adult population (18–64 years) that are involved in the procedure of starting or who have started a business venture (Herrington et al., 2014). The GEM report (2016) reveals that it is discouraging that the rate of all stages of early-staged entrepreneurial activities was decreasing annually. The promising entrepreneurial rate is down by 30% while the TEA rate has dropped by 25%. TEA rates in the Africa region as a whole are 2.5 times greater than those of South Africa meaning South African Entrepreneurship is falling back when compared to its counterparts in the rest of Africa. A further association of the South Africa's TEA rate with that of other economies that participated in GEM 2014 emphasizes the unwelcoming future of entrepreneurial activities in South Africa. This shows that South Africa records one of the lowest TEA rates among the efficiency-driven economies; the average for the efficiency-driven economies is 14.0, which is double of South Africa's TEA rate (Herrington et al. 2014).

Another indicator of entrepreneurship activity in any country is the level of established businesses (GEM, 2016). This is very important, because these are businesses that are able to contribute significantly to the economy in the form of job creation, poverty alleviation and the introduction of new products and services. According to GEM Report 2016, South Africa's established business rate is disconcertingly low compare to the previous years, it has dropped by 26% since 2015 and is the lowest since 2011. The average entrepreneurship activity rate for the African region is practically five times greater than South Africa's rate of

2.5%, whereas the average for efficiency-driven economies is three times more than South Africa's rate. What is worrying is that South Africa has one of the lowest established business rates of all the economies that contributed in GEM 2016 (ranked 61st out of 65 economies).

The GEM report 2014 indicated that the established business level in South Africa has remained relatively constant. However, this has contributed to a decline in established business rate in South Africa when compared to that of other Sub-Saharan African countries. The levels of established businesses are also very lower than the average for efficiency-driven economies which stands at 8.5% which is three times greater than South Africa's rate of 2.7%. The important concern is that South Africa has the fourth lowest established business rate of all the economies that contributed data for the GEM report for 2014. Only Kosovo, Costa Rica and Puerto Rico have lower established business rates than South Africa (Herrington et al. 2014).

South Africa's poor rate of established businesses shades a depressing picture of the SME sector's potential to contribute significantly to job establishment, economic development and poverty alleviation. The deprived sustainability of start-ups in South Africa when related to other countries in the GEM sample also suggests the necessity for policy interferences aimed at mentoring and supporting entrepreneurs through the hard procedure of firm birth (Herrington et al. 2016).

Another indicator of entrepreneurial activity rate of a country that is pointed as crucial is business discontinuance (GEM, 2014). It is regarded as an indicator for sustaining entrepreneurship in an economy. The GEM report (2014) indicates that South Africa's TEA ratio to business discontinuance is properly inspiring for every person exiting a business in 2014. However, the business discontinuance rate among South African industries still remains bigger than the established business rate. There are different reasons for business discontinuance. Some reasons could be perceived to be positive, such as the prospect to sell, pursuing another opportunity or planned retirement. On the other hand, business discontinuance may be due to the lack of business profitability, poor access to finance and diminishing level of business capital (GEM, 2014). The GEM report for 2014 revealed that only 9% of businesses in South Africa discontinued in 2014 as a result of positive reasons, when compared to an average of 16% in sub-Saharan Africa (GEM, 2014). At the same time, 62% of businesses closed in 2014 for financial reasons including the failure to make profits and the difficulty in accessing finance to sustain their operations. The percentage of South

African entrepreneurs that exited their businesses in 2014 as a result of access to finance is alike to the average for sub-Saharan Africa, significantly more South African businesses are discontinued because of lack of profitability compared to their regional counterparts (Herrington et al. 2014).

The GEM report for 2016 shows that South Africa's TEA ratio to business discontinuance specifies that for every person exiting a business in 2016, 1.5 were involved in the early-stage of entrepreneurial activity. About 12% of South African business that exited the market for positive reasons in 2016 (for instance the opportunity to pursue another opportunity, opportunity to sell or planned retirement) double the number for 2015. However, 67% closed for financial reasons in 2016, either because they were not commercial, or because they faced difficulties in accessing finance to sustain the business. Difficulties in accessing finance, in particular, continue to be a major limit as was the case in 2015, with more than a quarter of entrepreneurs exiting their businesses for this reason. This is also a more irresistible issue for South African entrepreneurs, compared to their regional counterparts. Fifty percent of South African entrepreneurs discontinued their businesses because of the failure to access funding compared to the average for Africa. South African entrepreneurs are practically three times more probable to exit their businesses because of difficulties accessing finance, compared to the average for entrepreneurs in efficiency driven economies which is 8.8%. It is clear that it is a major restraint to access finance for early-stage entrepreneurs in South Africa and this has a deep consequence on business sustainability.

High failure rates on small businesses discussed above could be traced to low levels of business-related skills, innovation and creativity in South African entrepreneurs. A poor educational system and lack of affordable and efficient support structures and infrastructure also contribute to failure (GEM, 2016). There is also the fact that many entrepreneurs in South Africa are active in over-traded sectors populated by low profit margin businesses and a high level of competition for limited markets which threatens the growth and sustainability of their businesses (GEM, 2016).

2.7. Youth participation in entrepreneurship activities in South Africa

Youth participation in entrepreneurship activities in South Africa is encouraging albeit its declining trends are worrisome. According to the GEM report of 2016, participation by youths between the ages of 25-34 declined by over 40% between 2015 and 2016. This is the

age group in which entrepreneurial activity tends to be critical. However, South Africans aged between 25 and 34 years were the least entrepreneurially active in 2016, with rates lower even than the 18 – 24 year olds. TEA in the 25 – 34 year age group was less than a third of the Africa average as well as considerably less than the average for efficiency-driven economies. South Africa is ranked 58th out of 65 economies in terms of entrepreneurial participation by 25 to 34 year olds. Youth entrepreneurship participation is less effective compared to those of adults group. Over the past three years, there has been a stable increase in entrepreneurial involvement among 45 – 54 years old groups (GEM, 2016). In 2016, this age group is the most entrepreneurially active, accounting for more than a 28% of all early stage entrepreneurial activity. This rise in entrepreneurial activity may be as a result of more, older workers being jobless and being aware that they are likely to face scarce prospects on the job market (GEM, 2017). Given South Africa's high youth unemployment numbers (in the region of 60%, using the prolonged definition) low youth participation in entrepreneurship is a cause for concern (GEM, 2016).

2.8. Obstacles to entrepreneurship growth in South Africa

Despite the claims that entrepreneurship is being supported by both private businesses and government, its growth and prosperity is relatively low in South Africa due to a host of challenges. Some of these challenges and long-standing obstacles which endanger entrepreneurship and the ability of small businesses to survive and grow have been identified. Some of these challenges are discussed below:

2.7.1. Educational system and training

It is been reported that entrepreneurship education can play a significant role in equipping students with necessary skills that are needed to start, run and sustain a business and also in promoting entrepreneurship culture among students. However, the South African educational system seems relatively weak when it comes to the promotion of entrepreneurship studies (Echezona, 2015). Radebe (2014) stated that the South African educational system is ill-positioned to promote entrepreneurial minds. The report from the South African government indicates that 80% of all government schools are classified as failing and there seems to be an increasing reliance on the independent and private schools where the quality of education is far higher (BBC News, 2013). A World Bank report emphasized that South Africa records a very little tertiary education enrolment and a little percentage of the workforce educated to a degree level. This means that several of the more advanced entrepreneurial endeavours simply lack access to the skills they need to succeed (World Bank, 2013). To explain further,

Boates (2013) stated that lack of education and training decreases managerial capacities and restricts the survival and growth of new businesses.

2.7.2. Dearth of information inadequate information or lack of information

Information access challenges have been identified (Echezona, 2015). It is regarded as one of the major constraints facing policy creators concerning the growth cycle and the dynamics that affect SMEs at every stage of business or firm development. This could be from survivalist businesses to potential high growth entrepreneurial firms. This lack of detailed empirical information has led to policy decisions that rely on unreliable theory or thought and unstable foundations at best. In order to assess the possible impact of government policies and regulations on small businesses, there is need for a perfect understanding of short and long term effects at sector level, and at the level of individual firms at different stages of development. Doing a sufficient and a more thorough analysis of the SMEs lifecycle therefore would allow policies to be targeted more successfully (Headline Report SBP, 2014).

2.7.3. Red tape and burdensome regulations

South African laws and regulations have been identified as a critical constraint restraining the growth and success of small businesses in the country (Echezona, 2015). According to the SME Growth Index (2013) small businesses spend a lot of their time dealing with red tape and that lead to the loss of income. Specifically, dealing with SARS, labour issues and compliance with BEE is identified by some SMEs as their red tape. Da Silva (2013) added that the laws that regulating entrepreneurship in South Africa is to some extent inflexible and severe. He further revealed that there are more than 1.5 million registered small and medium businesses in South Africa, which are supposed to contribute 40% of jobs in the country, but the sad part is that these businesses are said to be functioning in some kind of unfriendly regulatory environment made by the country's unfavourable entrepreneurship laws (Da Silva, 2013).

2.7.4. Tough local economic conditions

Tough economic conditions in South Africa are reported to hinder entrepreneurship growth (Herrington et al., 2014 & GEM 2018). The ever-increasing costs that entrepreneurs have no control over such as electricity bills, municipal rates, taxes and labour costs pressured on them by unionized labour have a negative impact on the growth of entrepreneurship in South Africa (Boates ,2013). These rising costs stand in the way of South African entrepreneur's success as entrepreneurs find it difficult to contest against illegal cheap labour practices,

rivals and imported products coming from areas where costs such as energy, municipal charges and labour are much lower (Boates ,2013).

2.7.5. High cost of hiring workers

Entrepreneurship has the potential of developing job creation in South Africa (Mkhize. 2010). However there is a big challenge when it comes to high cost of the country's labour system which hampers their willingness to hire workers (Echezona, 2015). Some of entrepreneurs find it difficult to hire specialist employees that will provide advice and guidance on compliance issues due to the fact that businesses need to comply with more than 45 laws and have to submit up to 24 returns (Boates, 2013). The author further stated that complying with all of these regulations can be an extensive cost to a business.

2.7.8. Lack of finance and access to funds

The issue of finance and funding businesses it seems to be a big challenge to South African entrepreneurs. Chimucheka (2012) stated that all businesses require finance to start. Run and sustain their businesses. Most of entrepreneurs who run small businesses repeatedly discover that they do not qualify for loans and credits due to the fact that they have no collateral and high debt to equity levels (Boates, 2013). Turton and Herrington (2012) revealed that 79% of local entrepreneurs it is difficult for them to access funding, while many trust that funding conditions are slowly failing, in terms of bank lending, angel investors or initial public offerings. However, capitals are not ready easily available to entrepreneurs, and much of the capital is frequently too expensive, which restricts the growth of promising businesses. As a result of lack of funds, many South African entrepreneurs are discouraged to embark an entrepreneurship journey (Boates, 2013).

2.7.9. Lack of collateral assets

Lack of collateral is another factor that hinders the growth of entrepreneurship (Chimucheka, 2012). Most new South African entrepreneurs do not have assets to present as collateral to secure the funding that will help in creating new businesses. The financial institutions make it difficult for people with no collateral to access the funding since they put in place strict qualifying conditions with collateral as a must-have for one to secure funds (Turton & Herrington, 2012). This has discouraged entrepreneurs from embark the journey of entrepreneurship and self-employment activities (Finescope, 2010 & Chimucheka, 2012).

2.7.10. Entrepreneurship culture

The South African business environment and entrepreneurial culture is another challenge that hinders the sustainability of entrepreneurship (Nicolaides, 2011 & Venter et al.2015). This is partly because the current entrepreneurship environment is very difficult, risky and not conducive for running small businesses and also the failure rate is very high (GEM 2018). The GEM report for 2018 further stated that the South African environment is not conducive for businesses to grow and for promoting the culture of entrepreneurship. Varblane and Mets (2010) and Nicolaides (2011) associate a low entrepreneurship culture with an education system that has not transformed adequately to meet the growing entrepreneurship trend. They, therefore, believe that education can enhance the culture of entrepreneurship among the youth.

2.8. Government support initiatives for entrepreneurship growth in South Africa

The important role played by entrepreneurship has grabbed the attention of the government, as it is recognized as an important tool in promoting the economic growth and a driver in creating more job opportunities (Nicolaides, 2011 & Sub-Saharan Consulting Group, 2013). The effort of the government led to the establishment of a number of policies, programmes and support initiatives to assist, support, and develop SMEs (Nicolaides, 2011). Some of these programmes are the BEE Code, Preferential Procurement, Department of Trade and Industry Competitiveness Fund, Junior Achievement South Africa, the Red Door Initiatives, Bavumule, Technology and Human Resource for Industry Programme, Isivande Women Fund, Incubation Support Programme, Small Enterprise Development Agency, Enactus and the National Youth Development Agency (Undi, 2012).

Frank (2010) perceived that the assistance programmes for SMEs by the government are very important in order to reduce the failure rate of these ventures. For example the Small Enterprise Development Agency (SEDA) in South Africa focuses more on assisting the SMEs (SEDA, 2013). South Africa has an interest in reducing the failure rate in all SMEs categories by aiming to secure the environment where these businesses can be sustained and assisted in a positive and beneficial way (Neneh, 2012). One area to focus on is the education and training of SMEs, but the question that arises is how this assistance will be effectively executed (Olawale & Garwe, 2010).

Regardless of organisations that the government has established to support small businesses, SMEs are still failing and these organisation's programmes are not attaining their target

market (Fatoki & Garwe, 2010). This is partly because many entrepreneurs are unmindful of their existence or the interventions provided are not up to the expectations of the owners of these SMEs (Fatoki & Garwe, 2010). It is therefore important to establish government agencies and institutions that will contribute to SME's body of knowledge. Smit and Watkins (2012) stated that entrepreneurs who have had managerial and business skills training are most likely to cope and overcome the obstacles in a changing business environment. Some institutions and programmes that assist entrepreneurs are discussed below:

2.8.1. National Youth Development Agency (NYDA)

The National Youth Development Agency (NYDA) plays an important role in ensuring that the government and the private sectors make youth social development a priority by identifying and implementing solutions to the challenges facing the youth in the country (Echezona, 2015). The Entrepreneur Magazine (2015) pointed out that the agency is responsible for the provision of grants and soft-loans as well as non-financial support to young entrepreneurs. It also provides grants for mentorship programmes, market linkages and youth co-operative development programmes.

2.8.2. Incubation Support Programme (ISP)

The programme was started to advance incubators and generate fruitful enterprises with the potential to empower communities and strengthen local and national economies. This is one of the support measures to inspire partnership in which big businesses assists SMEs with skills transfer, enterprise expansion, supplier advancement and marketing opportunities (DTI, 2015). This programme aim to ensure that SMEs survive, grow and contribute to the economy through the support provided by incubators in persistent to strengthen economic development through enlarging contribution in the economy (Echezona, 2015).

2.8.3. Enactus

This is a non-profit organisation that is responsible for bringing together students and academics and business leaders who are dedicated in using their entrepreneurial achievement to advance lives (Enactus, 2015). The organisation helps students with the opportunity to transform into business leaders of tomorrow using entrepreneurial skills they have obtained. Through their educational skills they assist communities to improve their quality of life and standards of living. The organisation believes that a better world begins with taking responsibility and developing leaders who are socially mindful, with the ability and the willingness to contribute to society (Enactus, 2015). Enactus gives university students the

opportunity to use their entrepreneurial skills to create solutions for problems and issues affecting businesses and people in communities (Tshikovhi & Shambare, 2015). Enactus also collaborates with tertiary institutions, government agencies and private sector entities that seek to improve the living standards of people worldwide through promoting the principles and values of free market economics and entrepreneurship (Enactus, 2015). Enactus' students apply their theoretical and technical knowledge to help new start-ups and SMEs to draw up business plans and to secure funding (Tshikovhi & Shambare, 2015).

2.8.4. Small Enterprise Development Agency (SEDA)

SEDA was established in 2004 through the National Small Business Amendment Act with the purpose of supporting and encouraging small enterprises to ensure their growth and sustainability in coordination and partnership with other role players (Echezona, 2015). The agency is also responsible for the integration of all government funded small enterprise support agencies across all the tiers of government, implementing small enterprise improvement support programmes and establishing provincial structures to ensure the active implementation of its function (National Government, 2015).

2.8.5. Isivande Women Fund (IWF)

The Isivande Women Fund (IWF) was established with the aim of improving women's economic empowerment through providing exclusive and affordable funds for women (Echezona, 2015). The programme is aimed to formally register 60% businesses that are owned or managed by women. Government of South Africa (2015) pointed out that the funds caters for projects that involve start-up funding, business expansion, business rehabilitation, franchising and bridging finance. The Industrial Development Corporation (IDC) supervises this fund on behalf of the Department of Trade and Industry through a development fund manager.

2.8.6. Junior Achievement South Africa (JASA)

This is an entrepreneurial engaging programme that empowers young people who are the seekers and creators of opportunities. JASA also aims to nurturing entrepreneurial thinking among young people (JASA, 2012). Some of the objectives of this organisation are to prepare young people for life after school by raising their awareness of economic issues, changing their mindsets to think entrepreneurial by teaching them entrepreneurial skills, making them understand the business world and attracting their sense of personal responsibility through practical business experience (JASA, 2012).

2.8.7. Real Enterprise Development Initiative (RED)

This programme focuses on emerging entrepreneurship in specific provinces to maintain the particular needs of communities in those provinces (Echezona, 2015). The red door is regarded as a one stop shop for new and existing businesses that will be looking for advice and help from the most basic to the most sophisticated (Asen, 2013). Furthermore, the aim of this programme is to help build new businesses grow, help to develop and uplift the existing businesses and also help to create and promote more black-owned businesses.

2.9. Definition of entrepreneurship education

Entrepreneurship education is defined by Arasti et al. (2012) as all activities aiming to create entrepreneurial mindsets, attitudes and skills in students and also to give students the ability to generate ideas, start their own businesses and be able to grow and innovate those businesses. Isaacs et al. (2007) defined entrepreneurship education as a determined intervention by an educator in the life of the learner to teach entrepreneurial qualities and skills that will allow the learner to survive in the world of business. Entrepreneurship education is a process through which learners are equipped with the entrepreneurial skills and are exposed to the practice of entrepreneurship with the intention of planting the entrepreneurial mindsets to the learners and also with the intention of promoting the culture of entrepreneurship (Venter et al. 2015).

Venter et al.(2015) further stated that entrepreneurship education gives students the required skills to survive in the real business world and be able to overcome the challenges that comes along the way. Entrepreneurship education equips the youth with functional knowledge and skill to build up their character, attitude and vision. It plays an important role in developing an eco-system that promotes innovation and in developing entrepreneurial culture, which drives wealth creation and give further push to innovation (QAA, 2012). Furthermore, entrepreneurship education essentially focuses on the formation of an entrepreneurial culture, and it helps possible entrepreneurs to recognise and chase business opportunities. It is not restricted to enhancing start-ups, innovative ventures and new jobs but it is also a competency for all, helping young people to become creative and self-confident in whatever they start.

Adebayo and Kolawole (2013) defined entrepreneurship education as a specific training given to students or trainees to acquire skills, ideas, creativity, innovation, managerial abilities and capabilities to engage in self-employment other than aiming for paid employment. Swartland (2009) added that entrepreneurship education serves as the

mechanism that stimulates those skills, ideas, innovation and the creativity in students to enable them recognize opportunities and inspire them to convert ideas into practical and directed activities whether in a social, cultural or economic context. Akudolu (2010) further defined entrepreneurship education as the process of acquiring knowledge, attitudes, innovations and skills which enable learners pick up life obstacles in whatever form and take important steps to realize new trends and opportunities for meeting those challenges in all aspects of human life.

2.10. Entrepreneurship education in a global perspective/ global overview of entrepreneurship education

Emerging and endorsing entrepreneurship education has been one of the key policy objectives for the Europe and Member States for many years (Eurydice, 2016). The report revealed that there is an increasing proportion of young people who create and develop their own profitable and social ventures, and in that way they are becoming innovators in the areas in which they live in. Entrepreneurship education is important not only to nature the mindsets of young people but also to provide the skills, knowledge and attitudes that are important in developing an entrepreneurial culture (Hoffmann et al, 2012). However, in Europe there is still the unbalanced curriculum when it's come to the learning outcomes related to entrepreneurship education (Eurydice, 2016). The report further revealed that Learning outcomes related to entrepreneurship education are uneven in most European countries. They are also not comprehensive and lack development between education levels.

Curricula of higher levels of education do not cover more meaningful learning outcomes than those of lower levels. However there are transformations in the relative incidence of the particular outcomes identified. At the primary and lower secondary education level, they mostly relate to the categories of entrepreneurial attitudes and the skills of creativity, planning, financial literacy and teamwork. Whereas at the upper secondary education and in school-based initial vocational education and training (IVET), there are fewer learning outcomes related to entrepreneurial attitudes and teamwork skills, but more for managing resources, managing uncertainty or risks and assessing opportunities (Eurydice, 2016). Active learning and activities outside the classroom are most common, while experiential learning is the least common in European schools (Eurydice, 2016). Research suggests that methods involving students' experiences outside the classroom and connecting them to the real world are important to entrepreneurship education.

The research further revealed that clear guidelines are crucial for teachers to have a common understanding of what methods are appropriate for entrepreneurship education, and which methods will contribute most effectively to its successful teaching (Eurydice, 2016). This report revealed that while the majority of countries include entrepreneurship education in their curricula, they do not often recommend any particular teaching/learning methods to be used and therefore leave them with great independence in this area. Entrepreneurship education is most common at upper secondary level and there, there are a variety approaches used to teach it. It is often both a separate subject and integrated in other subjects, mostly in social sciences, economics and business studies and it is often taught as an optional subject at this education level. However, entrepreneurship education is less likely to reach all students in countries where it is more often found in optional than in compulsory subjects, and where it is not a cross-curricular theme (Eurydice, 2016).

The Eurydice report (2016) suggested a model where entrepreneurship education was shifted from being a less significant, optional add-in to a substantive part of the curricula. In such a situation, entrepreneurship education in the early years of education from primary through lower secondary provides a base for students to take entrepreneurship as a separate subject in their later stage of education such as in higher educational level.

In Lithuania, where entrepreneurship education is presently being lectured as part of an entrepreneurship strategy, there is a national programme to introduce economics and entrepreneurship into basic education. The programme is based on significant capabilities such as entrepreneurship, communication, learning to learn and citizenship. As with subject content, teaching and learning approaches need to be applicable if entrepreneurship education is to be distributed effectively. Hoffmann et al. (2012) stated that entrepreneurship cannot be taught effectively using traditional education methods. The authors further stated that practical measurements, student participation and international elements in teaching are all very important. Moreover, they argue that 'formal teaching is not the only activity that affects students' ability to become great entrepreneurs' but also the non-curriculum undertakings at educational institutions. These are again noted as very challenging to measure as students contributing in such activities are often not registered (Hoffmann et al., 2012).

2.11. Entrepreneurship education in an African context

Entrepreneurship is regarded by most African countries to be the solution in reducing unemployment and poverty and in enhancing economic growth, as the problems of low

economic growth and unemployment endure (Mkhize, 2010 & Afriye & Broheme, 2014). It is believed that entrepreneurship education is an important tool that would make an optimistic contribution in the improvement of entrepreneurial orientation of people enabling them to play more positive economic roles in their economies. Wiklund (1999) asserted that entrepreneurial orientation consisted of two components namely action orientation (which results in tangible entrepreneurial behaviour) and mental orientation (mindset view). Both these two orientations can be strongly reinforced through entrepreneurship education.

It was with this concern that the Government of Zimbabwe implemented entrepreneurial, practical subjects in its educational curriculum, as recommended by the 1999 Nziramasanga Commission. The intention was to create graduates who could generate their own jobs after leaving formal education. Yet, in the teaching of these practical subjects, learners are not engaged through the whole course of entrepreneurship and they are not equipped with entrepreneurial skills that can help them to start and sustain their businesses (Nani, 2016).

Nani (2016) stated that by recognizing the importance of entrepreneurship the Government of Zimbabwe put an effort to transform the educational curriculum through combining theoretical (academic) and practical subjects, as recommended by the Nziramasanga Commission (1999). Through the revisit of the Nziramasanga Commission (1999), the Government of Zimbabwe has recognized that the former F1 type of education is not the best for the Zimbabwean market needs. Therefore, the F2 educational system is being brought back in a transformed way with a view of facilitating and entrepreneurial orientation in students.

Nigeria, like Zimbabwe, also faces serious unemployment challenges that have resulted in a renewed interest in entrepreneurship education. Education and training in Nigeria is taking a new dimension as many people are diving, driving and embracing it in its totality (Nani, 2016). This singular act of being educated has resulted in a massive number of graduates from various learning institutions like universities. In 2019 alone, it was estimated that there were 25 million unemployed university graduates in Nigeria (Babalobi, 2019). The perceptions of earning a living with a tertiary institutions' certificate after graduation has endangered the Nigerian system of education and have also generated an increase in the number of unemployed graduates (Longe, 2017 & Babalobi, 2019).

The concept of entrepreneurship education and training in Nigerian tertiary education was introduced in order to reduce the rate of unemployment among Nigerian graduates roaming

the street with qualifications but without a meaningful source of income (Nani, 2016 & Longe, 2017). The aim of entrepreneurial education was for knowledge acquisition by students to enable them to set up their own businesses and be able to acquire other skills that are needed for enterprise survival and also to become successful entrepreneurs (Maina, 2013). However, some universities are still lacking in terms of promoting entrepreneurship education and entrepreneurial mindsets among students. This is supported by Uzoagulu (2012) who argued that some universities basically design one or two entrepreneurial courses that are taught by some lecturers who have no practical knowledge or experience of entrepreneurship. This reduces the interest of students in entrepreneurship courses and they ended up taking such courses as a requisite for graduation. The methods that are used by most universities have not trained graduates to be independent, but to depend on white-collar jobs that are rarely available (Babalobi, 2019). As a result, there are millions of graduates from Nigerian tertiary institutions today that are not gainfully employed (Babalobi, 2019). Maina (2013) observed Nigerian graduates, besides the book knowledge that they gained, have no necessary skills to become self-dependent. Good entrepreneurial training and education could encourage Nigerian youths to become employment creators rather than employment seekers (Longe, 2017). It can also equip them with skills for continuous enhancement and innovations in their undertakings.

2.11.1. Entrepreneurship education in primary schools

Teaching entrepreneurship studies at the early stage or at primary level is important in promoting entrepreneurship as it lays a solid foundation for future entrepreneurial development (Udu & Amadi, 2013). Nani (2016) stated that entrepreneurship is not taught in government primary and secondary schools. Being exposed to entrepreneurship education at the young age help the person to grow with the mindset of starting his or her own business. When learners are taught and mentored on how to start and run the business from early age, the failure rate of entrepreneurship might be low when these graduates enter the entrepreneurial world (Nani, 2016). The author further stated that the introduction of entrepreneurship at primary level is lacking. Learners are not exposed on starting their own ventures but are exposed to job-seeking tools. Not being taught the importance of starting your own business at an early stage of learning results in individual developing a mindset that the best way of fighting poverty is to look for a job (Wiklund, 1999). Nani (2016) stated that learners should not only be prepared with practical skills, but should also be exposed to the

conversion of these practical skills in starting and running actual businesses from an basic stage and not only at higher levels of education.

The study conducted by Nani (2016) in Zimbabwe revealed that entrepreneurship should be presented at foundation level, which is at primary school level as to prepare learners' minds for the successful implementation of business later in life. Primary school teachers who participated in the study argued that the foundation of entrepreneurship should be laid at primary school, "the catch them young philosophy". This is an important stage where learners are very creative, inquisitive and exploratory. The findings by Nani (2016) implied that introducing entrepreneurship at tertiary level could be too late for students to catch all the necessary skills, as entrepreneurial concepts would be better taught at a younger age where learners are at discovery, manipulative and experimental stage.

Planting an entrepreneurship mindset in learners at a young age and developing this through high school can help the learner to stay entrepreneurially active. By the time the learner leaves high school, he or she would have matured into a budding entrepreneur. If the student happens to do an entrepreneurship subject at university level, then there is even a stronger guarantee that the student will be ready to enter the business world as a fully grown entrepreneur assured of setting up a successful business entity (Rwigema, 2004 cited by Nani, 2016).

2.11.2. Entrepreneurship education in secondary schools

Secondary schools are perceived to be career detective platform whereby learners get exposure on the careers that they going to pursue at higher education institutions. Therefore, giving learners the entrepreneurship foundation at the earlier stage help those learners to grow with the better understanding of the importance that entrepreneurship can play in the economy (Chimucheka, 2012 & Udu & Amadi, 2013). Furthermore, entrepreneurship education exposes learners to be business initiators than being job seekers. Brown (2012) stated the entrepreneurship education at secondary school level is seriously lacking as practical component in teaching entrepreneurship seems minimal.

Brown (2012) also stated that there is a difference in the way entrepreneurship is taught in public and private schools. In private schools they do apply practical approaches in entrepreneurship and these include company visits and guest lectures on entrepreneurial exercises whereas public schools have no such practical components to entrepreneurship. Most government schools tend to focus more in mathematics and language subjects and focus

less on other subjects, which is giving the impression that the less-focused subjects are less important (Nani, 2016). He further stated that the importance given to mathematics and languages could mean that the curriculum is creating job seekers not job creators.

The practical component to teach entrepreneurship is important, as it exposed learners to the real business world (Udu and Amadi, 2013). Brown revealed that there is a model called “R10 in ten days” where students are placed in pairs and they give those students R10 at a particular date and after 10 days they have to return the R10 with the profit that they made. This model helps learners to be exposed in business world and it creates an entrepreneurial culture among learners, as it teach them how to run their businesses at their young age. Brown (2012) stated that this model can be implemented in every school to build entrepreneurship culture among students.

Nani (2016) stated that young people should learn entrepreneurship at an early age to advance skills needed to recognize feasible business opportunities and be able to start and sustain their own business. Secondary school teachers which were participating in the study conducted by Nani (2016) pointed out that instead of developing councils who run business project in schools, they should also engage learners to those business projects for the purpose of exposing learners to the running of business. They can start off by directing entrepreneurial projects with learners and eventually hand over the projects to learners to run (Nani, 2016). They further expressed that learners should also be exposed to the real business world by conducting field trips, visiting industrial areas, agricultural shows and business expos. Entrepreneurs that were interviewed by Nani (2016) were of the view that teachers should not only prepare learners with practical subjects, but they should also involve them in broad entrepreneurial studies. He went further to state that teachers can only tell whether proper skills have been taught when they see their learners put skills into practice. We are facing difficulties in business because we were never mentored while we were still at school, they said. Getting an opportunity to do practicals in entrepreneurship at school would not only inspire learners to come up with unique business ideas and necessary skills to create a competitive advantage in business but also give teachers a chance to evaluate how well learners have grasped entrepreneurial models (Nani, 2016).

2.12. Entrepreneurship Education in South Africa

Education and training is regarded as one of the restraining factors for entrepreneurship success in South Africa. This is supported by GEM report (2016) and Fatoki and Garwe

(2010), who stated that lack of education and training is one of the major causes for the low level of entrepreneurial activities and the high failure rate of SMEs. Therefore, this suggests that the development of entrepreneurship education may address the low rate of entrepreneurial activities and the high failure rate of SMEs in South Africa. The programmes that are created in South Africa to develop entrepreneurship are many but it is difficult to achieve good results.

When looking at entrepreneurship education for young people, there is still a gap in teaching young people entrepreneurship in a way that could inspire starting their own ventures and in acquiring entrepreneurial culture. This is due to the history of hindrance of entrepreneurship culture and the encouragement of a culture of working for others (Varblane & Mets, 2010). Entrepreneurship education can play an important and major role in changing views of South Africans towards self-employment and attaining essential skills to manage a business (Karimi et.al, 2010). South Africa's future entrepreneurial capacity depends on how well the country is preparing individual citizens to start their own businesses instead of looking for employment and is promoting individuals to be able to provide employment, not only for themselves, but also for others (GEM, 2017). The report further stated that Improving and promoting entrepreneurship education in South Africa at all levels of education and to all people will help the country in improving economic development, job creation and also improve its Total Entrepreneurial Activity (TEA).

Educated entrepreneurs are more essential in developing regional economies than entrepreneurs with a lower level of education. This view is based on a study by Taatila (2010) which discovered that entrepreneurs with a higher academic background are more often innovative, use business models, and base their ventures on the use of new technology (Taatila, 2010). Varblane and Mets (2010) stated that in most higher education institutions, the theory of entrepreneurship is taught but practical-oriented training in entrepreneurship is limited, as the methodology that they use is to teach entrepreneurship and provide very little training in entrepreneurship. It is further supported by the Entrepreneurship Development in Higher Education (EDHE) conference (2018) where it was pointed out that most universities focus more on teaching the theoretical part of entrepreneurship than building entrepreneurship culture among students. It was further pointed out that universities are still lacking in changing the mindsets of students about being job creators rather than being job seekers.

Entrepreneurship skills are learned via practical real life development projects (Taatila, 2010). Entrepreneurship studies are not offered to every student that registered at university; it is only offered to a particular group of students (Varblane & Mets, 2010). For example, in Kwa-Zulu Natal, some FET offer entrepreneurship subjects to economics and management learners only (Gamede & Uleanya, 2017). Varblane and Mets (2010) further stated that if every student is enrolled in entrepreneurship studies, this will be of great benefit because they will be equipped with entrepreneurial skills and knowledge that they could use in the business world. Being exposed to the real business world and being equipped with necessary skills help entrepreneurs to deal with many challenges that come with running a business.

Sentosa and Rengiah (2014) discovered that usually universities do not include important entrepreneurial elements that will give students a thorough understanding of entrepreneurship including the new ways of thinking, new kind of skills, creativity and new innovations. Thus, it was not only a question of whether a university offered entrepreneurship courses but also of the quality and relevance of the courses as well.

2.13. The importance of education and training in enhancing entrepreneurship

Quality entrepreneurship education improves the entrepreneurship culture in students or learners, meaning that they grow up with the mindset of creating their own businesses as results of the entrepreneurship foundation that was instilled in them at a young age (Echezona, 2015). Chimucheka (2012) stated that entrepreneurship education is very important in developing skills and knowledge that enable entrepreneurs to harness opportunities. Furthermore, entrepreneurship education plays a big role in improving market awareness among entrepreneurs, creativity and innovation, improving the ability of gathering resources, improving the business and technical skills of entrepreneurs. Moreover, it has been promoted in many educational institutions for the role they played in nurturing entrepreneurs, it is also recommended as a solution to the challenges faced by South Africa (Chimucheka, 2012). Improved entrepreneurial education could make an important contribution to job creation and to poverty alleviation and also to economic development (Isaacs et al.2007 & Chimucheka, 2013).

Chimucheka (2013) pointed out that quality education and training play an important role in the survival of SMEs in South Africa and the more they equipped with entrepreneurial competences the more they survive and succeed. Niema and Nieuwenhuizen (2009) further pointed out that higher level of education and training is considerably associated with higher

level of entrepreneurial activity. Fatoki and Odeyemi (2010) stated that for SMEs to get the required funding from creditors, they often have to prove that they have the relevant education and related experience which improve their managerial competency. In their view, entrepreneurship education therefore positively affects funding opportunities.

Entrepreneurship education and training are important in enabling entrepreneurs to draft a proper business plan to attract investors and lenders. Their inability to meet this requirement often results in them failing to access funding and this leads to business failures (Fatoki & Odeyemi, 2010). Anho (2013) argued that basic and functional entrepreneurship education paves way for the building of good human and personal relations thereby addressing personal and social challenges such as poverty and unemployment.

According to Ememe (2011) entrepreneurship education plays an important role in enabling the youth to seek for success in ventures and it also build entrepreneurial mindsets to students. Entrepreneurship education courses play an important role in providing students with the awareness of economic opportunities, the business environment, opportunity identification, preparation of business plans, enterprise management techniques, self-development techniques as well as general entrepreneurial skills (Osuala, 2010). In addition, Suleiman (2010) added that entrepreneurship education equips people, particularly the youths, with skills and knowledge which transform them into enterprising individuals by engaging them in real life learning experiences in which they can take risks, manage results and learn from the outcomes.

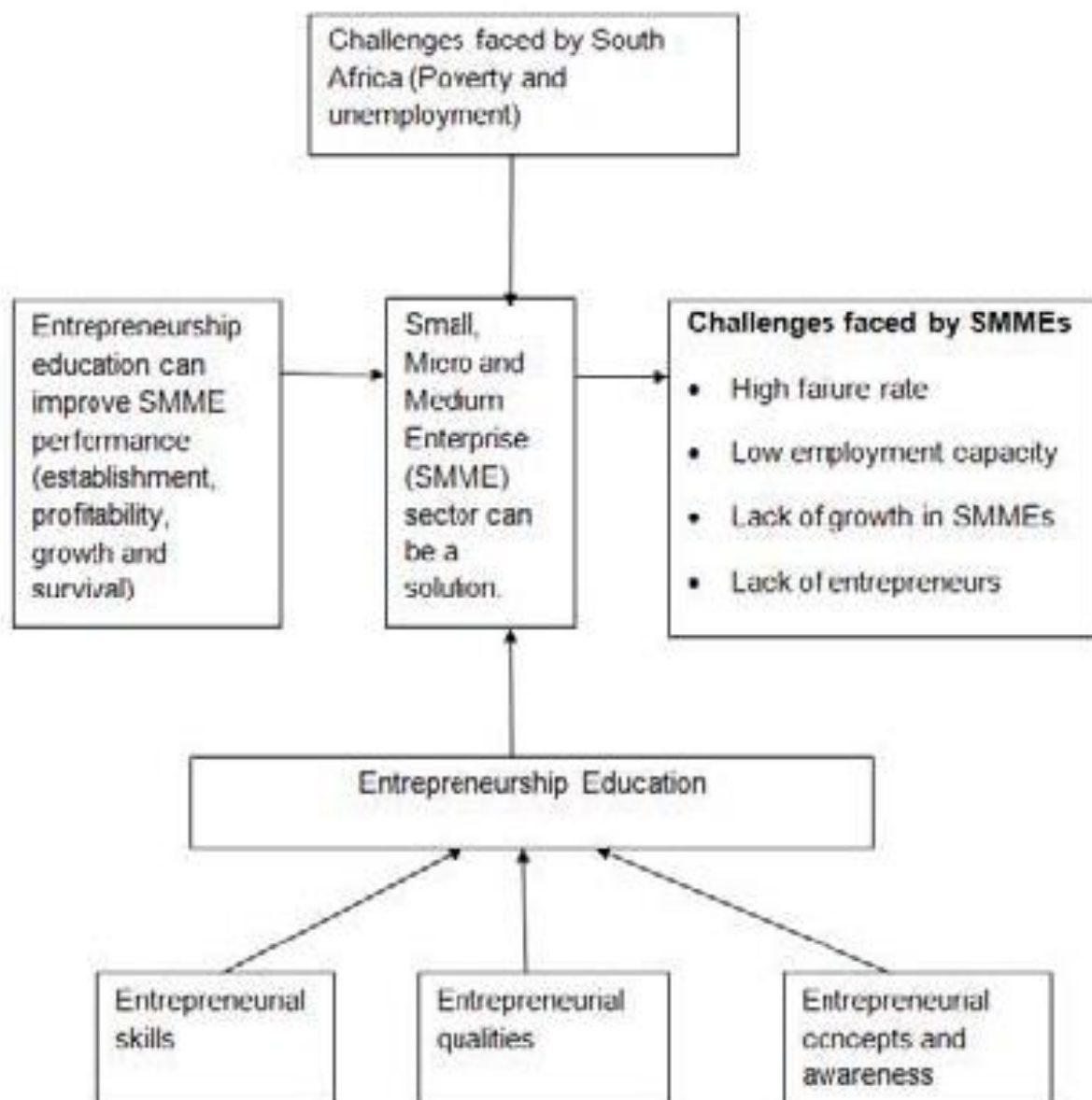
Entrepreneurship education equip learners with entrepreneurial skills that are needed to start and sustain the business and also help to expose students to the real business world which give them the ability to overcome challenges that they might face when they run businesses (Department of Higher Education, 2017). Modules, courses and degrees in universities and learning institutions can have a positive impact on student's entrepreneurial abilities. Such degrees, courses and modules that universities and learning institutions provides to students can equip and prepare them with entrepreneurial skills and knowledge that are needed to boost their entrepreneurial attitudes to start and sustain their businesses (Udu & Amadi, 2013).

An educated workforce, properly skilled and with the capacity for innovation, is very important to an economy's attractiveness, productivity and growth (Green & Mason, 2014). A good education structure is therefore one of the fundamental necessities for a competitive

country, as it is equitable to trust that a good quality education structure will have an encouraging effect on individuals' self-efficacy and self-confidence, thus growing the chances of such individuals not only in formulating a business but also in being able to fruitfully direct competitive and changing business environments (Department of Higher Education, 2017). GEM research (2016/2017) shows that there is a solid association between perceived capabilities (skills) and TEA, strengthening that all systems of education (formal, informal and non-formal) are significant in developing entrepreneurial competences.

Conceptual model of entrepreneurship education

Figure 1: Conceptual model of entrepreneurship education



Source: Chimucheka, 2014

It is widely acknowledged that SMEs play an important role in helping countries to achieve socio-economic goals of creating employment opportunities, developing economic growth and in poverty reduction. However, it is not easy to achieve these generic goals because of the challenges that SMEs are facing. SMEs faced many challenges, including the high failure rate of these businesses, low employment capacity and lack of educated entrepreneurs (Chimucheka, 2014). The author further stated that these are the reasons behind lack of entrepreneurship knowledge and skills and also unreachability of finance. Varblane and Mets (2010) pointed out that the improvement in entrepreneurship education can help improve the performance of SMEs. The growth of SMEs means that there will be more jobs being created and the economy will be uplifted which results in poverty reduction.

The above diagram serves to show that entrepreneurship education equips entrepreneurs with entrepreneurial skills, qualities, and entrepreneurial concepts and awareness that help on increasing the chances of success in most SMEs in the nation. Good entrepreneurship education can help SMEs reduce the challenges that hinder the success of these businesses. Such challenges are high failure rate of SMEs, low employment capacity, low of growth in SMEs and lack of educated entrepreneurs.

2.14. Factors impacting students' entrepreneurship abilities, perceptions and attitudes

Some factors within social, learning and business environments can have the impact on a student's attitudes towards becoming an entrepreneur. Some of these factors are discussed in this subsection starting with teaching methods applied in universities.

2.14.1. Teaching methods

The teaching methods that are used in teaching entrepreneurship studies can directly impact the opportunity that students have to develop entrepreneurial characteristics and in promoting the entrepreneurship culture among students (Uzoagulu, 2012). The way universities teach entrepreneurship can have a positive or negative impact in the promotion of entrepreneurship culture and attitudes among students (Zhou & Haixia, 2012). Effective teaching methods can equip students with entrepreneurial skills and promote students to become successful entrepreneurs (Zhou & Haixia, 2014). Universities have to create the relevance of different practices of entrepreneurship to particular disciplines, providing the information regarding how different teaching procedures impact the development of entrepreneurship characteristics to students (Echezona, 2015).

The current adopted teaching methodology for entrepreneurship studies has been defined as a systematic delivery, which leaves no room for the students to engage in practical methods. The lack of co-curricular activities such as entrepreneurship clubs, lectures and speakers, workshops and seminars, business plan competitions, internships, and venture incubators are key disadvantages of entrepreneurship education in Nigeria (Adiele, 2010).

2.14.2. Student's background

Students' backgrounds can directly or indirectly impact their probabilities of becoming entrepreneurs (Echezona, 2015). The author further stated that a student's background includes the leanings that cannot be inclined through the university experience such as having a parent who owns or has owned a business, having a close friend who owns a business, being the eldest child in a family and family culture or believes. According to Rastogi & Agrawal (2010), students whose families have businesses are likely to start their own business. This is because they grew up within a culture of entrepreneurship and their parents give them support (Rastogi & Agrawal, 2010). In different settings, some parents believe that after graduation a student has to look for a job. They believe that starting a business is the waste of time and that can have the negative impact in student's likelihood of becoming entrepreneur (Udu & Amadi, 2013).

2.15. Major challenges confronting entrepreneurship education in Nigeria

The Nigerian educational system faces several challenges that affect the development of entrepreneurship education. Nigerian challenges are briefly discussed before South Africa's. Nigeria has been chosen because of its severe, globally-referred to graduate unemployment problems where an estimated 25 million graduates were reported to be unemployed in 2019 (Babalobi, 2019). Three of these problems: low competence among educators and instructors; a poor curriculum and infrastructure and resources challenges are discussed below.

2.15.1. Low competence of entrepreneurship education lecturers/instructors

Low competence among lecturers and instructors who teach entrepreneurship education in most universities has been pointed out as a reason for the poor delivery of quality entrepreneurship education (Agbonlahor, 2016 & Chukwudi & Nwosu, 2018). There is a shortage of lecturers and instructors with practical training in entrepreneurship education (Agbonlahor, 2016: Nwosu & John, 2017). In Nigeria, the majority of entrepreneurship instructors are from traditional disciplines such as economics or business administration (Nwosu & John, 2017). Apart from the underprovided qualifications of instructors, the lack

of entrepreneurial mindfulness is also indicated as a problem to the quality delivery of entrepreneurship education in Nigerian universities (Zhou & Haixia, 2012). There was therefore a need for Nigerian higher education authorities to prioritise entrepreneurship development capacities in lecturers and instructors as a way of improving entrepreneurship education (Chukwudi & Nwosu, 2018).

2.15.2. Absence of curricular capacity to support the training

The absence of a curricular guide to inform entrepreneurship education is identified by many researchers as a major problem in the higher learning system (Chukwudi & Nwosu, 2018 & Zhou & Haixia, 2012). Fayomi and Fields (2016) and Nwosu and John (2017) asserted that there was an urgent need for curricula changes in Nigerian universities to accommodate practical entrepreneurship education. They carried out a study in the Nigerian universities in the south western part of that country and concluded that entrepreneurship education offered did not empower students to successfully manage their own businesses. The authors proposed the integration of entrepreneurship courses with the regular courses taken by students throughout their university life. They also proposed the involvement of successful entrepreneurs as part of the entrepreneurship practical education panel.

2.15.3. Poor resources and infrastructural support

The provision of adequate infrastructure for entrepreneurship education to deliver quality and practical oriented entrepreneurship education requires huge investment in capital (Agbonlahor, 2016). The scarcity of funding is stated as the reason behind the lack of adequate infrastructure that is needed to support entrepreneurship education. Chukwudi and Nwosu (2018) suggested that the Nigerian government needed to commit more funding to universities so that they can develop facilities and programmes that support entrepreneurship education. Nwosu and John (2017) further stated that poor funding and inadequate facilities were exacerbated by overcrowding at universities. This issue discourages the promotion and integration of entrepreneurship in academic programs in Nigerian universities (Agbonlahor, 2016).

2.16. Challenges to entrepreneurship education in South Africa

Despite the important role of entrepreneurship education in promoting entrepreneurship in South Africa, there are numerous obstacles and problems that hinder the development of effective entrepreneurship education programmes (Lekoko, 2011 & Echezona, 2015). Some of these challenges are discussed below:

2.16.1. Inappropriate syllabus and content

Echezona (2015) stated that the existence of useful course content in any educational setting has to be in line with the economic realities of the country. Looking at South Africa, there is much need for entrepreneurship since entrepreneurship is a highly acknowledged solution in for addressing employment and economic growth problems of the country (Chimucheka, 2012 & Venter et al.2015). Therefore, higher education institutions must contribute towards the creation and development of entrepreneurs. For example, the syllabus must be broad enough to prepare individual students to acquire practical entrepreneurial skills, knowledge and experience. For instance, students in business management should be able to write a proper business plan (Ebowo & Shambare, 2012). The syllabus that learning institutions provide to students does not change the mindset of students to become entrepreneurs. Rather it encourages students to become job seekers which is not the solution that the country needs. The challenge is that the syllabus is inappropriate to give students the proper foundation in entrepreneurship and to build entrepreneurship culture in students (Varblane & Mets, 2010).

2.16.2. Inappropriate teaching methods

Teaching methods applied in entrepreneurship determine students' levels of engagement and understanding. Therefore, the syllabus and contents of entrepreneurship education are as important as the way the information is delivered (Shambare, 2011). At EDHE Lekgotla conference of 2018, it was pointed out that most universities are lacking in the practical part of entrepreneurship. They focused more on the theoretical part of entrepreneurship and this did not change the mindset of students to aspire to become entrepreneurs. In order for universities to effectively promote entrepreneurship education, they should employ teaching methods that allow for practical application of learning material as well as holistic development of skill-sets required (Strydom & Adams, 2009). In addition, efficient teaching methods have gone beyond using the same formulas in textbooks. Rather they empower students to develop free, innovative and creative thinking in the application of knowledge and theory in the real world (Massad & Tucker, 2009).

2.16.3. Lack of trained and skilled entrepreneurship teachers

One of the major challenges in promoting entrepreneurship is that most higher education institutions lack quality teachers or instructors, who are knowledgeable in the field of entrepreneurship (Echezona, 2015). Molefi (2015) complained that most lecturers were not personally exposed to entrepreneurship as they did not own or operate businesses. Entrepreneurship education is not all about teaching people how to run a business but also

involves training an individual the creative thinking and promoting strong sense of self-worth and accountability (Ebele, 2008). Echezona (2015) in Obiefuna et al. (2010) added that the educators dwelt mostly on theories, leaving the practical aspect of demonstrative learning which led to the inadequate and ineffective learning. In addition, these researchers demanded that entrepreneurship learners should be exposed to the three domains of learning, namely: cognitive, affective, and psychomotor domains.

2.16.4. Shortage of infrastructural and instructional facilities

Infrastructural and instructional facilities refer to the physical facilities that are available in the place of learning. The importance of these physical facilities in the school system was highlighted by some authors, who were of the opinion that teaching and learning are very unrealistic in the absence of requisite equipment (Ezegbe, 2012). Lack of infrastructure and instructional facilities impose the challenges in the learning institutions. Students need a conducive teaching and learning environment in order for productive learning to take place. Echezona (2015) pointed out that, in order to establish functional and successful entrepreneurship programs, the education planners must be ready to provide the needed instructional materials and manpower.

2.16.5. Inadequate students' exposure and educational system

Many students are lacking the exposure in the field of entrepreneurship and the realities within the South African context and this can be explained in two different ways. Firstly, as an outcome of high rate of poverty, students who come from very poor background are usually not exposed to the wider world around them (Echezona, 2015). Entrepreneurship demands a talented workforce, but the system of education in place fails to provide the necessary foundation for such a work force. The schools up to the tertiary level currently do not have a well-developed curricular that gives students the required entrepreneurial skill and they do not expose their students or learners to the real business world (Chimucheka, 2012).

The necessary drive for an entrepreneur is not there and this leads to poor performance in entrepreneurship (Echezona, 2015). As a result of the apartheid legacy, the entrepreneurial intentions of black students fall below fifty percent compared to those of other races (Global Entrepreneurship Monitor, 2011). Similarly, the apartheid's Bantu education system is a result of the ill-prepared students by universities. Most universities are under-funded and under-resourced, which means that several universities cannot afford to provide the proper training to increase students' exposure.

2.16.6. Economic pressure from parents

Some students face pressure from their parents who believe that after graduation their children have to go and look for jobs to make money (Echezona, 2015). This makes it difficult for young people to dedicate enough time that is required for entrepreneurship training, as they have to make money in the short period of time. (Varblane & Mets, 2010 & Nani, 2016)

2.16.7. Poor society's attitude

Society's poor attitude towards entrepreneurship education and training is a big challenge for the youths who want to start their own businesses (Osakwe, 2011 & Echezona, 2015). The author stated that society believed that education which exposes people to white-collar jobs is superior to education that leads to the attainment of entrepreneurship skills. In this respect, Bukola (2011) expressed disappointment on society's attitude towards entrepreneurship training and thus stated that graduates of vocational and technical institutions anywhere in the world are extremely skilled entrepreneurs, but society does not seem to encourage the youths to tow this path. Additionally, it is unfortunate that those who influence education policy in the society (legislators, educators and the media, among others) seem to feel that graduates of technical institutions are not equal to university graduates (Bukola, 2011). This being said has affected the insights of even the students of vocational and technical institutions that hold some entrepreneurship background but lack entrepreneurial essence even before graduation.

2.17. Empirical literature

This section provides an empirical review of literature conducted on the role of education in fostering and enhancing entrepreneurship. The section is important because it allows the researcher to synthesize existing empirical work on the subject so that relevant research methods can be adopted in the subsequent chapters. Due to the multiplicity of empirical work on this subject, only recent, influential and leading papers are reviewed.

Most empirical studies on the role of education and entrepreneurship apply case studies and quantitative research designs. Echezona (2015), for example, recently conducted a study to establish entrepreneurship education as a strategy for the promotion of entrepreneurship culture and poverty reduction among university students in the South African context. The particular purpose of the study was to examine whether entrepreneurship education can promote entrepreneurial culture and poverty reduction among university students. Applying a

quantitative research design, the study revealed that entrepreneurship education is a viable tool for the promotion of entrepreneurial culture and also for poverty reduction.

Udu and Amadi (2013), on the other hand, sought to determine the possibility of a successful launch of entrepreneurship studies at primary school level. Their analysis was based on a survey conducted on a sample size of 150 participants in which 90 were primary school teachers and 60 were entrepreneurs. Descriptive statistics such as frequency mean and Chi-square tests of independence and association were then used to analyse data collected through a structured questionnaire. Similar to the conclusion reached by Echezona (2015), their findings revealed that entrepreneurship education should be introduced to primary education as it lays a solid foundation for future entrepreneurship development.

Other studies consider the introduction of entrepreneurship education at both primary and secondary school levels. An example of such studies is one conducted by Nani (2016) on entrepreneurial education in the school curriculum in the context of Zimbabwe. The purpose of the study was to find out when entrepreneurship can be introduced in the school curriculum. Unlike most studies that applied quantitative data methods, Nani (2016), applied a qualitative research design which has the advantage of allowing an in-depth assessment of the research questions. Aiding the qualitative research design were semi-structured focus group interviews which were used as data collection instruments. The study confirmed that entrepreneurship per se is not taught in government primary and secondary schools. Therefore, it was recommended that entrepreneurship education should be introduced in primary and secondary schools as to prepare learner's minds for the successful establishment and running of businesses later in life.

While other studies concentrated on the introduction of entrepreneurship studies at primary and secondary school level, other studies such as Chimucheka (2012) emphasizes the impact of entrepreneurship education on the performance of SMEs. A study applied a quantitative research design in the context of Buffalo City Metropolitan Municipality using a survey method, by the way of self-administered questionnaires to collect primary data and SPSS was used to analyse the data. The findings showed that entrepreneurship education has a positive impact on the performance of SMEs and it plays an important role in improving entrepreneurial skills, and also in improving the knowledge of SMEs owners and managers. The findings also revealed that entrepreneurship education is very important for the establishment and survival for SMEs.

There are other studies that focused on entrepreneurship education within a higher education context. One such study was conducted by Alsharief and El-Gohary (2016) IN THE Kingdom of Saudi Arabia (KSA). The study emphasizes the impact of entrepreneurship education in higher education students and their employability in the context of KSA. The study applied a qualitative and quantitative research approach to collect the data. The data was collected using interviews and survey strategy through the use of questionnaires and the data was analysed using path analysis. The results revealed that teaching enterprise, new product development and entrepreneurship on science and technology degree courses in KSA have a significant influence in these students' attitudes towards starting a small business enterprise or a new business enterprise.

Another study conducted by Taatila (2010) emphasized that the learning of entrepreneurship in higher education should be fully reviewed and changed with the purpose of presenting and discussing several successful cases from the entrepreneurial learning environment in order to suggest some important aspects that higher education institutions should consider. The quantitative research design was used in this study. The findings revealed that entrepreneurial skills are learned via pragmatic real life development projects. The author, however acknowledged that the presented evidence was case-based, and therefore actual results were very difficult to generalize to other settings.

Some other studies consider the role of entrepreneurship education in secondary schools. The example of such studies is the study conducted by Gamede and Uleanya (2017) on the role of entrepreneurship education in secondary schools at further education and training (FET) phase in the context of South Africa. The purpose for this study was to investigate the role of entrepreneurship education in secondary schools. Quantitative research method was used for data collection through the use of questionnaires. The questionnaires were administered to 371 Further Education and Training (FET) phase educators. The results revealed that aspects of entrepreneurship, communication skills and management are included in the curriculum of entrepreneurship education on secondary school learners. However, FET educators prefer entrepreneurship curriculum to include innovations in services and branding. It was also revealed that the designers of FET phase school curriculum needed to take into account the different social, economic and technical background of learners.

A study by Kilasi (2013) concentrated on the role of universities and their strategies and the extent to which entrepreneurship education is nurtured in terms of policy frameworks. In-

depth interviews were used in this study to collect data from lecturers across disciplines at the selected universities. The results indicated that entrepreneurship education is not well designed within university-wide curricula because its applications do not suit the academic needs of some disciplines. It was recommended that entrepreneurship education should be designed in such a way that will improve the necessary skills for all forms of employment.

Some studies look at the role of the teacher in promoting entrepreneurship education. One such study was conducted by Seikkula-Leino et al. (2016). The aim of this study was to show how teachers' learning and reflection promote entrepreneurship education and how undeveloped reflections hold back the development of entrepreneurship education. The data was collected from 29 teachers at the basic, upper secondary and vocational educational levels through content typing. The results revealed that teachers believe that there is a need for coordination between subjects in developing a more entrepreneurially oriented working community. The study also revealed that there is confusion between aims and practices in entrepreneurship education, because when teachers are asked to give the aims, they describe the practices. It was recommended that there is a necessity for the improved learning in terms of reflection to teachers, which should be advanced in their basic and in-service training; the implementation of changes in the educational ground, such as curriculum reform, from the perspective of learning and reflection; and the connection between aims and results in the context of entrepreneurship education.

2.18. Conclusion

This chapter reviewed a wide array of sources on key topics, concepts and constructs that relate to this study. These included entrepreneurship, entrepreneurship education and entrepreneurship culture. In the chapter, the challenges that South African young entrepreneurs faced as well as government attempts to alleviate these through special agencies were discussed. The specific challenges that educational institutions in the country faced in developing an entrepreneurship culture dominated the discussions. The chapter ended with empirical studies that have been conducted in the areas relating to entrepreneurship education. The views from the literature point out to the importance of entrepreneurship. Most scholars held the view that given the importance of entrepreneurship in job creation and employment development, entrepreneurship education should be widely supported and all challenges affecting it in South Africa should be addressed. The views from the literature also painted a gloomy view of how entrepreneurship education is conducted in universities to the detriment of entrepreneurial cultural development.

CHAPTER THREE: THEORETICAL FRAMEWORK

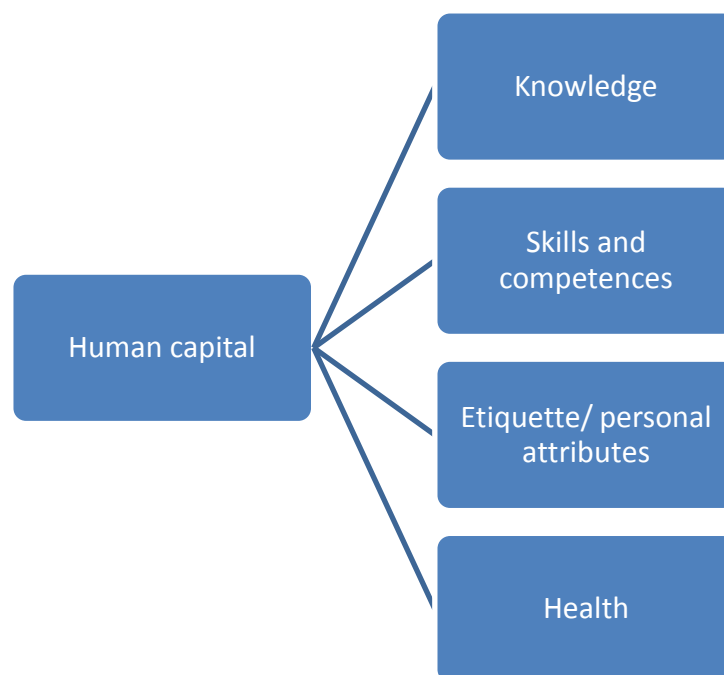
3.1. Introduction

As seen in the previous chapter, many researchers have studied the reasons behind entrepreneurship education as well as its effects and challenges in today's societies. From these studies, various theories and models have been developed in an attempt to identify, explain and relate factors behind or related to entrepreneurship education, entrepreneurship development and culture within society. In this chapter, three such theories are discussed, these being the human capital theory, the need for achievement theory and the Schumpeter theory of innovation.

3.2.1. Human capital theory

The human capital theory can be traced to the works of Gary Becker an American economist from the University of Chicago. Becker (1994) argued that capital cannot only be measured from entities with direct accounting book values like financial resources and physical infrastructure. Capital can also include aspects that increase the well-being and contributory capacity of human beings to their selves, societies and organisations. Becker identified etiquette, experience, skills and knowledge and health as human capital indicators because these increased a human being's value.

Figure 2: Becker's human capital theory



Source: Becker (1994)

In relation to the above theory, education and skills development programmes are indispensable processes in the development of one's human capital (Hogendoorn et al. 2019). Becker also argued that like traditional capital, higher capital values were better than lower ones and different individuals can accumulate different levels of human capital based on factors like opportunity, levels of commitment and the environment (Becker, 1994 & Martin et al. 2013). All factors held constant, individuals with higher levels of education, knowledge and experience are expected to accumulate wealth at a relatively high rate than those without (Becker, 1994).

The human capital theory suggests that education and training promotes the productivity of individuals by teaching them important and useful knowledge, ideas, skills and how to keep up with level of technology in today's changing business environment (Barro, 1991). The research by Olaniyan and Okemakinde (2008) revealed that investment in education has a positive influence on economic growth and development, and also the expenditure on training and development are a productive investment like investment on physical assets. The important factor in this theory is to teach and instil the spirit of entrepreneurship culture to students through entrepreneurship education.

Martin et al. (2013) pointed out that entrepreneurship education improves student's attitudes towards entrepreneurship and their intentions of starting their own businesses. The author further stated that there is a significant relationship between entrepreneurship education and human capital outcomes, such as entrepreneurship-related knowledge and skills. Echezona (2015) suggested that education should be designed in such a way that it can create and promote the supply of entrepreneurial enterprises and activities and change the mindsets of students to become entrepreneurs not job seekers.

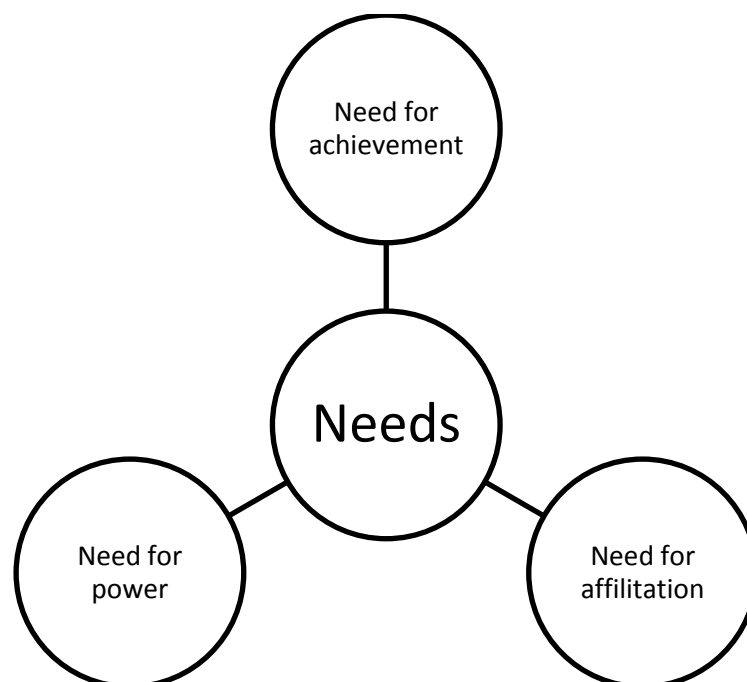
Hogendoorn et al. (2019), however, argued that the association between human capital and entrepreneurial success as suggested by the theory is not guaranteed. In their study, they found that there was no statistically significant correlation between entrepreneurial success and human capital. Despite such sceptical views about the theories, scores of researchers have relied on it to justify the positive effects of education on entrepreneurial success. These include Nahapiet (2011) and Martin et al. (2013).

The human capital theory is important in this study in that it relates entrepreneurial success and achievements to deliberate personal development efforts by individuals within educational systems. This study takes the development of an entrepreneurial culture first within higher education institutions and then within students as a form of human capital that can be used to benefit oneself as well as society. The view that entrepreneurship can be developed and that once developed it can be directed towards benefitting societies is therefore commonly held by the theory and this study.

3.2.2. The need for achievement theory (NAT)

The need for achievement theory is a psychological theory proposed by David McClelland in 1965. The theory is based on the psychological and biological views that human needs and actions are a response to internal and external stimuli. The theory further distinguished between natural needs like food and water to acquired needs. External stimuli in the environment can create an acquired need just as much as it creates a natural need (Chen et al. 2012). Human beings generally exhibit three types these acquired needs – the need for achievement, the need for power and the need for association (Rashipal, 2012; Chen et al. 2012).

Figure 3: McClelland's three needs



Source: Rashipal (2012)

Entrepreneurial success which includes establishing a successful business, gainfully benefit from the business, providing employment and making personal wealth out of it all mostly fall under the need for achievement (Rashipal, 2012). This need is centred on the development of personal goals and working towards their attainment.

The theory points out a strong association between the need for achieving economic development and entrepreneurial activities (Rashipal & Jain 2012 & Echezona, 2015). Echezona (2015) further stated that supporters of the theory explain that there would be a greater amount of entrepreneurial activities in a society where the need for entrepreneurship is high. The root of the theory is that when students or learners are adequately motivated through entrepreneurship education to become entrepreneurs, there is a greater tendency for them to set up their own businesses after graduation (Echezona, 2015). Teaching students about the importance of entrepreneurship and motivating them to become their own bosses rather than becoming employees can help in more businesses being created and that will also reduce the high unemployment rate especially among the youth. The role of entrepreneurship education is therefore instilling a need and a motivation that students can respond to through learning entrepreneurship and starting businesses.

This theory is relevant to this study because it emphasizes that needs are developed through education, exposure and experience. Individuals who have not been exposed to the benefits of entrepreneurship, for example, will not develop a need to start a business. Going by theory, higher education institutions develop needs in students mainly through their curricula. Thus an educational system or institution that emphasizes on job attainment rather than job creation will mostly create graduates who prefer to be job-seekers than job creators. Similarly, educational institutions that put emphasis on practical entrepreneurship are most likely to develop an entrepreneurial mindset that develops future entrepreneurs.

3.2.3. Schumpeter theory of innovation

The Schumpeter theory of innovation was developed by Joseph Alois Schumpeter an American, economist in 1891. The popularity of this theory, as argued continues to grow even in the 21st century (Sledzik, 2013). According to this theory, innovation and entrepreneurship are concepts that cannot be separated from economic growth within capitalist set-ups (Sledzik, 2013 & Bailey et al.2018). Entrepreneurship breeds an innovative mindset motivated by a need to identify and exploit economic opportunities. As entrepreneurs exploit the identified opportunities, they positively affect economic growth through

employment creation and through the activation of economic value chains that bring incomes and growth to societies (Bailey et al.2018).

The Schumpeter theory of innovation takes unemployment challenges to be due to lack of new ventures' creation. When new ventures are established employment is stimulated through the creation of those businesses (Garofoli, 1994). Jovanovic (1982) stated that high rate of unemployment is often associated with a poor rate of entrepreneurial activities. This means where people do not have the privilege to acquire business knowledge, innovation and skills to set up their own businesses, the rate of unemployment remains very high (Echezona, 2015).

The above theory is important and relevant in this study because like Schumpeter's theory, the study also takes the approach that entrepreneurship education and entrepreneurship culture cannot be divorced from economic performance. Developing an entrepreneurship culture through entrepreneurship education is a possible and a highly-supported view in the literature and in the study. In Chapter 2, the researcher cited various sources including Isaacs et al. (2007) Chimucheka (2012), Venter et al.(2015) who related entrepreneurship to economic growth and employment creation.

3.3. Conclusion

In this chapter, three theories were reviewed. These were the human capital theory, the need for achievement theory and Schumpeter's innovation theory. The first theory resonated well with the view that entrepreneurship education creates value in students. However it could not explain why universities and society did not put much emphasis in the development of youth entrepreneurship. All the theoretical approaches above directly or indirectly point out that entrepreneurship education serves as an important tool in stimulating employment, reducing poverty and uplifting economies. The theories, therefore, support the view that entrepreneurship education is important to students and economies.

CHAPTER 4: RESEARCH METHODOLOGY

4.1. Introduction

The previous chapter provided the theoretical framework of the study. This chapter introduces the research methods that the researcher used to collect and analyse the data in this research project. This chapter further outlines the research design, research approach, the selection of the population and sample, the data collection method, data analysis tool, the ethical considerations and limitations of the research. Furthermore, the description of the area where the research took place is also outlined. The researcher reviewed the literature on research methodology in order to be mindful of the strengths and weaknesses of different research methods. This helped the researcher to select appropriate research methods for this study. The study used the combination of both positivism and interpretivism since it involves both qualitative and quantitative approaches.

4.2. The Study Area

This study was conducted at University of Zululand which is located at uMhlathuze local Municipality under the King Cetshwayo District. UMhlathuze Local Municipality is an administrative area in King Cetshwayo District of Kwa-Zulu Natal in South Africa.

4.3. Research Design

A research design is a plan for the collection, measurement and analysis of data based on the research questions of the study (Sekaran & Bougie, 2013). Bryman and Bell (2011) stated that research design provide a framework for the collection and analyses of data whereas Ang (2014) classify research design as the framework that is used to address research issues and questions. Ang (2014) further stated that a research design consists of five critical questions, these being: what strategy will the researcher use to access the information in order to conduct the research? what entities will the researcher be studying and how will they be accessed? what are the variables and measurements that will be used to allow the researcher to test the propositions and hypotheses to address research questions? and what methodologies will be used and the future trends and directions of the research area? Coming with answers to the above enables a researcher to place a study within a relevant research design context that can effectively answer research questions (Ang, 2014).

In this study, a mixed methods research design was employed. The reason to choose this methodology is that mixed methods provides a better understanding of a research problem

and it is also chosen because of the strength of drawing on both qualitative and quantitative research and it minimize the limitations of both approaches. There are different research design approaches which are the quantitative research design which usually involves large amount of data and the qualitative research design which is more interpretative (Bryman & Bell, 2011). According to Creswell (2014), mixed methods research design is a combination of both qualitative and quantitative research designs. Mixed methods can adopt several forms:

- A study uses both qualitative and quantitative methods equally.
- A study uses mainly quantitative methods, supplemented by qualitative.
- A study uses predominantly qualitative methods, supplemented by quantitative methods.

Associated with mixed methods is the concept of triangulation, which is defined as the use of different methods to test the same theoretical issues (Creswell, 2014 & Ang, 2014).

Kumar (2014), Creswell (2014) and Babbie (2016) stated that the quantitative research approach is desirable when:

- Large amount of data is available and accessible.
- Theories are well established in an area or when existing theories can be used to explain the phenomenon that is to be investigated.
- Generalizability is an important outcome.

On the other hand, a qualitative research approach is desirable when:

- Large amount of data is not available and inaccessible, or when good cases are available.
- Theories are not well established in an area or when existing theories cannot be used to explain the phenomenon that is to be investigated without modifications.
- The process of understanding how relationship between two concepts evolves is important.

Research method is simply a technique for collecting data. It can involve a specific instrument, such as a self-completion questionnaire or a structured interview schedule, or a participant observation whereby the researcher listens to and analysis of the subsequent data (Ang, 2014 & Babbie, 2016).

4.3.1. Research Approach

Creswell (2014) defined the mixed methods approach as both a method and methodology for conducting research that involves collecting, analysing and integrating qualitative and quantitative research in a single study. Ang (2011) defined mixed methods research as a type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (for example, use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration. Barber et al (2012) defined mixed methods as a combination of qualitative and quantitative methods in a single study complementing each other by combining the strengths.

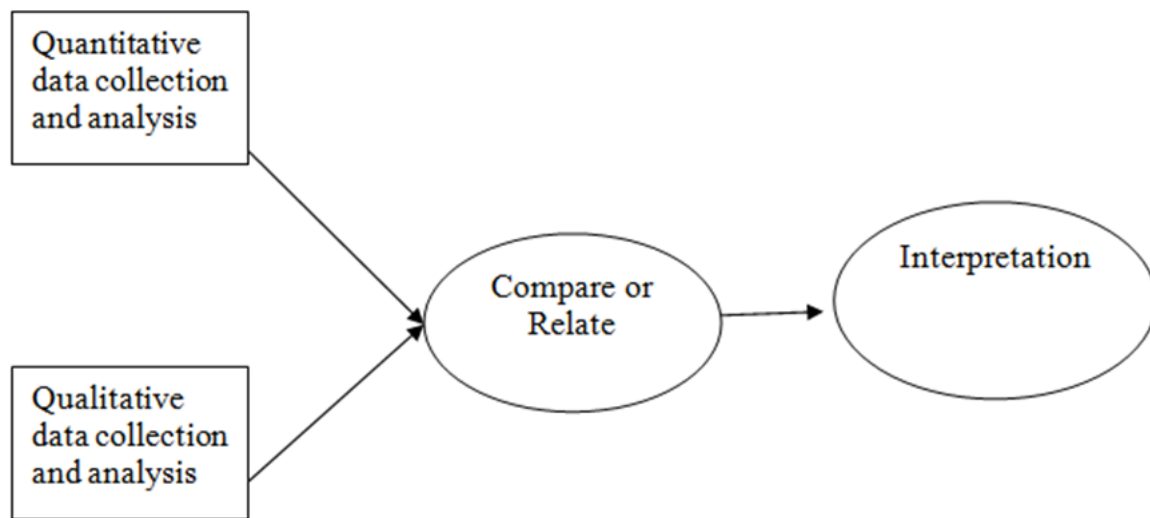
Using mixed methodologies can help understand the topic area in greater depth (Hoover & Krishnamurti, 2010). It can help increase confidence in findings, providing more evidence while offsetting possible shortcomings from using a single approach (Creswell & Plano Clark, 2011). Furthermore, it can help to address broader questions adding insight that could have otherwise have been missed (Creswell & Plano Clark, 2011). It can also help in increasing the confidence of the findings while offsetting possible shortcomings from using a single approach (Creswell & Plano, 2011). The authors further stated that taking mixed methods can help in addressing broader questions and adding insight to the research area.

In this study, a mixed methods research approach was used to collect all the primary data. Mixed methods provide a better understanding of a research problem. It was also chosen because of its strength in drawing on both qualitative and quantitative research thereby minimising the limitations of both approaches.

4.3.1.1. Convergent parallel mixed methods

The convergent parallel mixed methods design was used in this study. Using this method, the researcher conducts qualitative and quantitative elements in the same phase of the research process (weighing the methods equally), analyses the findings independently and interprets the result together with the aim of comparing the quantitative statistical results and qualitative findings in the research process to determine whether the result confirm or disconfirm each other (Creswell & Plano, 2011 & Creswell, 2014). The approach is diagrammatised below:

Figure 4: Parallel convergent mixed methods



Source: Creswell & Plano (2011)

In this study, the researcher collected both qualitative and quantitative data, analysed them separately, and then compared the results to see if the findings confirm or disconfirm each other as recommended by Creswell and Plano (2011) and Creswell (2014). The findings from both approaches were used to answer the study's research questions.

4.3.2. Description of the study population

In research, a population refers to the entire group of people, events, or things that are of interest to the researcher and from which the researcher wishes to gather information and also make a decision (Sekaran & Bougie, 2013). This study focused on departments that taught or did not teach entrepreneurship at the University of Zululand. In total, there were eight departments where entrepreneurship was taught and 38 where it was not taught. The study engaged two broad categories of participants. The first group of participants were heads of departments (HODs) from four faculties at the University of Zululand. The second group was made up of students from the same university. The total population in this case was 46 HODs from four faculties which were the Faculty of Commerce, Administration and Law (FCAL), the Faculty of Education, the Faculty of ARTS and the Faculty of Science and Agriculture, and 14 709 University of Zululand Students.

4.3.3. Sampling methods

Bryman and Bell (2011) defined a sample as a segment of the population that is selected for investigation. The authors further stated that it is a subset of the population. Ang (2014) defined a sample as a sub-group of the population which is drawn for the purpose of making

conclusions on a study. Ang further stated that the selected sample must be representative of the target population to allow the findings to be generalized to the wider group. The method of selecting the sample may be based on a probability or non-probability approach (Bryman & Bell, 2011 & Kumar, 2014). A probability sample is a sample that has been selected using random selection so that each unit in the population has a known chance of being selected (Ang 2014 & Babbie, 2016). It is generally assumed that a representative sample is more likely to be the outcome when this method of selection from the population is employed (Bryman & Bell, 2011). The aim of probability sampling is to keep sampling error to a minimum (Kumar, 2014). A non-probability sample is defined as a sample that has not been selected using a random selection method. Essentially, this implies that some units in the population are more likely to be selected than others (Sekaran & Bougie, 2013).

A simple random sample is a probability sampling technique in which each unit of the population has an equal chance or probability of being included in the sample (Ang, 2014). A purposive sampling is a nonprobability sampling technique where the selection of participants is based on a predetermined, non-random purpose (Kumar, 2014 & Babbie, 2016). Under purposive sampling, participants in a study can be selected based on their knowledge and experience of the research interest or phenomenon (Brink, 2006).

In this study 7 HODs from departments where entrepreneurship is not taught and 4 HODs from departments where entrepreneurship is taught and 374 students around four faculties were selected as a sample size. The researcher used a 10% error margin to select the sample size of HODs which gave the researcher a room to choose any number from 5 and above. The researcher randomly selected 7 HODs in the departments where entrepreneurship is not taught and 4 HODs where entrepreneurship is taught. According to Polit and Beck (2006), a sample size is usually determined based on information needed and in qualitative studies, the sample size is approximately 10 or till data fullness or saturation occurs. The sample size of students was determined using the Krejcie and Morgan (1970) table which is commonly used for selecting the optimal sample size. The table shows that an adequate sample for a population of 15 000 should consist of a minimum of 375 candidates.

4.3.4. Data collection methods

This study used two different data collection instruments which are interviews and questionnaires.

4.3.4.1. Qualitative data collection tools

The researcher used interviews as a way of collecting the data. The interviews were semi-structured. The researcher used this form of data collection tool because it allows the researcher to ask additional probe questions, to analyse the issue in depth and to understand the reasons behind participant's answers (Kumar, 2014 & Babbie, 2016). The steps for qualitative data collection tool development were followed when developing the interview schedule. The pool was created, expert views were taken and tools were piloted. The interviews were done face-to-face, which allowed the interviewer to intervene in order to ask for clarification of further explanation during the interviewing process (Shao, 2011).

Interviews are an effective qualitative tool for getting information to people about their personal feelings, opinions and experiences and also give a researcher an opportunity to get insights into how people interpret their surroundings (Daniel & Sam, 2010 & Ang, 2014). They also enable researchers to get insights into how people interpret their surroundings (Ang, 2014). Shao (2011) pointed out that the importance of interviews is that the participants describe the conditions under which they actually live. Through the use of interviews, the researcher could base the results on the opinions of the participants' personal experiences. In this study, this method allowed the interviewer to expand on questions and for the interviewee to seek clarifications or further explanations during the interviewing process. A tape recorder was used in this process by the researcher to gather information.

The interviews were semi-structured with open-ended questions. Ang (2014) defined semi-structured interviews as a mid-way choice between structured and unstructured interviews. He further stated that it involves asking pre-determined set of questions yet allowing the interviewee the freedom to elaborate on his/her responses. This helped the interviewee to answer freely and to elaborate more to his/her answers. It also gave a researcher a clear understanding on what exactly the respondent meant with a particular answer.

The advantages and disadvantages of open ended questions discussed by Sekaran and Bougie (2013) were:

- Respondents are free to answer questions in their own terms without being limited to the answers that are provided by the researcher like in closed ended questions.
- They allow unusual responses to be derived. Replies that the researcher may not have expected and replies that would therefore not form the part of choices provided by the researcher is possible.

- Respondents' level of knowledge and understanding of that particular issue are tapped and the saliences of issues for respondents were also explored.
- They are useful for exploring new areas or ones in which the researcher has limited knowledge.

However, closed ended questions in a semi-structured interview context also have the following disadvantages (Sekaran & Bougie, 2013):

- They are time consuming for the researcher to administer
- Answers need to be coded and this consumes so much time, for each open question it entailed reading through answers, derived themes that were to be employed to form the basis for codes, and then going to answers again to be coded for entry into a computer spreadsheet.

Despite the above disadvantages, the researcher believes that the outcomes from the semi-structured interviews were very detailed and informative. The researcher benefited immensely from the advantages stated.

4.3.4.2. Quantitative data collection tools

Sekaran and Bougie (2013) and Gray (2017) defined a questionnaire as a written set of questions to which the respondents records their answers, usually within pretty closely defined alternatives. The researcher used closed-ended questionnaires to collect data from 374 University of Zululand students. The questionnaires were pilot-tested before being administered through a survey strategy. Prior to collecting the quantitative data, the participants were given the informed consent form to let them know about the aim of the study, confidentiality of the data and ethical issues. The researcher handed out the questionnaires to respondents and waited for them to fill it and return it immediately. This was with the aim to avoid low response rate. The questions were answered using close-ended questionnaires. The questionnaire had two sections which was section A and B. section A consisted of demographic questions and section B consisted the set of questions that answered objective 2 and 3.

Sekaran and Bougie (2013) and Kumar (2014) discussed the advantages and disadvantages of closed questions. The following were the advantages of closed questions as experienced by the researcher:

- It was easy to process answers. For instance, the respondents in questionnaires were just ticking or circling or crossing an answer from the choices that were being provided. Therefore, it became easy for the researcher to process those answers.
- Closed questions developed the comparability of answers, which made it easier to show the relationship between the variables and to make comparisons between respondents.
- The close questions clarified the meaning of questions for respondents, as sometimes the questions may not be clear to the respondent and the availability of answers may help to clarify the question.
- Closed questions were easy to complete in less time because respondents were not expected to write extensively and instead, they had to just tick or cross provided answers. Therefore, they were easy and quick to answer.

The following were the disadvantages of closed questions:

- There was loss of freedom in respondents' answers. There is always the possibility that they might come up with interesting answers that are not covered by the choice of answers that the researcher has provided. However, the solution to this problem was that it was ensured that an open question was used to generate the categories and also a possible response category of 'other' was used to allow the respondent to indicate what they meant by this category.
- It can be difficult to make forced-choice answers mutually exclusive. Therefore the fixed answers with which respondents are provided were not similar, this was to avoid the answers to overlap, because if they overlap the respondents will not know which to choose and so will randomly select one or the other or alternatively may tick both answers. If the respondent tick two or more answers when one is required, it will mean that the researcher have to treat the respondent's answers as missing data, since the researcher would not know which of the answer among ticked answers represent the true one.
- It is difficult to make forced-answers thorough. All possible answers should really be catered for, although this practice may be difficult to achieve, since this rule may result in excessively long lists of possible answers. Again, a category of other may be desirable to provide a wide range of answers.

- There may be variation among respondents in the interpretation of forced-choice answers. There is always a problem when asking a question that certain terms may be interpreted differently by respondents. If this is the case, then validity will be jeopardized.
- Closed questions may be irritating to respondents when they do not find a category that they feel applies to them.
- A large number of closed questions in interviews may make it difficult to establish rapport, because the respondents and interviewer are less likely to engage with each other in a conversation. The interview is more likely to have an impersonal feel to it.

4.3.4. Pilot testing

In research, a pilot test is a smaller version of the study conducted to test whether the designed research processes, including the data collection tools will work effectively in the main study (Kumar, 2014 & Babbie, 2016). Sekaran and Bougie (2013) advise that a pilot test should not be carried out on people who might have been members of the sample that would be employed in the full study. This is because this may affect and distort their responses in the main study (Kumar, 2014). One other reason for this is that, if probability sampling is employed, the selection out of the number of members of the population or sample may affect the representativeness of the main sample (Kumar, 2014). If possible, it is best to find the small set of respondents who are comparable to members of the members of the population from which the sample for the full study will be taken (Sekaran and Bougie, 2013).

Two HODs who were not included in the study sample but who did meet the criteria for inclusion in the study were interviewed prior to the actual data collection process to check the interview schedule if it was understandable and if it was going to answer the research objectives. For questionnaires, the researcher carried out a pilot test on two University of Kwa-Zulu Natal students to get feedback and to ascertain if the questions were clear and well understood before the actual data collection took place. This helped the researcher to identify problems that could occur and also helped to identify whether the research question answered the research objectives or not.

4.3.6. Reliability

Reliability is a measure that is used to assess if the results of a study are consistent (Travakol & Dennick, 2011). Reliability is important in research because it helps to establish trustworthiness of a study's results and conclusions (Cohen, et al., 2013). A study with a high level of reliability will produce similar or relatable results if conducted again using the same processes (Babbie, 2016). In the study, reliability was reinforced through the use of acceptable and well documented research processes, including the sampling processes.

4.3.7. Validity

Validity is concerned with the extent to which an instrument measures what is intended to measure, in other words it checks whether the research is able to scientifically give answers to the questions it is intended to answer (Travakol & Dennick, 2011). To enhance validity in the study, the researcher relied on an extensive literature review to identify concepts and constructs that can be measured to effectively meet the aims of the research (Kumar, 2014). Additionally, the researcher applied appropriate sampling and statistical procedures that were justified from the methodological study as recommended by Cohen (2011). Pilot testing of data collection instruments and making corrections on ambiguous, confusing and irrelevant questions was also done (Babbie, 2016).

4.3.8. Data Analysis and Interpretation

Qualitative data analysis

Qualitative data was analysed using Atlas.ti 8. The analysis of textual content was used in this approach. Thematic content analysis refers to the gathering and analysis of textual content systematically to identify important themes from a data set (Braun, et al., 2014 & Nowell, et al., 2017). The analysis of qualitative data is aimed at making valid interpretations from the overwhelming amount of collected data (Sekaran & Bougie, 2013). The objectives that were analysed qualitatively are objective 1, 2, 4 and 5. The researcher gave comments or recommendations on the findings and knowledge gained from the study.

Thematic content analysis was conducted under the guidance of Braun et al's (2014) six steps outlined below:

Familiarization with the data;

Identification of initial codes (in vivo codes);

Extracting themes from codes (in vivo codes);

Reviewing and revising the codes and themes (group codes);

Finalisation of the themes

Report presentation

The entire transcribed interviews were put through the above processes. Each was intensively studied and before being coded. All the codes from the transcripts were then decomposed into sub-themes (codes that are similar or address a similar issue). The subthemes were finally grouped under established themes based on their relatedness. At the end of the analysis, the data was structured into codes, sub-themes (group codes) and themes.

Open coding is a qualitative data analysis process that involves the identification of new and unknown codes as an initial stage of answering research questions (Maguire & Delahunt, 2017). Open coding applies an open-minded view of data and identifies meaningful data as one goes through it. Its major advantage is that it does not limit a researcher from extracting data from masses of data being analysed. Thus any pieces of data that the researcher deems meaningful can be coded (Braun, et al., 2014). Open coding was applied as the initial coding process of the study. The researcher went through the data highlighting statements that she believed contributed towards the answering of the study's research questions.

One way of open coding is through assigning in vivo codes – also referred to as in vivo coding (Given, 2008). This involves highlighting data for statements that are considered important to the study. These statements are then used as initial codes. In vivo codes have the advantage of being easy to work with. Once a statement is identified as a code, then it simply needs to be highlighted for use in constructing subthemes in full or as a short phrase (Given, 2008). In qualitative data analysis open coding using in vivo codes was therefore applied to extract initial codes. The initial codes were then grouped to form group codes (sub-themes).

Quantitative data analysis

Quantitative data was analysed using SPSS version 25. SPSS enables researchers to analyse and interpret the data using frequency tables, graphs and charts. It is a widely accepted data analysis system and is renowned for getting precise results (Elliott & Woodward, 2012). The following statistical tests were run as part of the data analysis process:

Table 1: Conducted data analysis tests

Type of tests	Purpose
Descriptive tests	To measure frequency of occurrence for responses per questions; mean score or mean response per question
Chi-square tests of association	To tests for association between respondent type and perceptions, views and experiences on entrepreneurship
Cramer's V tests	To quantify the strength of the associations revealed by the Chi-square test of association
Parsons or Spearman correlations	To tests for relationships between perceptions and experiences on entrepreneurship education
Kurtosis, skewness tests	To test for normal distribution in the data and to determine whether mean scores can be used to effectively analyse descriptive data,
Cronbach's alpha	To tests for internal consistency

Source: compiled by researcher from Elliot & Woodward (2012) & Warner (2013)

The Chi-square tests of association, Cramer's V tests and Pearson or Spearman correlations applied a 5% level of significance ($p < 0.05$) as a benchmark for statistical significance. Any results that failed to produce a level of significance below 0.05 were classified as insignificant (Warner 2013).

4.4. Conclusion

In this chapter the researcher visited different methodologies that can be used in writing research. Mixed research methods were used in this research, which convergent parallel method was undertaken by the researcher. The researcher collected the data from HODs and students at University of Zululand using questionnaires for students and interviews for HODs as a way of data collection. The data was analysed using SPSS and Atlas.ti version 8.

5. CHAPTER 5: PRESENTATION OF FINDING AND DISCUSSION

5.1. Introduction

This chapter outlines, interprets and discusses the results of data analysed using the Statistical Package for the Social Sciences version 25 (SPSS.25) and Atlas.ti version 8. Quantitative data was collected using a structured questionnaire while qualitative data was gathered using semi-structured interviews. In the quantitative analysis section, all questions that were asked on the questionnaire are reported. A 5% level of significance also presented as $p < 0.05$) was used as a benchmark for statistical significance. The last sub-section of the analysis discusses the five themes that emerged from qualitative data analysis processes. The second section presents the descriptive statistics on the sample. The third section presents Chi-square tests of association between dependent and independent variables in this data of the quantitative study. In the qualitative analysis section, thematic content was applied to deduce common themes and subthemes from the data.

5.2. Presentation of quantitative data analysis results

The quantitative study answered the research questions under four main sub-topics. These were:

1. Exposure to business experience
2. Exposure to entrepreneurial studies
3. General student perception of entrepreneurship education
4. Perceptions of the University's treatment of entrepreneurship education

The fifth section associated students' demographics, experience and exposure to business and educational status to the perceptions they hold on entrepreneurship education and on the University's treatment of entrepreneurship education.

5.2.1. Sample description

The sample for the study was 374 participants. This represents a 100% response rate. Table 1 below describes the sample by gender, age and ethnicity/race:

Table 2: Gender, Age and Ethnicity

Variable	Response	Frequency	Percent
Gender	Female	206	55.1

	Male	168	44.9
	Total	374	100.0
Age	18-25	294	78.6
	26-35	66	17.6
	36-45	14	3.7
	Total	374	100.0
Ethnic Group	African	359	96.0
	White	3	.8
	Coloured	6	1.6
	Indian	6	1.6
	Total	374	100.0
Your home area	Rural	272	72.7
	Urban	102	27.3
	Total	374	100.0

55.1% of respondents were female and 44.9% were male. By age 78.6% were aged between 18-25 years; 17.6% between 26-35 years and the remaining 3.7% between 36-45 years. Four ethnic/racial groups were represented in the sample of which 96% classified themselves as African; 0.8% as White; 1.6% as Coloured and another 1.6% as Indian. Also, among the 374 participants, 72.7% reside in a rural area while 27.3% were from an urban area.

The sample was therefore equally balanced by gender. By age, it was dominated by younger participants below 25 while by race it was dominated by participants who classified themselves as African. Also, its participants mainly originated from a rural set-up. This means that participants below 25, Africans and participants from rural set-up were more active in this study.

5.2.2. Study-related information

The questionnaire collected data on the participants' study programmes, level of study, year of enrolment and previous school type attended. Table 2 below shows the sample's responses:

Table 3: Study Related Information

Variable	Response	Frequency	Percent
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Faculty registered under	Commerce, Admin and Law	245	65.5
	Education	44	11.8
	Arts	17	4.5
	Science and Agriculture	68	18.2
	Total	374	100.0
Degree enrolled for	Undergraduate	327	87.4
	Honours	19	5.1
	Masters	21	5.6
	PhD	7	1.9
	Total	374	100.0
Level of Study	First-year level	78	20.9
	Second-year level	62	16.6
	Third-year level	228	61.0
	Fourth-year level	6	1.6
	Total	374	100.0
School Attended	Public	330	88.2
	Private	44	11.8
	Total	374	100.0

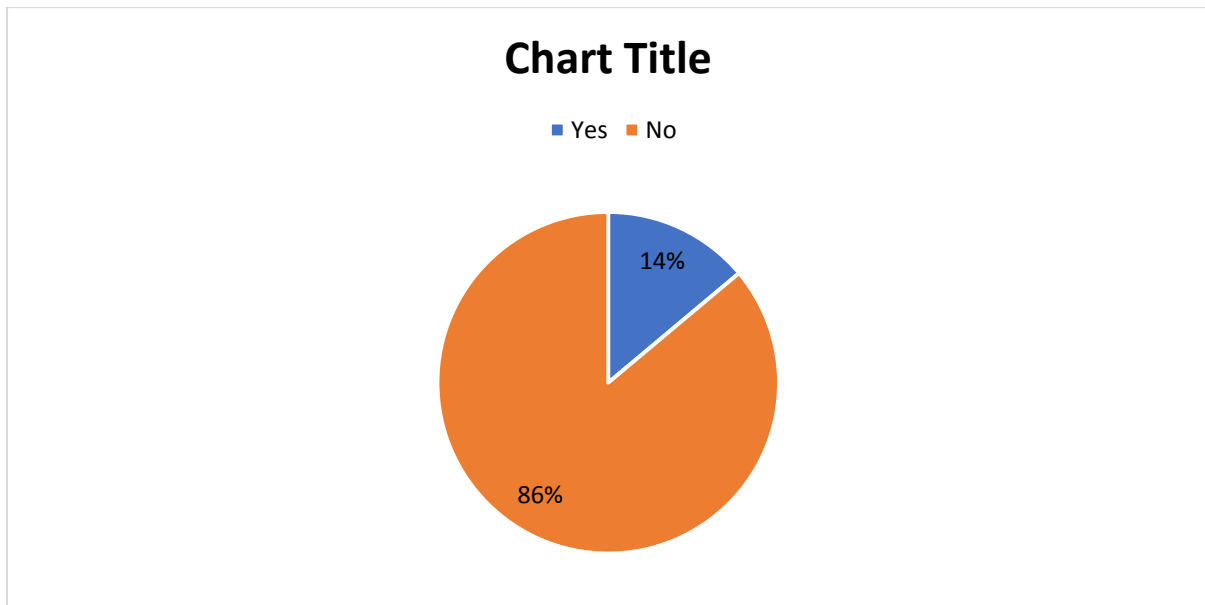
In the sample, 65.5% of respondents were registered under the Faculty of Commerce, Administration and Law; 11.8% under Education; 4.5% under Arts and 18.2% under Science and Agriculture faculties. 87.4% of respondents were undergraduate; 5.1% were registered for an honours degree; 5.6% for a master's degree and 1.9% for a Ph.D. 20.9% of the undergraduate were first-year students, 16.6% were second years, 61% were third years and 1.6% were fourth-year students.

The sample was therefore dominated by Faculty of Commerce, Administration and Law students who were undergraduates. By level of study, it was dominated by third-year students. The majority of students had studied in public schools prior to attending university. This means that third-year level undergraduate's students from the Faculty of Commerce, Administration and Law, and participants from public schools were more active in this study.

5.2.3. Exposure to business and work experience

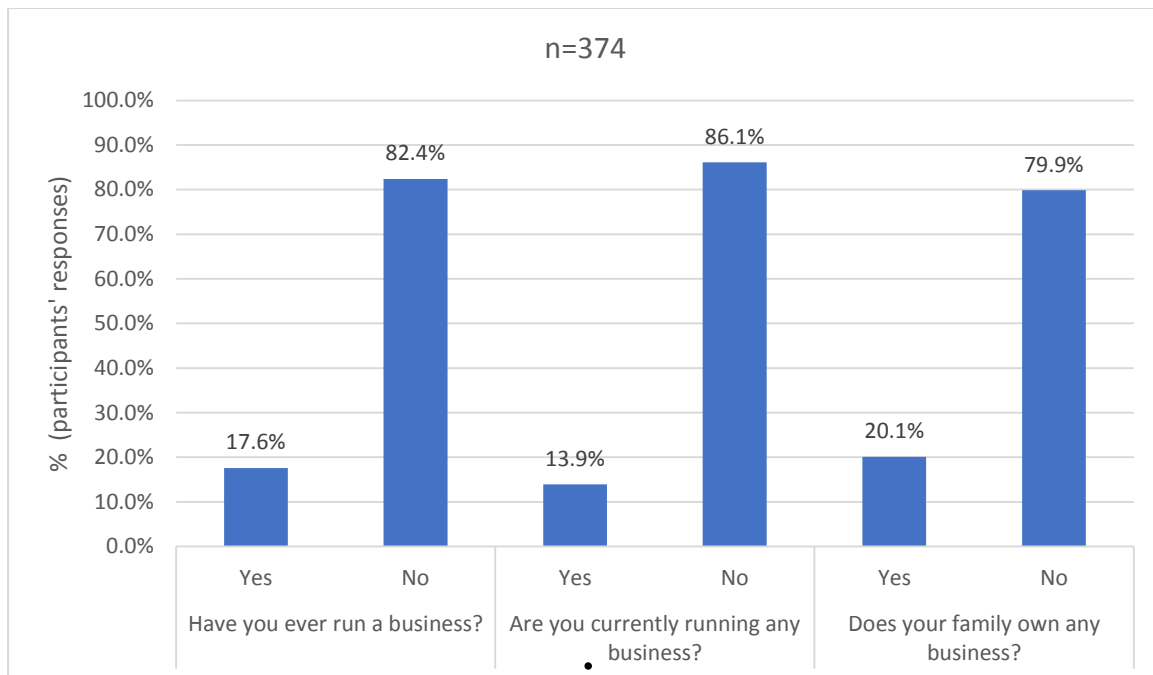
The questionnaire collected data on previous work and business experiences from the sample. Figure 1 below shows the sample's responses to the question: *Do you have any work experience?*

Figure 5: Work Experience



In the sample, 86% of the 374 participants had no previous work experience while 14% had worked before. The majority of the sample was therefore not exposed to the work environment by the time of the study. The study conducted by Nghia (2018) also indicated that most students at the university level do not have the work experience.

Figure 6: Exposure to Own or Family Business

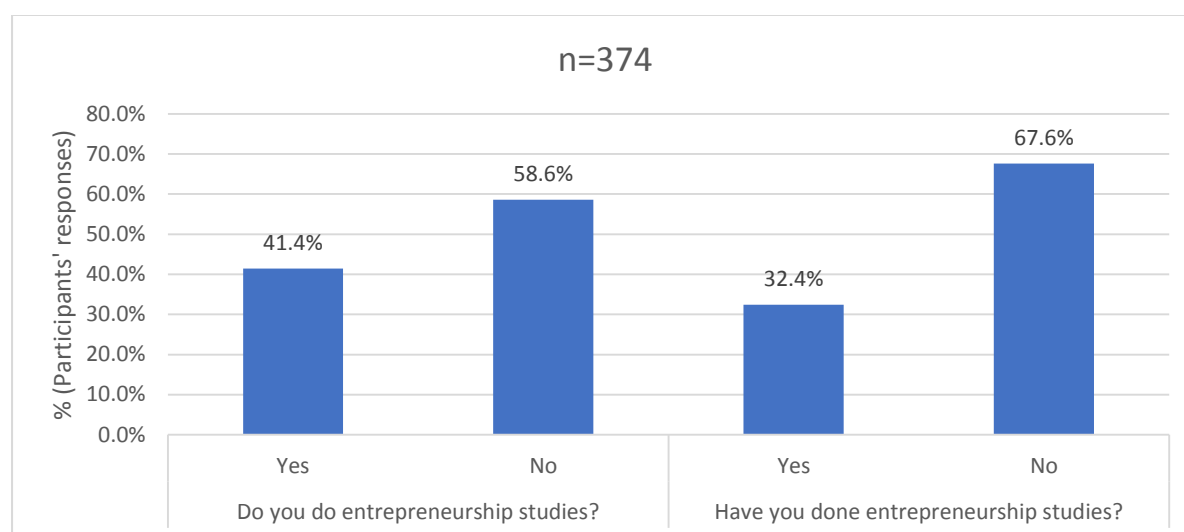


As shown above, 82,4% of respondents had never run a business; 86,1% did not currently run a business and 79,9% came from families that did not own a business. The majority of the participants had no direct exposure to business by a way of previous or current entrepreneurship experience as well as experience from a family-run business. This means that the majority of the participants have no business experience and less than half of the student participants had prior business experience. The studies conducted by Nani (2016) cited Rwigema (2004) agree with the fact that most graduated have low exposure to the business and entrepreneurship world and they were not ready to start businesses upon leaving college.

5.2.4. Exposure to entrepreneurial studies

Figure 3 below shows the sample's current and previous exposure to entrepreneurial studies:

Figure 7: Exposure to Entrepreneurship Studies



In the sample, 58.6% of the 374 respondents were doing entrepreneurial studies while 41.4% were not. In the same group, 67.6% had previously done entrepreneurial studies while 32.4% had not. A cross-tabulation between the two statements: *Do you do entrepreneurship studies* and *have you done entrepreneurship studies?* Is presented below:

Table 4: Exposure to Entrepreneurship Studies

		Have you done entrepreneurship studies?		
		Yes	No	Total
Do you do entrepreneurship studies?	Yes	17,4%	24,1%	41,4%
	No	15,0%	43,6%	58,6%
	Total	32,4%	67,6%	100,0%

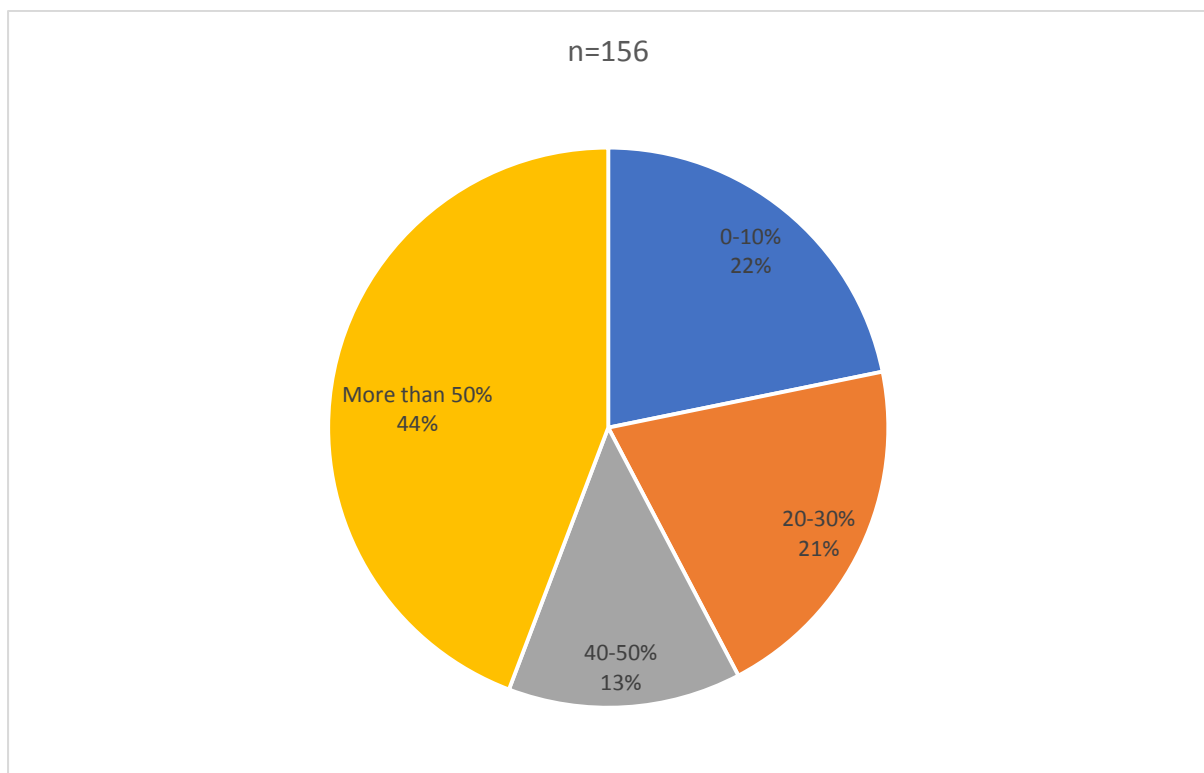
The cross-tabulation above shows that 43.6% of the 374 participants had neither current nor previous exposure to entrepreneurship studies. Also, 17.4% of the participants who were currently studying entrepreneurship had studied it before.

Exactly 218 (58.6% of the sample) participants stated that they were not doing an entrepreneurship course leaving a total of 156 (41.2%) who were doing entrepreneurship in their studies. Also, the majority of the students indicated that they had no exposure to any entrepreneurship studies. The results confirm the findings of the Enabling Entrepreneurship Technical Task Team appointed by the DHE in 2017 that there was an excessively low uptake and provision of entrepreneurship education among HEI students in South Africa.

Varblane and Mets (2010) indicated that low exposure to entrepreneurship education among university students was a factor that negatively affected entrepreneurial growth among students.

The participants who had the opportunity to study entrepreneurship were further asked, the time they had spent in entrepreneurship studies as a percentage. Figure 4 below shows their responses:

Figure 8: Time Spent Studying Entrepreneurship



44% of respondents spent more than 50% of their total learning time on entrepreneurship while 22% spent between 0 -10%, 21% between 20-30% and 13% between 40-50% on entrepreneurship. Less than half of the students who studied entrepreneurship spent more than 50% in entrepreneurship-related lessons, courses and studies. This means that they spend less time in entrepreneurship studies. Nani (2016) was of the view that the time spent in entrepreneurship studies is less compared to mathematics and languages in government schools, which give an expression that entrepreneurship studies are less important. Udu and Amadi (2013) also agreed with the view that the time allocated for entrepreneurship studies is very little which tends to encourage the white-collar jobs than self-employment.

5.2.5. General perceptions on entrepreneurship education

Table 5 below presents the sample's responses to statements aimed at measuring their perceptions on the benefits and importance of entrepreneurship education. In the below table, Standard deviation (Std. dev), skewness (skew), kurtosis (kurt) and numbers (n) of respondents. A Likert scale was used to rate the responses and on this scale were *strongly agree (SA)*, *agree (A)*, *neutral (N)*, *disagree (D)* and *strongly disagree (SD)*. The above were coded from 1 to 5 with 1 being strongly agreed and 5 being strongly disagreed. The standard deviation, skewness and kurtosis were included to assess whether responses were normally distributed. Responses that were not normally distributed could not be analysed using the mean and therefore the mode was used to conclude the overall response of the sample.

In all the statements below, the kurtosis, skewness and standard deviation were outside the normal distribution range therefore the mean and other parametric tests could not be used to assess the data.

Table 5: Perceptions on the Benefits and Importance of Entrepreneurship

Statement	Mode	Std. Dev	Skew .	Kurt .	n	SA	A	N	D	SD
Entrepreneurship education equipped you with entrepreneurial skills	1	0,71	1,45	3,43	210	48,6%	45,2%	3,3%	2,4%	0,5%
Practical part of entrepreneurship is important as it help with real business world exposure	2	0,63	1,07	3,16	373	43,0%	53,2%	2,1%	1,3%	0,3%
Starting entrepreneurship studies in the early age/	1	0,61	2,28	6,55	373	73,5%	22,3%	2,9%	1,1%	0,3%

primary level equip learners with entrepreneurial skills and motivate them to start their own businesses										
If you were taught entrepreneurship studies would you be encouraged to start your own business	1	0,72	2,47	8,06	165	67,9%	27,3%	2,4%	1,2%	1,2%
Entrepreneurship education helps in starting, sustaining and growing business	1	0,55	1,86	6,24	374	67,1%	31,6%	0,5%	0,5%	0,3%
Everyone needs entrepreneurship education to sustain and grow their businesses	1	0,71	2,17	6,12	374	66,3%	28,1%	3,2%	1,6%	0,8%

A total of 210 participants responded to the statement, *Entrepreneurship education equipped you with entrepreneurial skills*. Less than half of the participants (48.6%) strongly agreed with the statement and the majority strongly agreed. Another 45.2% agreed with the statement while a marginal 3,3%, 2,4% and 0,5% were neutral, disagreed and strongly

disagreed respectively. Chimucheka (2012) stated that entrepreneurship education is very important in improving the skills and knowledge of entrepreneurs into opportunities

Out of 373 participants responded to the statement *Practical part of entrepreneurship is important as it help with real business world exposure*. The modal response for the statement was *agree* with a 53.2% frequency followed by *strongly agree* with 43%. The sample was therefore mostly agreeable with the statement. Taatila, 2010, Udu and Amadi, 2013, and Nani, 2016 were of the view that practical components of entrepreneurship are very important as they expose students to the real business world. This argument is supporting the views of the participants. Nani (2016) went further to say that students should not be equipped with practical skills but should also be exposed to the transformation of the practical skills in setting businesses.

Responses to the statement *Starting entrepreneurship studies in the early age/ primary level equip learners with entrepreneurial skills and motivate them to start their own businesses?* were as follows: 73.5% strongly agreed; 22.3% agreed; 2.9% were neutral and 1.1% and 0.3% disagreed and strongly disagreed respectively. The sample was therefore mostly strongly agreeable with the statement. Udu and Amadi (2013) supported that starting entrepreneurship at a young age builds a solid foundation for future entrepreneurial development. Nani (2016) was of the view that entrepreneurship should be introduced at the foundation level, which is at a primary school level as to prepare learners' minds for the successful implementation of business later in life

A total of 165 participants responded to the statement *If you were taught entrepreneurship studies would you be encouraged to start your own business?* The modal response for the statement was *strongly agree* with a 67.9% frequency followed by *agree* with a 27.3% frequency. The sample was therefore mostly strongly agreeable with the statement. Echezona (2015) agrees with the fact that quality entrepreneurship education improves and encourages the entrepreneurship culture to students and it promotes self-employment.

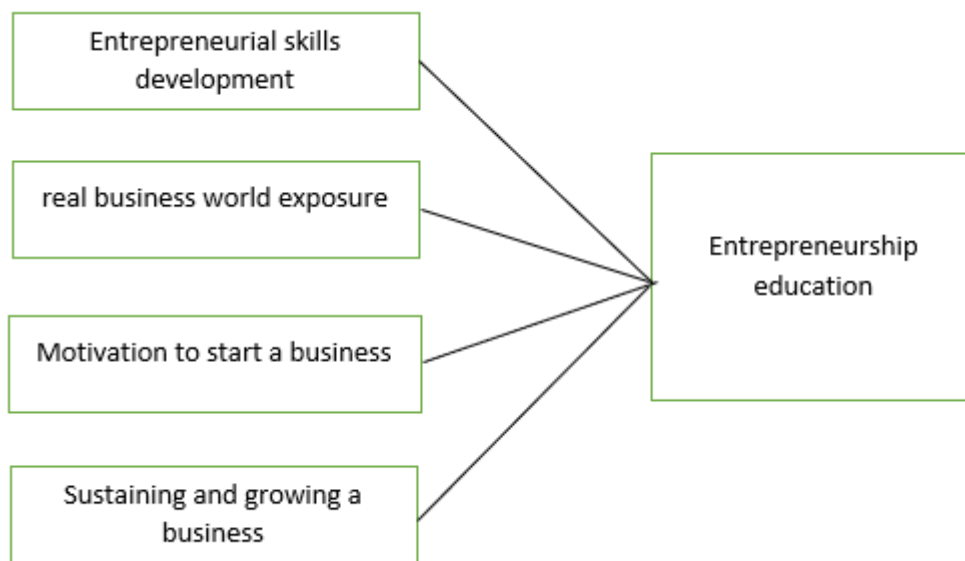
Out of the 374 participants who responded to the statement *Entrepreneurship education helps in starting, sustaining and growing business*, 67.1% strongly agreed and 31.6% agreed. The modal response was therefore *strongly agreed*. The authors agreed that better entrepreneurial education could make an important contribution to job creation and to poverty alleviation and also in economic development (Isaacs et al. 2007 and Chimucheka, 2013).

The sample was also presented with the statement - *Everyone needs entrepreneurship education to sustain and grow their businesses*. From 374 responses, 66.3% strongly agreed and 28.1% agreed. The sample was therefore mostly strongly agreeable with the statement. Venter et al. (2015) pointed out that considering the relationship between entrepreneurial activity and economic development, along with the fact that entrepreneurial ventures are crucial to innovation, productivity and effective competition, there is a little doubt that all businesses need entrepreneurship education and training.

It can be noted from the above that the sample was mostly strongly agreeable with statements that pointed to the importance and benefits of entrepreneurship education with very minor disagreements being recorded.

Students generally expressed strong and positive perceptions on the importance of entrepreneurship education. They held very strong to strong perceptions on how entrepreneurship education positively affected the following factors:

Figure 9: Entrepreneurship education benefits students strongly agreed or agreed with



Source: own compilation, 2019

The above views show that students had the confidence that with entrepreneurship education, they will be able to get the exposure, motivation and practical knowledge to start a business as well as to successfully grow that business. These views are in alignment with those that came out under the first theme of the qualitative study on the importance of entrepreneurship

education. Like the lecturers interviewed, the students saw entrepreneurship education as a gateway to business start-ups.

The above findings are in agreement with those made by Mostert et al (2017) who also studied student perceptions on the importance of entrepreneurship education at a South African university. In the study, Mostert et al (2017) recorded high mean scores on the importance of entrepreneurship education in developing the necessary competences required in business and enabling students to identify business opportunities and sustainably harness these. In other studies, Mudau and Kruger (2014) also concluded that students generally believed in the importance of an entrepreneurship based curriculum as it empowered them to start and grow businesses in future. Fatoki and Oni (2014) also studied entrepreneurship education perceptions at a South African university and made findings that most students had a positive view of how entrepreneurship education could improve their abilities to start, operate and succeed in business. From these studies, it can be concluded that the generally positive attitude towards entrepreneurship education found amongst university students was not peculiar to the University of Zululand but to other institutions in the country as well.

5.2.6. Perceptions on the University's role in promoting entrepreneurship education

Table 6 below shows the results of the participants' perception on how the University of Zululand promoted entrepreneurship. The table used the same Likert scale and scores used in the previous table.

Table 6: Perceptions on the University's Role in Promoting Entrepreneurship Education

Statement	Mode	Std. Dev	Skew.	Kurt.	n	SA	A	N	D	SD
Your department promotes entrepreneurship	1	0,88	1,66	2,77	371	56,6%	31,5%	6,5%	4,0%	1,3%
Lecturers includes practical in their teachings	4	1,32	-0,54	-1,32	175	21,1%	16,0%	4,0%	54,3%	4,6%
Entrepreneurship education that you get from this	1	0,99	1,53	1,78	175	52,0%	34,9%	2,9%	8,6%	1,7%

institution changes your mindset to start your own business										
Every student registered to the University must be given a choice to register entrepreneurship studies	1	0,68	1,81	5,42	374	57,8%	37,4%	3,2%	0,8%	1,2%

56.6% of respondents strongly agreed that their academic department promoted entrepreneurship. Another 31.5% agreed with the statement while 6.5% were neutral to it and 4% disagreed with it. The participants therefore held a popular view that their departments promoted entrepreneurship.

The participants were also presented with the statement - *Lecturers include practical components in their teachings*. From 175 responses, 54.3% disagreed and 21.1% strongly disagreed, 16% agreed and 4.6% strongly agreed. The remaining 4% were neutral. The participants were therefore mostly not agreeable with the statement, with the majority of responses being negative about it (disagreeing and strongly disagreeing).

A total of 175 participants responded to the statement *Entrepreneurship education that you get from this institution changes your mindset to start your own business*. The majority of responses for the statement was *strongly agree* with a 52% frequency followed by *agree* with a 34.9% frequency. The sample was therefore mostly strongly agreeable with the statement.

Finally, the sample responded to the statement *every student registered to the University must be given a choice to register entrepreneurship studies*. From a total of 374, 57.8% strongly agreed with the statement while 37.4% agreed. The participants therefore mostly believed that the university should give registered students a choice to register for entrepreneurship studies.

5.2.7. Chi-square tests of association

Chi-square (X^2) tests of association were done to test for association between dependent and independent variables. The dependent variables were mostly the Likert scale questions presented in Table 4 and Table 5 above on the sample's perceptions on entrepreneurship educations specifically:

Table 7: Dependent and Independent Variables - Chi-Square Tests

Independent variables	Dependent variables
Gender	Entrepreneurship education equipped you with entrepreneurial skills
Age	Practical part of entrepreneurship is important as it help with real business world exposure
Ethnic Group	Your department promotes entrepreneurship
Faculty registered under	Starting entrepreneurship studies in the early age/ primary level equip learners with entrepreneurial skills and motivate them to start their own businesses
Degree enrolled for	Lecturers includes practical in their teachings
Level of Study	Entrepreneurship education that you get from this institution changes your mindset to start your own business
your home area	Every student registered to the University must be given a choice to register entrepreneurship studies
School Attended	If you were taught entrepreneurship studies would you be encouraged to start your own business?
Have you ever worked?	Entrepreneurship education helps in starting, sustaining and growing business
Do you run a business?	Everyone needs entrepreneurship education to sustain and grow their businesses
Have you ever run a business?	
Your family has a business?	
Do you do entrepreneurship studies?	

Have you done entrepreneurship studies?	
Time spent in entrepreneurship studies	
When did you start doing entrepreneurship studies	

Only statistically significant associations between the dependent and independent variables were reported. Statistical significance was benchmarked at $p < 0.05$.

The perceptions on whether the university was positively promoting entrepreneurship education were mostly positive. Most students strongly believed that their departments were promoting entrepreneurship. However, they mostly disagreed that this promotion was practical in nature. They, therefore, confirmed the teaching of entrepreneurship although this was not always transformed into practical exercises and projects. This view strongly agrees with the arguments that came out of the qualitative study where some participants confirmed that entrepreneurship education was mostly theoretical in nature. There were activities and programs that were run as part of practical learning but these were very minor compared to the level of theoretical knowledge students received.

In previous studies by Fatoki and Oni (2014) students held fewer positive perceptions on universities' programmes and activities aimed at promoting entrepreneurship. Students were less agreeable that universities created conducive environments that nurtured entrepreneurship. This was different from the findings of the quantitative aspect of the study.

5.2.8. Participant's faculty

Chi-square tests of association done with *the participant's faculty* as an independent variable and the various perceptions as dependent variables produced statistically significant results shown in Table 7 below:

Table 8: Statistically Significant Associations - Faculty Versus Student's Perceptions

	Faculty	SA	A	N	D	SD	Total	Chi-s	df	Sig.
Practical part of entrepreneurship is important as it	CA&L	40%	57%	2%	1%	0%	245	51,01	12	0,00
	Education	34%	61%	5%	0%	0%	44			
	Arts	35%	47%	0%	12%	6%	17			

help with real business world exposure	Sci & Agr	62%	35%	3%	0%	0%	68			
	Total	161	199	8	5	1	374			
Your department promotes entrepreneurship	CA&L	55%	38%	6%	1%	0%	242	68,235	12	0,00
	Education	34%	36%	7%	16%	7%	44			
	Arts	53%	18%	18%	6%	6%	17			
	Sci & Agr	79%	9%	4%	7%	0%	68			
	Total	210	117	24	15	5	371			
Lecturers includes practical in their teachings	CA&L	2%	8%	4%	81%	6%	104	141,15	12	0,00
	Education	8%	8%	8%	77%	0%	13			
	Arts	0%	0%	0%	0%	100%	1			
	Sci & Agr	60%	33%	4%	2%	2%	57			
	Total	37	28	7	95	8	175			
Entrepreneurship education that you get from this institution changes your mindset to start your own business	CA&L	44%	38%	4%	11%	3%	104	21,81	12	0,04
	Education	23%	54%	0%	23%	0%	13			
	Arts	100%	0%	0%	0%	0%	1			
	Sci & Agr	72%	25%	2%	2%	0%	57			
	Total	91	61	5	15	3	175			

There was a statistically significant association between participants' faculty and the statement *Practical part of entrepreneurship is important as it help with real business world exposure* $X^2(12)=51.01$, $p<0.05$. Science and Agric. Students had the highest association with the *strongly agree* option (62%) while Arts students had the highest association with the *disagree* option (12%).

There was a statistically significant association between participants in different faculties and the statement *Your department promotes entrepreneurship* as had a statistically significant Chi-square $X^2(12)=68.24$, $p<0.05$. Science and Agriculture students strongly agreed most with the statement (79%) and Education students had the highest frequency on *disagree* (16%).

On the statement *Lecturers includes practical in their teachings*, Science and Agric students had the highest frequency on the *strongly agree* option (60%). Commerce, Admin and Law students had the highest frequency on the *disagree* option (81%). These differences were statistically significant $X^2(12)=141.15$, $p<0.05$.

The Chi-square association between faculty and the statement *Entrepreneurship education that you get from this institution changes your mindset to start your own business* was statistically significant $X^2(12)=21.81$, $p<0.05$. Science and Agric students also had the highest association with the statement by frequency of the *strongly agree* option (72%). Education students had the highest frequency on the *disagree* option (23%).

The study showed that a participant's faculty had a strong bearing on their perception on the importance and effectiveness of entrepreneurship education at the university. This came as no surprise as the qualitative studies indicated that is some faculties, as well as departments, the promotion of entrepreneurship was more visible and more effective than in others. From the studies, the Science and Agriculture department students held the strongest, statistically significant positive opinions on the below statements:

Science and Agriculture	<i>Practical part of entrepreneurship is important as it help with real business world exposure</i>
	<i>Your department promotes entrepreneurship</i>
	<i>Lecturers includes practicals in their teachings</i>
	<i>Entrepreneurship education that you get from this institution changes your mindset to start your own business</i>

This finding corroborates the arguments by one of the qualitative research respondents who stated that in Agriculture and Science there was much practical entrepreneurship activity that included the pilot manufacture of products such as *maas/amasi*. In addition, this faculty collaborated more with communities as part of each entrepreneurship ecosystem. From the literature, not much has been written on how effective different faculties are in promoting entrepreneurship in South Africa. Goethner and Wyrwich (2019) observed that the natural sciences faculties were more comparatively forthcoming sources of entrepreneurial ideas than most faculties. This view seems to agree with the findings in the study. In the qualitative

study, there was a view that business-related faculties and departments were more entrepreneurially-focused by virtue of them teaching commercial subjects related to the discipline of entrepreneurship. The Chi-square tests carried out in the study seemed to dispute this view.

5.2.9. Degree level

Chi-square tests of association done with *degree level* as an independent variable and the various perceptions as dependent variables produced statistically significant results shown in Table 8 below:

Table 9: Statistically Significant Associations - Degree Level versus Students Perceptions

	Faculty	SA	A	N	D	SD	Total	Chi-s	df	Sig.
Lecturers includes practical in their teachings	Undergrad	17%	14%	5%	60%	3%	149	54,58	12	0,00
	Honours	33%	33%	0%	0%	33%	3			
	Masters	59%	29%	0%	6%	6%	17			
	PhD	0%	17%	0%	67%	17%	6			
	Total	37	28	7	95	8	175			
Entrepreneurship education that you get from this institution changes your mindset to start your own business	Undergrad	52%	36%	3%	9%	1%	149	48,53	12	0,00
	Honours	0%	67%	0%	33%	0%	3			
	Masters	76%	18%	6%	0%	0%	17			
	PhD	17%	33%	0%	17%	33%	6			
	Total	91	61	5	15	3	175			

On the statement *Lecturers includes practical in their teachings* masters students had the highest frequency on the *strongly agree* option (59%) in comparison to other groups. Honours students had the highest frequency on *strongly disagree* (33%) and PhDs the highest frequency on *disagree* (67%). The above differences were statistically significant $X^2(12)=54.58$, $p<0.05$ and depicted an association between the perception that studies were practical and degree level.

With regard to the second statement above, masters students had the highest frequency on *strongly agree* (76%) while honours students had the highest frequency on *disagree* (33%) together with PhD students who had 33% on *strongly disagree*. Masters students therefore had the strongest association with the view that *Entrepreneurship education that you get from this institution changes your mindset to start your own business* $X^2(12)=48.53$, $p<0.05$.

5.2.10. Study level

Chi-square tests of association done with *study level* as an independent variable and the various perceptions as dependent variables produced statistically significant results shown in Table 9 below:

Table 10: Statistically Significant Associations - Study Level versus Perceptions

	Level	SA	A	N	D	SD	Total	Chi-s	df	Sig.
Entrepreneurship education equipped you with entrepreneurial skills	1 st	28,0%	48,0%	12,0%	12,0%	0,0%	25	20,98	12	0,05
	2 nd	53,1%	43,8%	3,1%	0,0%	0,0%	32			
	3 rd	50,7%	45,3%	2,0%	1,3%	0,7%	150			
	4 th	67%	33%	0%	0%	0%	3			
	Total	102	95	7	5	1	210			
Your department promotes entrepreneurship	1 st	51,3%	32,9%	6,6%	7,9%	1,3%	76	56,07	12	0,00
	2 nd	62,9%	29,0%	3,2%	4,8%	0,0%	62			
	3 rd	56,8%	32,6%	7,0%	2,6%	0,9%	227			
	4 th	50%	0%	17%	0%	33%	6			
	Total	210	117	24	15	5	371			
Lecturers includes practical in their teachings	1 st	12,5%	25,0%	6,3%	50,0%	6,3%	16	28,25	12	0,05
	2 nd	38,7%	25,8%	9,7%	16,1%	9,7%	31			
	3 rd	18,3%	11,9%	2,4%	64,3%	3,2%	126			
	4 th	0,0%	50,0%	0,0%	50,0%	0,0%	2			
	Total	37	28	7	95	8	175			

Fourth-year students had the highest frequency of 67% on *strongly agree* on the statement *Entrepreneurship education equipped you with entrepreneurial skills*. First-year students had the highest frequencies on the neutral and disagree option (12% on both options). The differences were statistically significant $X^2(12)=20.98$, $p<0.05$ and therefore highlight an association between year of study and the above statement.

Second-year students had the highest frequency of 62.9% on strongly agree on the statement *Your department promotes entrepreneurship*. First years had the highest frequencies on *disagree* (7.9%) The differences were statistically significant $X^2(12)=56.07$, $p<0.05$ and therefore highlight an association between year of study and the above statement.

Third-year students had the highest frequency of 64.3% on disagree on the statement *Lecturers include practical in their teachings*. Second years had the highest frequencies on *agree* (38.7%) These differences were statistically significant $X^2(12)=25.25$, $p<0.05$ and therefore highlight an association between year of study and the above statement.

By degree level, it was noted that perceptions on the statement *Lecturers includes practical in their teachings and Entrepreneurship education that you get from this institution changes your mindset to start your own business*. On both, master's students strongly agreed more than the other levels (honours and PhDs). The results therefore suggest that students at masters' level saw their studies as being more practically geared towards entrepreneurship than the other groups.

Perceptions on whether entrepreneurship education equipped students with entrepreneurial skills were the strongest amongst fourth-year students. The perceptions of whether one's departments promoted entrepreneurship was strongest amongst second years while the perception that lecturers included practicals in their teaching was strongest among third years.

Fourth years	<i>Entrepreneurship education equipped you with entrepreneurial skills.</i>
Second years	<i>Your department promotes entrepreneurship</i>
Third years	<i>Lecturers includes practical in their teaching</i>

These differences highlight a view that entrepreneurship education at the university affected students of different levels in different ways. In the researcher's view, this hints the inconsistent application of entrepreneurship education possibly as a result of a lack of an integrated entrepreneurship promotion strategy as well as a campus wide entrepreneurship policy as discussed in the qualitative study. O'Connor (2013) agrees that the application of entrepreneurship education is inconsistent in its content.

5.2.11. Rural-urban home of origin

Table 11: Rural-Urban Home of Origin

	Home	SA	A	N	D	SD	Total	Chi-s	df	Sig.
Entrepreneurship education helps in starting, sustaining and growing business	Rural	68,8%	30,5%	0,0%	0,7%	0,0%	272	8,95	4,00	0,05
	Urban	62,7%	34,3%	2,0%	0,0%	1,0%	102			
	Total	251	118	2	2	1	374			

More participants from rural homes (68.8%) strongly agreed with the statement *Entrepreneurship education helps in starting, sustaining and growing business* than those from urban home areas (62.7%). Despite the difference being narrow, a chi-square of 8.95 ($X^2(4)=8.95$, $p<0.05$) shows that the association between home and that statement was statistically significant.

There were not many differences in perceptions on entrepreneurship education among rural and urban originating students. Statistically significant differences on perceptions were on one statement *Entrepreneurship education helps in starting, sustaining and growing business*. Rural students strongly agreed with the above view than urban students. Contrary to common beliefs that urban students, due to exposure to wider business and commercial systems had stronger positive perceptions on entrepreneurship education, Ngorora and Mago (2018) found that students from rural communities have a high exposure to entrepreneurship. In their study on the prospects of entrepreneurship in rural communities, they found that 83% of surveyed participants were exposed to or depended on different forms and levels of entrepreneurship for survival. The studies by Ngorora and Mago (2018), Korsgaard et al. (2015), although occurring in a different setting, helps to explain the finding that rural-based students did not necessarily lag behind in developing positive perceptions on entrepreneurship and entrepreneurship education.

5.2.12. Private/public early education

Chi-square tests of association done with *public/private early education* as an independent variable and the various perceptions as dependent variables produced statistically significant results shown in Table 11 below:

Table 12: Public/Private Schooling

	School	SA	A	N	D	SD	Total	Chi-s	df	Sig.
Entrepreneurship education helps in starting, sustaining and growing business	Public	65,5%	33,6%	0,6%	0,0%	0,3%	330	20,42	4	0,00
	Private	79,5%	15,9%	0,0%	4,5%	0,0%	44			
	Total	251	118	2	2	1	374			

Comparatively, more students (79.5%) who previously studied in private schools strongly believed that *Entrepreneurship education helps in starting, sustaining and growing business* than those from a public schooling background (65.5%). A chi-square of $X^2(4)=20.42$, $p<0.05$ shows that this difference is statistically significant and shows a stronger association between having been in private school and strongly believing that entrepreneurship education helps in starting, sustaining and growing business.

There were also not many differences of perceptions between students schooled in private schools and those schooled in public schools. Statistically significant differences were on the view *Entrepreneurship education helps in starting, sustaining and growing business*. Private students were much more positive on this view compared to students schooled in public schools. Brown (2012) found that private schools in South Africa were better resourced to teach entrepreneurship and were in a better position to provide practical exposure to the real world of business to their students than public schools. Xaba and Malindi (2010) agree with this view and further add that public schools were too resource-constrained to devote resources towards entrepreneurship education. Students from private schools were therefore more confident of being entrepreneurs compared to those with a strong public schooling background (Flora, 2007 & Brown, 2012).

5.2.13. Engagement in entrepreneurship studies

Chi-square tests of association done with the question *Do you do entrepreneurship studies?* As an independent variable and the various perceptions as dependent variables produced statistically significant results shown in Table 12 below:

Table 13: Engagement in Entrepreneurship Studies

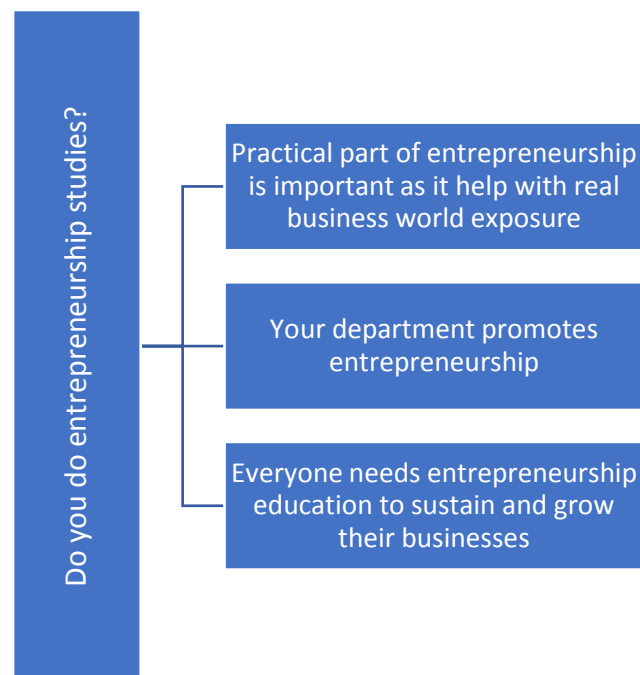
		SA	A	N	D	SD	Total	Chi-s	df	Sig.
Practical part of entrepreneurship is important as it help with real business world exposure	Yes	61,5%	35,9%	2,6%	0,0%	0,0%	156	40,85	4	0,00
	No	29,8%	65,6%	1,8%	2,3%	0,5%	218			
	Total	161	199	8	5	1	374			
Your department promotes entrepreneurship	Yes	72,4%	21,8%	4,5%	1,3%	0,0%	156	30,36	4	0,00
	No	45,1%	38,6%	7,9%	6,0%	2,3%	215			
	Total	210	117	24	15	5	371			
Everyone needs entrepreneurship education to sustain and grow their businesses	Yes	69,9%	29,5%	0,0%	0,6%	0,0%	156	12,98	4	0,01
	No	63,8%	27,1%	5,5%	2,3%	1,4%	218			
	Total	248	105	12	6	3	374			

Participants who studied entrepreneurship had a much higher frequency of 61.5% on the strongly agree option to the statement *Practical part of entrepreneurship is important as it help with real business world exposure* than those who did not (29.8%). This outcome was statistically significant $X^2(4)=40.85$, $p<0.05$. Being in an entrepreneurship class had an association with the belief that the practical part of entrepreneurship is important as it help with real business world exposure.

Participants who studied entrepreneurship had a higher frequency of 72.4% on the statement *your department promotes entrepreneurship* compared to 45.1% among those who did not. These observations were statistically significant ($X^2(4) =30.36$, $p<0.05$) indicating an association between being in an entrepreneurship class and the view that the participant's department promoted entrepreneurship.

Previous and current engagement in entrepreneurship studies was noted as a major factor that differentiated perceptions of entrepreneurship among students. Students who were engaged in entrepreneurship studies agreed more and in a statistically significant way to the following statements in comparison to those who did not attend entrepreneurship studies:

Figure 10: Entrepreneurship Studies



Own source, 2019

The findings above confirm the qualitative study views that exposure to entrepreneurship studies helped to develop a positive perception and exposure to the world of business. Taatila, (2010), Nani (2016) and Gamede and Uleanya (2017) are among the many scholars who also shared a similar view with the qualitative sample. The study results also contrast the views of Sentosa and Rengiah (2014) who stated that in general terms, university entrepreneurship education was less likely to have a positive effect on practical business exposure.

5.2.14. Running a business

Chi-square tests of association done with the question *Do you run a business?* As an independent variable and the various perceptions as dependent variables produced statistically significant results shown in Table 13 below:

Table 14: Running a Business

		SA	A	N	D	SD	Total	Chi-s	df	Sig.
Entrepreneurship education equipped you	Yes	60,5%	31,6%	5,3%	0,0%	2,6%	38	9,43	4	0,05
	No	45,9%	48,3%	2,9%	2,9%	0,0%	172			
	Total	102	95	7	5	1	210			

with entrepreneurial skills										
Your department promotes entrepreneurship	Yes	82,7%	9,6%	1,9%	5,8%	0,0%	52	19,68	4	0,00
	No	52,4%	35,1%	7,2%	3,8%	1,6%	319			
	Total	210	117	24	15	5	371			

Participants who ran a business had higher frequency of 60.5% on the *strongly agree* option on the statement *Entrepreneurship education equipped you with entrepreneurial skills* compared to 45.9% for those who did not run a business. This difference was statistically significant ($X^2(4)=9.43$, $p<0.05$) thus indicating an association between the view that entrepreneurship did equip students with entrepreneurship skills.

Participants who ran business also had a higher frequency of 82.7% on strongly agree compared to 52.4% from those who did not run a business on the view that respective academic departments promoted entrepreneurship ($X^2(4)=19.68$, $p<0.05$).

Students who ran businesses also held more positive opinions on two statements: *Entrepreneurship education equipped you with entrepreneurial skills* and *your department promotes entrepreneurship*. This difference of perceptions strengthens the view in the qualitative study that the university needed to promote the actual running of businesses by students on campus. One way this could be done, as recommended in the qualitative study, was setting up business incubators and offering direct support for new businesses.

Marchand et. al (2015) recommended that students should be supported in running campus businesses because this had a potentially positive effect on their development of critical entrepreneurship skills and linking theory with practice. Students who had business exposure held positive perceptions on growing businesses. This view is strongly presented in the above finding where students who ran businesses were more positive about the discipline.

5.2.15. Time spent on entrepreneurship studies

Spearman Correlations done with the question *what time do you spend on entrepreneurship studies?* As an independent variable and the various perceptions as dependent variables produced statistically significant results shown in Table 14 below:

Table 15: Spearman correlation - What time do you spend on entrepreneurship studies?

Statement	Test	Time spent in entrepreneurship studies
Entrepreneurship education equipped you with entrepreneurial skills	Correlation Coefficient	.288**
	Sig. (2-tailed)	.000
	N	156
Practical part of entrepreneurship is important as it help with real business world exposure	Correlation Coefficient	.242**
	Sig. (2-tailed)	.002
	N	156
Your department promotes entrepreneurship	Correlation Coefficient	.286**
	Sig. (2-tailed)	.000
	N	156
Lecturers includes practical in their teachings	Correlation Coefficient	.213**
	Sig. (2-tailed)	.008
	N	155
Entrepreneurship education that you get from this institution changes your mindset to start your own business	Correlation Coefficient	.171*
	Sig. (2-tailed)	.034
Everyone needs entrepreneurship education to sustain and grow their businesses	Correlation Coefficient	.282**
	Sig. (2-tailed)	.000
	N	156

Statistically significant Spearman correlations between time spent on entrepreneurship studies and sample perceptions on entrepreneurship educations were generally positively weak or very weak as shown above. They ranged from 0.171 ($p < 0.05$) on the statement *Entrepreneurship education that you get from this institution changes your mindset to start your own business* to $r = 0.288$, $p < 0.05$ on the statement *Entrepreneurship education equipped*

you with entrepreneurial skills. The time that was spent studying entrepreneurship was therefore not strongly related to the perceptions the sample had on entrepreneurship education.

5.2.16. Summary on the tests of association

Cramer's V test was used to summarise the size effect of the statistically significant associations above. The following scale by Warner (2013) was used to interpret the strength of association.

Table 16: Cramer's V interpretation table

Phi and Cramer's V	Interpretation
> 0.25	Very strong
> 0.15	Strong
> 0.10	Moderate
> 0.05	Weak
> 0	No or very weak

Table 17: Cramer's V summary of strengths of associations

Independent variable	Dependent variable (statement)	Cramer's V	Sig.	Strength of Association
Faculty	Practical part of entrepreneurship is important as it help with real business world exposure	0,21	0,00	Strong
	Your department promotes entrepreneurship	0,25	0,00	Very strong
	Lecturers includes practical in their teachings	0,52	0,00	Very strong
	Entrepreneurship education that you get from this institution changes your mindset to start your own business	0,20	0,04	Strong
Degree level	Lecturers includes practical in their teachings	0,26	0,00	Very strong

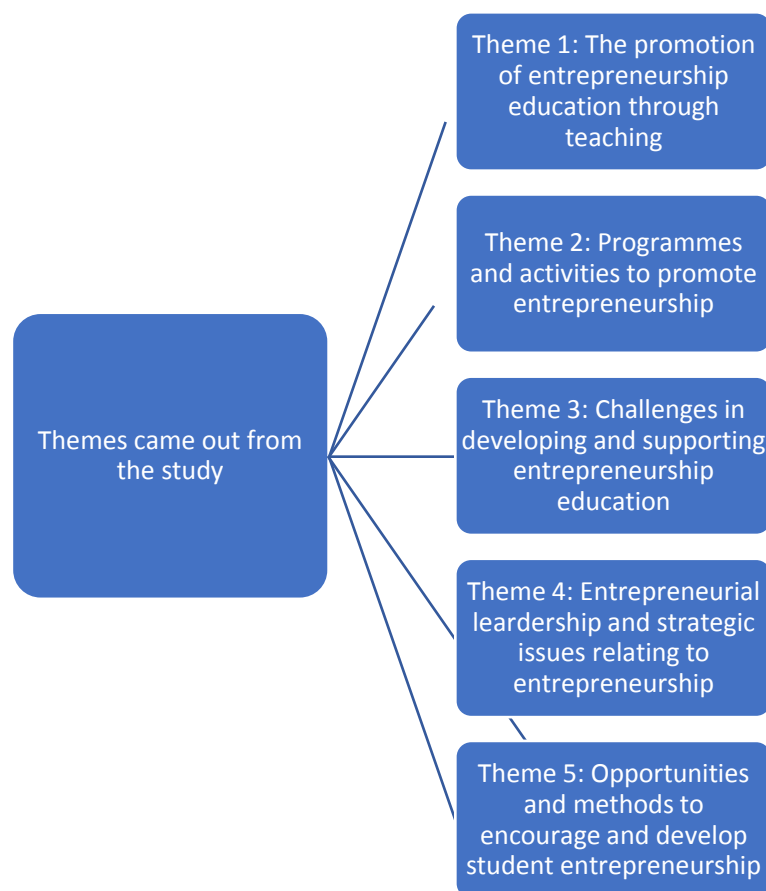
	Entrepreneurship education that you get from this institution changes your mindset to start your own business	0,31	0,00	Very strong
Study level (year)	Entrepreneurship education equipped you with entrepreneurial skills	0,06	0,05	Very weak
	Your department promotes entrepreneurship	0,22	0,00	Strong
	Lecturers includes practical in their teachings	0,23	0,05	Strong
Rural/Urban	Entrepreneurship education helps in starting, sustaining and growing business	0,16	0,05	Strong
Public/private school	Entrepreneurship education helps in starting, sustaining and growing business	0,23	0,00	Strong
Do you run a business?	Practical part of entrepreneurship is important as it help with real business world exposure	0,14	0,00	Moderate
	Your department promotes entrepreneurship	0,11	0,00	Moderate
	Everyone needs entrepreneurship education to sustain and grow their businesses	0,14	0,01	Moderate
Time spent on entrepreneurship studies	Entrepreneurship education equipped you with entrepreneurial skills	0,20	0,05	Strong
	Your department promotes entrepreneurship	0,17	0,00	Strong

The above table shows that Faculty, degree level, study level, urban/rural origin, school type attended and time spend on entrepreneurship studies as independent variables generally had strong and very strong associations with perceptions on the promotion of entrepreneurship. Perceptions on entrepreneurship varied strongly by these factors. Running a business had moderate association with some perceptions on the promotion of entrepreneurship. Overall the above were the independent variables that were related to the perceptions on the promotion of entrepreneurship at the university and in business in general. As noted key demographics, specifically gender, age and ethnicity had no statistically significant associations with the perceptions on entrepreneurship education in the sample.

5.3. Presentation of Qualitative Data

In this section, 11 structured interviews were conducted with the university academic's leadership in the faculties. The interviews were analysed using thematic content analysis on Atlas.ti version 8. The results from this analysis are presented in vivo codes, sub-themes and themes. Five themes came out from the study and these are:

Figure 11: The Study Themes.



Source: own compilation, 2019

These themes derived from the qualitative data are further discussed.

5.3.1. Theme 1: The promotion of entrepreneurship education through teaching

The first theme of the study was on *the promotion of entrepreneurship education at the University of Zululand*. Regarding this theme there was some other factors that the respondents highlighted.

While this theme was related to all of the study research questions, it strongly answered research questions 1 and 2: *To what extent does learning institution teach entrepreneurship? And does the curriculum in learning institutions equip young people with entrepreneurial skills?*

The theme mainly dealt with the curriculum related to teaching processes that were aimed at promoting an entrepreneurship culture, these being captured in the two research questions above. Respondent 1, 2, 3, 6, 7 and 8 believed that the job creation aspect of entrepreneurship was of importance to South Africa given the high level of unemployment. For instance respondent 8 indicated that *“it is better to train job creators than job hunters, looking to the South African environment there is a serious need for job creators as to reduce the high unemployment rate”*. Respondent 5 added that entrepreneurship and entrepreneurship education were essential for wealth creation. Thus, the major reason why entrepreneurship was perceived to be important was in job creation given the high levels of unemployment that graduates from universities face. The study shows that entrepreneurship education is the best way of encouraging entrepreneurship and the best tool in changing student’s mindsets to be more entrepreneurial.

There was a general agreement by the participants that entrepreneurship education is important in the economic development of South Africa. While in the literature, various reasons for promoting entrepreneurship are mentioned, the participants mainly focused on employment creation as a core reason for promoting entrepreneurship. Generally, participants’ sees entrepreneurship as a “self-employment” option for graduates due to the currently high unemployment rates in South Africa. It was seen as an alternative rather than as a main option that students can pursue by a section of the participants.

Other common reasons why entrepreneurship must be promoted, according to other scholars include its capacity to economically empower students through wealth creation and social

empowerment (Mkhize, 2010 & Afriye & Broheme, 2014) and broader economic development and growth (Venter and Urban, 2015). Nieman and Nieuwenhuizen's (2009) view that entrepreneurship enhanced social stability was also not discussed.

Going back to the theories explored in this study, the sample's views mostly resonated with the Schumpeter theory of innovation as discussed by Jovanovic (1982) and Garofoli (1994). In this theory, like in the sample, employment as a problem drove societies into entrepreneurship as an innovation.

Respondents also discussed the focus that different departments had in promoting entrepreneurship and entrepreneurship education. According to Respondent 11, some departments did not necessarily focus on the promotion of entrepreneurship but they still had an entrepreneurial component through encouraging business start-ups and job creation. For instance, respondent 1 stated that *"I wouldn't say we promote entrepreneurship but we encourage our students to be job creators rather than job seekers"*. Respondent 5 had a view that the university did not put any focus on entrepreneurship education. This was because students still focused on starting their careers rather than on starting businesses. Respondent 3 further said that entrepreneurship promotion was not uniform among the departments with some having a stronger approach than others. Respondents 4 and 9 stated that the promotion of entrepreneurship through modules was mostly evident in business programmes. Respondent 3 confirmed the above view but were sceptical that the promotion of entrepreneurship through modules supported practical learning: *"We do have a department of economics, business and accounting, but still they are not on business they do it theoretically, they need to be more practical -R3"*.

Entrepreneurship was therefore given different promotional focus in different departments and faculties. It was not promoted from all departments and faculties across the university. There are some that did not promote entrepreneurship. It emerged there was no standardised promotion of entrepreneurship across the university's faculties and departments. In business-related departments, entrepreneurship was readily promoted in comparison to non-business departments. Therefore, the promotion across the departments was low and employment career development was still dominant. Radebe (2014) and Echezona (2015) held similar views that entrepreneurship was not well-promoted in South Africa educational institutions, and this resulted in the constrained creation of future entrepreneurs.

The participants further discussed whether the various departments' approach in teaching entrepreneurship was practical enough to equip students with real world experiences and knowledge of business. Respondent 7 confirmed that some departments did promote entrepreneurship and had an entrepreneurial focus in them although this was more theoretical than practical: *"There is a section that deals with promoting entrepreneurship such as business management department, agriculture, consumer sciences, tourism and other departments but I don't think it is enough as they focuses more on the theoretical components of entrepreneurship and it is not promoted to the entire university – R7"*. Respondent 3 also stated that entrepreneurship might have been promoted on a basis that was more theoretical than practical. In contrast, Respondent 2 stated that across the departments there were both practical and theoretical modules being supported: *"There are two modules that they are doing; the first is the theoretical background into entrepreneurship learning what is all about, learning about the business environment. And the second one goes to the whole entrepreneurship process, from generating an idea right up to registering the business -R2"*

Respondent 4 shared an experience of how some students at the university were engaged in practical entrepreneurship exercises that involved the running of actual businesses. The practical component of learning was therefore present at the university (but not throughout all courses), according to Respondent 4. Respondent 1 however was convinced that the university taught its modules practically enough to support entrepreneurship among students. As part of practical learning, students conducted business research in real businesses and were also encouraged to start their own businesses as well: *"Yes, it is taught practically in different departments, students are encouraged to go and start their businesses, others are encouraged to go to businesses that are already operating to conduct research in order to improve or get results that they can use to improve those businesses – R1"*. Respondent 1 further stated that *"they get to learn how to generate business ideas; how to identify business opportunities and it gives them presenting skills in case they are given a chance to present their business plans to potential investors or banks"*.

There were two broad views on whether the university's entrepreneurial approach was theoretical or practical. One side of the participants believed that the university focused on entrepreneurship theory rather than the practical delivery of entrepreneurship education. It was however agreed that excessive theorisation of entrepreneurship education was not very effective in developing future entrepreneurs. Venter et al, (2015) were among the scholars who emphasized the practical aspect on entrepreneurship education particularly how it helps

to build a stronger culture of entrepreneurship. Hoffmann et al. (2012) also asserted that entrepreneurship education, unlike traditional teaching and learning, cannot be effectively delivered through theory alone. Practical training, as emphasized from some of the participants was therefore indispensable in creating a stronger entrepreneurial culture.

The core methods through which the university supported entrepreneurship were through teaching it. Respondent 1, 5, 6 and 9 were of view that some departments within the university had an entrepreneurship education in their curricula while some did not: *“Apparently entrepreneurship education is taught in different departments, but not all disciplines in the university – R1”*. Respondent 8 further stated that *“they are doing it via the research office, from time to time, they got workshops on entrepreneurship and some departments teach entrepreneurship studies – R8”*. Respondent 1 also stated that in teaching of entrepreneurship it is difficult to make sure that all lecturers include entrepreneurial approaches in their teachings.

Another respondent, Respondent 4, confirmed the existence of an entrepreneurship module within the commercial study area. The respondent however commented that the module itself needed to be improved and be taught from levels one up to level three. In the respondent view, the module lacked the ability to develop necessary skills for entrepreneurs: *“It’s not enough, there is some improvements that need to be done in the sense that if you do it at level one and leave it there it doesn’t equip students with the most important skills and needs for entrepreneurship, for example the financial aspect with its important components its lacking - R4”*. The respondent further stated that: *“I strongly believe that there is a need for improvement and enhancing the module itself and maybe even move until level 3 so students can be exposed to the real outside world-R4”*.

According to the respondent, this was not enough to fully encourage participation in entrepreneurship and an actual, dedicated entrepreneurship module was needed. The crux of this view was that some departments did not have a curriculum that effectively covered the necessary entrepreneurship modules that capacitated students with adequate skills and knowledge to start and manage their own businesses. Chimucheka (2012) and Zhou and Haixia (2012) stated that universities and tertiary institutions in general did not have curricula that supported entrepreneurship culture. The focus was still on traditional curriculum that developed theoretical knowledge aimed for the job market. Gamede and Uleanya (2017), in their study on the role of entrepreneurship education in secondary schools and further

education and training (FET) phases in South Africa, also made similar findings that the curriculum did not effectively promote a culture of entrepreneurship.

Overall, the theme highlighted that while the culture of entrepreneurship was being promoted at the university, the promotion efforts were not effective enough to develop a strong sense of entrepreneurship in students. There was a view that more needs to be done across the university including on the curriculum, its resulting modules and its emphasis on practical entrepreneurship education.

5.3.2. Theme 2: Programmes and activities to promote entrepreneurship

The participants discussed a list of activities and programmes that the university and its departments undertook as a way of promoting entrepreneurship. Whilst some respondents classified these programmes as strategies, the analysis took a broader view of strategy as a long term plan and therefore reclassified most of these “strategies” as programmes or activities. Additionally, these programmes fell outside normal classroom teaching. This theme was strongly related to two research questions:

- What are the strategies used by learning institutions to promote entrepreneurship?
- What programmes are developed by University of Zululand in supporting youth entrepreneurs?

The respondents highlighted various programmes and strategies that aimed in promoting entrepreneurship. Respondent 4 stated that inviting small business support entities such as SEDA to advise students on starting and running businesses was one of the strategies that the university engaged in: *“We have invited people outside like SEDA to give advice to students. We also asked them to assess and evaluating the students business plans. They get exposure to what is required from them”*. Respondent 6 stated that their department engaged successful entrepreneurs, mainly former students, to motivate current students on entrepreneurship: *“We invite former students who been successful in business to talk to our students and to motivate the students as well. We have got a few that they are very successful entrepreneurs – R6”*. Respondent 1 mentioned a participative approach where students participated in practical activities organised by external stakeholder as a strategy to promote entrepreneurship: *“Students are encouraged to participate in entrepreneurship activities that are organised by the university where stakeholders are engaged to participate, so that when they finish their degrees they would know where to go for help and how to register their businesses and how to nurture their business ideas -R1”*.

Using former students (the alumni) to advise and motivate current students into entrepreneurship was discussed as an activity that was promoted at the university. Alumni entrepreneurship support as an activity though not widely discussed within a South African context, is an important way of promoting entrepreneurship amongst university students. The League of European Research Universities (2019) mentioned that former students played an important role in promoting and supporting entrepreneurship. The alumni community is an immense source of experiential working, resources and motivation for current students. It further connects students with the wider business world in which their entrepreneurial endeavours will be based – also referred to as an entrepreneurship ecosystem (League of European Research Universities, 2019).

A list of activities that the university supported was compiled from the respondents. The most discussed event was the entrepreneurship week where students exhibited their entrepreneurial projects and work. Some respondents like 3, 5, 6 and 7 did not believe that entrepreneurship week was effective enough to encourage entrepreneurship as it was only a one-week event. Respondent 6 opined that longer, all-year programmes were needed: *“Not sufficient yet, because as I have said it needs to be throughout the year, it cannot be only one week -R6”*. Respondent 3 further stated that: *“they should expose all students to entrepreneurship and train them to become job creators – R3”*.

Table 16 below shows other activities that the participants mentioned or discussed as being part of the activities meant to support entrepreneurship at the university:

Table 18: Entrepreneurship activities promoted at the university

Activity	Respondent
Student Entrepreneurship Week	1, 5, 8, 11, 6, 7
Workshops/conferences on entrepreneurship	8,9,11
Research on entrepreneurship	1,8
Competitions	1,2,11,4

The above activities, as indicated earlier were generally argued to be inadequate and more time needed to be put towards them. The university was making some efforts in supporting

some entrepreneurship promotion activities that the participants identified as Student Entrepreneurship Week, Workshops/conferences on entrepreneurship, research on entrepreneurship and entrepreneurship competitions. These had various degrees of effectiveness in building an entrepreneurship culture with the Students Entrepreneurship Week being discussed as an important activity that was unfortunately held over a short time. Enactus programmes identified as important by Bawuah et al. (2006), in the literature had also been adopted by the university as part of activities that promote entrepreneurship.

Respondent 4 shared a different view that despite not having space to promote the running of businesses on campus, the university permitted and supported student entrepreneurship activities. Students were given letters of support to ensure they were not arrested for operating businesses on campus: *“When they start running their businesses the issue of venues where they can operate, the issue of limited space even pitch up the tents because we don’t have the space that is designated for them to run businesses on campus. All the same we write them letters of support so that they can be able to get a space, so that they won’t be arrested when they are found running businesses on campus -R4”*. Respondent 1 however disputed this. Despite the university working towards implementing an entrepreneurship policy, it did not allow students to conduct business freely on campus. Respondent 1 further stated that this sends conflicting signals as to whether the university encouraged student entrepreneurship or not: *“One of the biggest challenges in promoting entrepreneurship on campus is that students are not allowed to conduct/ do their entrepreneurial activities. So that is the biggest challenge because you cannot peach the promotion of student entrepreneurship but at the same time you do not give an opportunity to students – R1”*.

Thus the two participants gave directly opposing views on the running of student businesses on campus. There were two different views on whether the university promoted business setting on campus or not. One was that the university promoted business on campus by creating a legal environment that permits students to set up their businesses right there on campus. Students had access to authorization letters to operate businesses without disturbances from campus authorities. Marchand et al. (2015) discussed the importance of enabling students to operate businesses on campus or within the vicinity. This was a practical way of promoting entrepreneurship that also addressed the financial needs of students, especially in developing economies. They defined this concept as studentpreneurship and cite it as a growing model of training future business leaders and owners. From the interviews, this concept was to some extent promoted on campus although some interviewees

stated that some students faced authorization problems when attempting to run businesses on campus.

An entrepreneurship centre was discussed as a pipeline facility that was being planned by the university as way of enhancing entrepreneurship education as well as actual entrepreneurship by Respondent 1 and 11. Below is a citation from Respondent 1: *“The Faculty of Commerce, Administration and Law (FCAL) are in a process of developing entrepreneurial centre to assist students and communities that want to start their businesses – R1”*. Respondent 11 further stated that: *“I think the practical components of entrepreneurship will take place in that centre – R11”*. The entrepreneurial centre was expected to support students with business incubation support. Other respondents also confirmed that they have heard about the centre and were optimistic that it would help promote entrepreneurship at the university.

While the university did not have an entrepreneurship centre or an incubation facility, several participants in the study indicated some awareness that the university was working towards such a facility. At this facility, it was envisaged that students will be able to access business infrastructure support. In the literature, similar facilities are discussed as being almost indispensable in the building of an entrepreneurship culture among students. Echezona (2015) mentioned that incubators were critical in grooming new businesses and supporting them with advice in their early lives. Similarly, Adiele (2010) associated the low uptake of entrepreneurship opportunities among students with the absence of incubators. The Department of Trade and Industry (DTI) also runs an Incubator Support Programme (ISP) as a way of supporting entities that set up and run incubators. The university’s approach is therefore in line with the various views that support the significance of incubators in the promotion of an entrepreneurship culture.

Respondent 8 came up with another different strategy that they use to promote entrepreneurship among students. The respondent stated that one of the ways they promoted entrepreneurship amongst students was motivating them to start businesses: *“We motivate the students to start their businesses, because nowadays we got more young people sitting without work – R8”*. Respondent 8 further stated that as academics they advised students on possible entrepreneurship opportunities available to them: *“I suggest the couple things to them like producing cheese, producing yoghurt, maas, and milk. Therefore in food microbiology there is a lot of opportunities even if you start small you can grow big – R8”*.

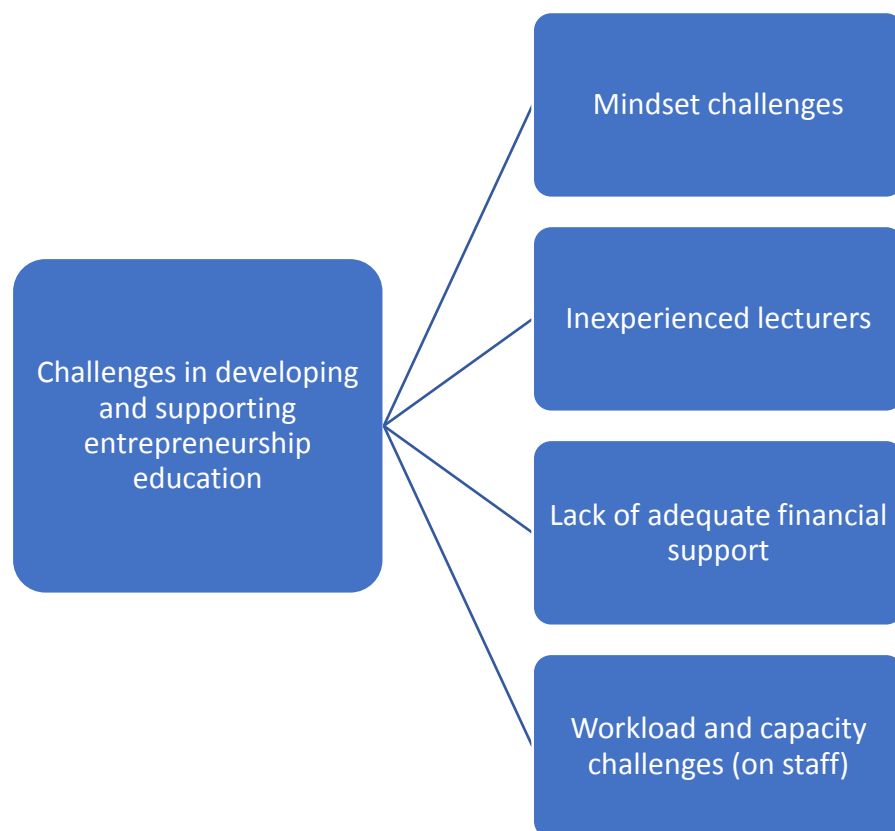
Thus the daily process of motivating and advising students to start and operate businesses was also a regular activity meant to promote entrepreneurship at the university. Nani (2016) supported with the view that when learners are mentored and motivated on starting a business that can build a solid foundation for the development of entrepreneurship.

Overall, the theme highlighted that there are some programmes that the university has developed to promote entrepreneurship among students. However it highlighted that there is some improvements that need to be done. There was a view that there is a need for a programme that will operate throughout the year.

5.3.3. Theme 3: Challenges in developing and supporting entrepreneurship education

The 11 respondents expressed various views on challenges that affected the effective delivery of entrepreneurship education and entrepreneurship development at the university. These challenges were listed as namely Mindset challenges, Lack of incubators and start-up facilities, Lack of adequate financial support and workload challenges and capacity challenges.

Figure 12: Challenges in Developing and Supporting Entrepreneurship Education



Source: own compilation, 2019

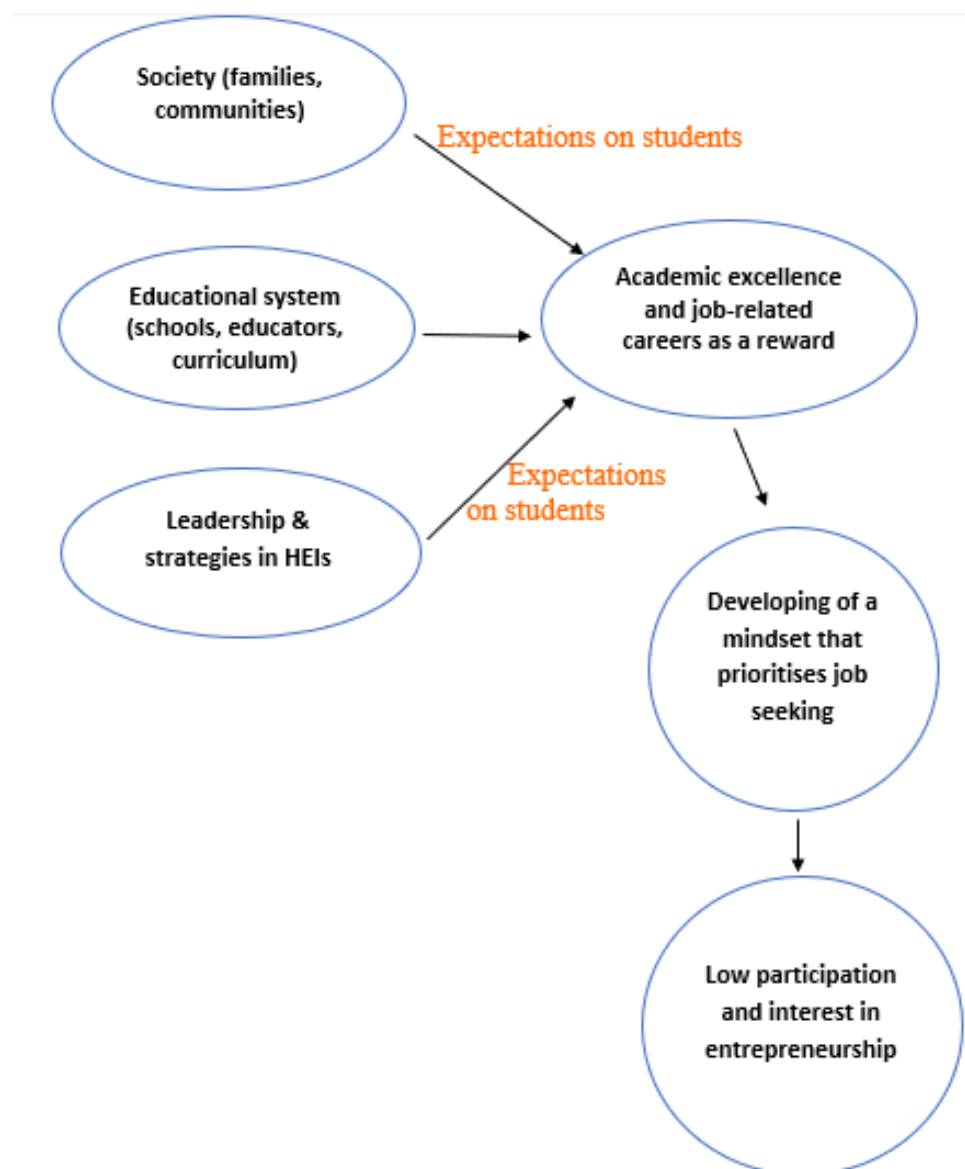
As shown above, three of the challenges related to resources, these resources being financial, material and human capital. One challenge related to mentality issues and this theme, basing on the responses of the respondents was of major significance in explaining the current state of promotion of entrepreneurship both in the country and at the university.

The theme was related to all four study sub-research questions. Challenges came out as the respondents discussed the impediments associated with the curriculum, strategies and programmes that were employed by the university in promoting entrepreneurship. With research question 1, challenges related to any factors that limited the university's capacities to fully promote entrepreneurship through teaching. With research question 2, challenges related to nay factors that perpetuated the failure of learning institutions in equipping young people with entrepreneurship skills while in research questions 3 and 4 the theme related to failures and weaknesses of both programmes and strategies in supporting entrepreneurship.

Respondent 11 saw the traditional mindset of students as a challenge. Students, according to the respondent, did not believe that they could succeed in entrepreneurship: *"The first challenge is about the mindset, our students think that they are not capable of owning their businesses and the management or leader's mindset is not entrepreneurial...The challenge is how we going to change the mindsets of students where our mindsets still need to be changed-R11"*. The same respondent saw the challenge as starting from the basic education level that did not prepare students for entrepreneurship. Respondent 5 saw the mindset challenge as a result of lack of innovation and flexibility in HEI leadership when it came to entrepreneurship development. The leaders still promoted traditional teaching and mindsets that did not put entrepreneurship at the forefront: *"It is the thinking of the leadership of higher education, they prescribe what universities must do and at what level, they are not flexible in terms of their thinking and they are not thinking outside the box, they only limit themselves with the book – R5"*. Respondent 9 also believed in the need to change the mindset not only of the students but the University leaders too. The respondent further stated that *"The leaders mindset is to train the job seekers not job creators -R9"*. Likewise, Respondent 3 viewed the mindset issues as emanating from HEIs and the academics themselves and cascading into their students. In Respondent 2's views of mindset challenges were generational and were a function of pats societies not seeing the benefits of being an entrepreneur: *"I think the challenge is that in the past people did not actually realise the benefits of promoting entrepreneurship, and that affected the lot of people's minds, for some it is still difficult to adjust to the concept -R2"*.

Under the mindset challenge, the main discussion was that the promotion of entrepreneurship culture among students was being hindered by strong and existing mentalities, particularly the mentality that job seeking was more important than job creating. Students were raised and groomed with the expectation that once they left an educational institution, their success will be measured by getting a job rather than creating a business. The participants identified society (family and communities), the educational system and educational leadership as the key drivers of this mentality.

Figure 13: Society and the Entrepreneurship Mindset in Students



Source: Own compilation, 2019

Students, according to the views of the participants, as portrayed in the above diagram, merely responded to the broader expectations that they should be educated to get good jobs. The overall effect was a low participation in entrepreneurship by younger people.

In the literature, several scholars (Echezona, 2015; Arasti, et al. 2012; Udu & Amadi, 2013 & Venter et al. 2015) discussed similar effects of the current student mindset as shaped by society on entrepreneurship. Arasti et al. (2012) and Venter et al. (2015) put entrepreneurship education at the centre of changing student's mindset positively towards becoming entrepreneurs. Entrepreneurship education therefore had to counter the negative mentalities on becoming entrepreneurs that are planted into young people. At organisational level, the Junior Achievement South Africa (JASA, 2012) indicate that changing one's mindset towards entrepreneurship is a critical building block in grooming future entrepreneurs and therefore puts this as one of its priorities (JASA, 2012).

The participants' views strongly agree with Uzoagulu (2012) who stated that while the mindset challenges issue was a well-known fact, universities current form of entrepreneurship education was not strong enough to fully dismantle these. This was because entrepreneurship education was not given priority further perpetuating the mentality that entrepreneurship was not as important as career development through getting a job. Udu and Amadi (2013), as discussed in the sample, saw communities and families as important factors in entrepreneurship mindset development. Because parents tended to look down on entrepreneurship, they developed a view that being entrepreneur was less important and less prestigious than being an employee – a mindset that discouraged the development of an entrepreneurship culture in students.

Another challenge that was highlighted by the respondents is related to lack of financial support. Respondent 1 indicated that the university did not have any comprehensive financial support for entrepreneurship projects. The respondent however commented that this problem would come to an end once an entrepreneurship centre under creation is implemented: *“No, however the University is in the process to create an entrepreneurship centre, then there will be financial support to entrepreneurship activities – R1”*. Respondent 11 stated that because of limited financial resources, it was not possible to conduct wider practical studies in entrepreneurship. Respondent 11 also believed that financial support was possible if the university established a vision that can be bought by government. Lack of financial support was also confirmed by Respondents 3, 5 and 8. There is a view by the respondent 11 that as

much as finance is a challenge but the university lack the vision and a proper idea that can be attractive for funding.

Like in various sources in the literature, which some are (Chimicheka, 2012 and Echezona, 2015), stated that financial resources challenges were discussed as a major hindrance in the promotion of entrepreneurship at the university. Without financial resources, it was also a challenge to set up infrastructure and facilities necessary in supporting entrepreneurship (Agnonlahor, 2016 & GEM, 2016).

While many scholars like Chimucheka (2012), Boates (2013) and Herrington et al. (2014), mentioned access to capital as a major problem affecting the promotion of entrepreneurship, the participants did not view this as the main factor hindering the promotion of a strong entrepreneurship culture among the youths. The challenge, at university level was mostly access to facilities that supported entrepreneurial development rather than funding. The sample did not explicitly state that obtaining funding was easy. It however suggested that there were more primary concerns that needed to be addressed before the funding stages, these being mindset issues, proper vision and the university's own activities and resources.

Respondents 6 and 8 stated that a common challenge that educators at the university faced with regards to promoting entrepreneurship was that it involved a lot of work for which they did not have enough time: *“Workload, lot of meetings, and lot of lecturing. I wish I could take students to the process of entrepreneurship but time is limited – R8”*. In addition to their conventional teaching role, they needed to guide students individually through entrepreneurship processes and this took a lot of time. The first matter was that the current workforce of academics was already burdened with teaching work to effectively take on more demanding entrepreneurship education courses. Entrepreneurship education, as stated required a significant practical component where the educator needed to participate fully in. However, this was not possible given that the same educators taught regular courses and therefore did not always have enough time on their hands to take on or develop more efficient entrepreneurship education regimes. The above view by the respondents was not discussed in other works consulted by the researcher and points to a possible unique or new factor that could also explain the low promotion of entrepreneurship at universities.

Another work-related factor that came out of the participant 8 and 6 was that of practical experience and competence of lecturers in delivering entrepreneurship education: *“I think it got a lot to do with lack of capacity to offer in terms of staff being familiar with*

entrepreneurship – R8”. The participants indicated that most lecturers did not train for entrepreneurship teaching and had no practical experience of it. This tended to reduce their effectiveness in delivering information and support that transformed students into entrepreneurs and supported their entrepreneurship ventures. In the literature, Uzoagulu (2012), Zhou and Haixia (2012) and Agbonlahor (2016) also found that lecturers who taught entrepreneurship did not have a strong practical grasp of the discipline due to training issues. Uzoagulu further associates this problem with low prioritisation of entrepreneurship education in universities. With entrepreneurship education being lowly-ranked, not much in terms of resources was put to promote educator education. The observations and perceptions of the study on this matter therefore strongly resonated with the literature.

Overall, the theme highlighted that there are challenges that hindering the promotion of entrepreneurship education. The theme was of the view that there is a need to visit these challenges and come up with solutions on how to overcome these challenges. One of the respondents stated that it start with the mindset, the lack of entrepreneurship mindset is a big setback in promoting entrepreneurship education.

5.3.4. THEME 4: Entrepreneurial leadership and strategic issues relating to entrepreneurship

Entrepreneurial leadership and strategic issues relating to entrepreneurship was the fourth theme that was identified in the analysis. Leadership issues included strategy and policy matters as well as the university’s engagement of strategic partners discussed as important in entrepreneurship education. This theme cut across the study’s four research questions. In relation to research question one (To what extent does learning institution teach entrepreneurship?), leadership and strategy were noted to determine the extent to which entrepreneurship was taught at HEIs. In relation to research question two, leadership and strategy also affected entrepreneurship curriculum development and its effectiveness. Research question 3 and 4 dealt with strategies and programmes that promote entrepreneurship both being also affected by leadership issues. The respondents associated leadership with the crafting of necessary strategies that were needed to building entrepreneurship culture in HEIs and this association was followed in building the above theme and its subthemes which are discussed below.

Respondent 3 and 8 did not believe that the university's leadership was entrepreneurial enough to effectively facilitate entrepreneurship education. The respondents believed that there was too much focus on theoretical rather than practical components that can aid students in entrepreneurship: *"I wouldn't say that (the leadership is entrepreneurially focused) because I think there is a lot that university need to improve. This University focus more on theoretical then practical of entrepreneurship and is not promoted across all faculties -R8"*. Respondent 5 also opined that if the university leadership had an entrepreneurial focus, it would have put some programmes that were aimed to support entrepreneurship in place. Respondent 6 viewed a low entrepreneurial leadership focus as a challenge in developing entrepreneurs. It is difficult to impart entrepreneurship to students if the leadership itself is not entrepreneurial: *"How you get your students to think entrepreneurial if you don't think that way. So to a certain extent in our department that is the way we think, yes we might not actually create businesses but we have lot of entrepreneurial ideas comes from the staff. So your leadership need to be visible in activities on entrepreneurship – R6"*. Respondents 1 and 2 held a positive view that the university leadership although not yet there was moving towards an entrepreneurial leadership focus. *"I think they are slowly getting there but they are not there yet. If they were there we would had a policy on entrepreneurship but we haven't got a policy that I'm aware of anyway. But it seems like we are slowly moving in a direction of continuing to support the idea of entrepreneurship -R2"*.

Thus the above held a view that entrepreneurial leadership was a trend that was currently being built into the current leadership. Overall, the participants held a view that entrepreneurship leadership at the university was a concept and a discipline that was still under development. They saw the university as transitioning towards entrepreneurship leadership from the traditional teaching and learning approaches. Entrepreneurship leadership was critical in developing and cascading an entrepreneurship culture within students. Pihie et al. (2014) stated that entrepreneurship leadership was not a well-studied concept within the educational set-up. In confirmation, no sources that dealt with the topic from a South African universities' perspective could be found in the literature consulted by the researcher. Pihie et al., however, like in the study, suggested that entrepreneurship leadership was a cornerstone for addressing current educational challenges including low entrepreneurship uptake and low entrepreneurship cultures among students.

Zijlstra (2014) also saw entrepreneurship leadership as encouraging new and emerging approaches and promoting the movement away from leadership styles of the past. Such approaches, especially moving away from the traditional curriculum to a more entrepreneurship-focused one were needed at the university – according to the sample. This was because the approach was centred on identifying problems and gaps and structuring innovations and methodologies to address these problems. A low entrepreneurship leadership state was therefore a hindrance to the promotion of an entrepreneurship culture as asserted by the participants. Respondent 11 was of the assurance that while the university did not currently have a comprehensive strategy on entrepreneurship, it was working towards one. The 2021 strategic plan for the university would put focus on entrepreneurship: *“No, but there is a goal of creating a policy that will promote entrepreneurship within the strategic plan. The university is taking entrepreneurship direction. In the strategic plan for 2021 they are already talking about entrepreneurship -R11”*. Respondent 1 was of the view that currently the university did not have any strategies for engaging graduates to be part of its entrepreneurship programmes. At least 6 other respondents commented that they did not know the institution’s strategy on entrepreneurship education. Some respondents also took strategies, activities and programmes as being synonymous.

The respondents highlighted the policy issue. Most respondents admitted that they did not know the university’s policy on entrepreneurship. Others confirmed that the university was in the process of crafting one. Respondents 1, 6 and 7 talked about the impending implementation of a university policy framework that would promote entrepreneurship: *“The policy is still under construction. It will allow students to engage in entrepreneurship activities on campus and students will be given spaces to conduct their businesses on campus – R1”*. Related to the focus of the policy, respondent 7 stated that: *“I think the policy will focus on promoting entrepreneurship among students, allowing them to provide service to the university and stating the best ways of promoting entrepreneurship – R7”*. Respondent 3, 5, 10 like Respondent 8 was not aware of any policies that the university had put in place to promote entrepreneurship. Respondent 3 stated that: *“Even our own way of thinking it was more academic than practical. So we don’t have policy per say – R3”*. In the views of Respondents 2 and 11, the University of Zululand was in a transitional phase where it was moving from the traditional educational systems to one that promoted entrepreneurship. *“So they were not focusing on entrepreneurship education over the past years but now they are starting to shift on traditional way of teaching to say we want our students to be*

entrepreneurs – R11”. Respondent 2 however believed that the promotion of entrepreneurship had gone on for a much longer time than suggested by Respondent 11: *“Our department have been promoting entrepreneurship maybe for the last 15-18 years where students are trained in entrepreneurship, train on various aspects regarding entrepreneurship -R2”*.

In the above views, even in the absence of a comprehensive policy on entrepreneurship, there is evidence of its promotion.

In the study, strategies were taken as long-term plans aimed at promoting the culture of entrepreneurship at the university, while policies were taken as guidelines that directed strategies, activities and programmes. The university, as revealed by participants did not have a known policy on the promotion of entrepreneurship and neither did it have a strategic plan towards the same end. Some respondents indicated that the university leadership was working towards the establishment of both and they therefore discussed it as being in a transitional stage. Others were however convinced that there was no such transition.

While there were no consensus on formal strategies and policies on the promotion of entrepreneurship, the existence of many programmes and activities aimed at supporting promoting entrepreneurs (despite noted weaknesses in some of these) indicate that the university did not have an integrated campus wide strategy but had many piecemeal policies and strategies across different faculties and departments. This view helps to explain the early discussion that entrepreneurship was promoted differently across departments with some being more progressive and others lagging behind.

The existence of many different and uncoordinated strategies has several disadvantages in the promotion of entrepreneurship. Uncoordinated strategies may result in uneven promotion and growth of a phenomenon and may overall result in low achievement of overall goals (Kilasi, 2013 & Heredero et al. 2013). It can also result in conflicting strategies and activities (Heredero et al. 2013). As an example, some respondents noted that the university curtailed the establishment and operation of student businesses on campus despite some quarters of it trying to promote student entrepreneurship. Kilasi (2013) explained such occurrences as resulting from the organisational complexities of universities, particularly their multi-disciplinary nature. With many varying entities and sub-entities, it was a challenge to coordinated formal strategies – even for universities that had clear-cut entrepreneurship promotion strategies.

Additionally, Kilasi (2013) also mentioned the challenges in establishing effective policies that broadly appealed to the different departments and faculties within universities. Not having a formal strategy and letting different departments manage entrepreneurship programmes according to their own different needs and structures appeared to be a coping mechanism for the situation. Nonetheless, the Department of Higher Education (2017) stated that HEI should make entrepreneurship part of the broader university strategy driven and headed by the principal as recommended by the Enabling Entrepreneurship Technical Task Team. The team noted that without an integrated and clearly communicated strategy, universities were less likely to succeed in the promotion of entrepreneurship among students.

The participants highlighted the university collaboration with external stakeholders as a way of promoting and supporting entrepreneurship among students. Respondent 1 said that collaboration assisted students to get into supplier's databases while some directly supported the conversion of business ideas into businesses: *"They will assist in terms of how students can be enlisted to the database of businesses – R1"*. The same respondent further stated that: *"Recently Vodacom came on campus in terms of generating business ideas and support those who have businesses"*. Respondent 8 did not believe that there was any meaningful collaboration with external stakeholders.

Despite different views on whether or not the university collaborated with external stakeholders, several entities were identified as working with the university in its entrepreneurial endeavours. These included SEDA; Richards Bay Industrial Zone, ABSA, Standard Bank, SAB Foundation, Moses Kotane Institute, Vodacom and iThala Bank. They were mainly highlighted by Respondents 1, 10 and 11.

Communities were identified in the literature as important external stakeholders in entrepreneurship education and development. Respondent 1 stated that the university through its entrepreneurship outreaches engaged the community as a beneficiary. Communities benefitted through mainly free entrepreneurship advisory support, financial literacy training and research: *"there are entrepreneurial activities within the community where we do research on what type of entrepreneurial activities the community requires then we assist those communities free of charge, if it is that they require training we train the communities around, if it is financial research literacy programmes we train them as well. Therefore there are community engagements that promote entrepreneurship – R1"*. Respondent 7 saw the university as teaching basic trading in the community through supporting such activities in its

premises: *“Teaching people how to sell, people that are from the community sell their product inside the university, which is community engagement because they promote entrepreneurship to the community -R7”*. Respondent 2’s department was involved in community farming development as part of its stakeholder engagement practices: *“Yes, we got a big community engagement where we are looking at all the farmers surrounding the university... The purpose would be to assist all these small farmers in getting the inputs, production side and marketing side and to assist them in finding the market for products – R2”*. Respondents 3, 5, 6, and 11 stated that they were not aware of any community engagement activities that the university carried to under its entrepreneurship focus.

Strategic and leadership issues, as discussed by the participants, also involved collaboration with stakeholders in the development of an entrepreneurship culture. This was out of the realisation that entrepreneurship promotion and development were influenced by the levels of collaboration that a HEI had with various identified stakeholders. Identified stakeholders were communities, the government, businesses, the alumni, profit and non-profit funding institutions, the students, their families and university staff. Other stakeholders such as the alumni and parents were discussed earlier. Parents were discussed by the participants earlier as being important in building an entrepreneurship mindset that the educational system can then develop upon. The groups of stakeholders identified in the study generally agree with most stakeholder lists including that of Bischoff et al. (2018) and Allahar and Sookram (2019) except on the inclusion of parents.

The common view from the sample was that the university collaborated well with its external environment in the promotion of an entrepreneurship culture. This view was also supported by the observation that many entrepreneurship activities on campus such as Enactus, Students Entrepreneurship Week, visits by alumni businesspersons all highlighted a collaborative approach between the university and its stakeholders in entrepreneurship. There was also a view that collaboration with external stakeholders was not well supported. Judging from the sample, this view was determined by department that one served in, like with curriculum-related issues, collaboration with external stakeholders differed across departments and faculties with some being more collaborative than others.

The League of European Research Universities (2019) explained that collaboration in entrepreneurship education was important because entrepreneurs operated as part of a wider system whose inputs and outputs determined their success. Like LERU (2019), Bischoff et al

(2018) reiterated that entrepreneurship ecosystems made collaboration between entrepreneurs and their internal (university) environment and external, wider societal environment a necessity. For instance, collaboration with the funding communities made it possible for entrepreneurs, through their educational institutions to get better attention when searching for and applying for funding. Communities, as stated in the study firstly provided a market for entrepreneurs and additionally benefitted from entrepreneurship endeavours. They therefore provided opportunities that entrepreneurs could take advantage of.

Government is considered as an important stakeholder in supporting entrepreneurship education both at the institution and in the country in general by the participants. Respondents 1 stated that the government supported entrepreneurship education through an entrepreneurial development programme where they give the university funding to support brilliant business ideas from students: *“We have entrepreneurial development in higher education, this programme is basically designed to assist students in promoting entrepreneurship and they have given us funding to promote students businesses– R1”*. Respondent 3 and 9 stated that these programmes involved workshops: *“They are encouraging all universities to promote entrepreneurship among students. They do workshops for academics with the aim of findings ways that can be used to promote entrepreneurship -R3”*. Respondent 7 associated the creation of various vocational education institutions around the country with the government’s support for entrepreneurship. Respondent 2 associated various legislation aimed at supporting entrepreneurship as evidence of the government’s commitment to entrepreneurship: *“Yes, there is legislation now that the government is involved with department of higher education in promoting entrepreneurship, but to what extent we are involved as the university I am not sure -R2”*.

Higher education institutions (HEIs), according to the participants, had a significant role to play in the development of entrepreneurship. Respondent 1 believed that HEIs were playing a critical role in the development of an entrepreneurship culture amongst students mostly through curricula that promoted business and entrepreneurship learning: *“they (HEIs) are also trying to promote entrepreneurial activities around South African universities so that students become job creators and try to use the skills that they have gained from the university through entrepreneurship studies to start their businesses -R1”*. On the contrary, Respondents 5, 6 and 8 did not see HEIs in general as playing a critical role in promoting entrepreneurship. Respondent 5 justified their view by stating that not all students at HEIs were exposed to entrepreneurship.

There were therefore two perceptions on this view – one that stated that HEIs played this role effectively and another one that they needed to improve. The government was discussed as a major stakeholder in the promotion of entrepreneurship cultures in HEIs. The government was responsible for supporting entrepreneurship through conducive legislation, financial, intellectual and material resources. The participants had a view that the South African government did support entrepreneurship education. This was in contrast to various views in the literature that asserted that the government did not create a regulatory environment that was conducive to the growth of entrepreneurship. This view was shared by Boates (2013), Da Silva (2013) and Echezona (2015). They all saw the current business and tax regulations as a burden that troubled young entrepreneurs stifling entrepreneurship growth in the process

5.3.5. THEME 5: Opportunities and methods to encourage and develop student entrepreneurship

The last theme of the study was Opportunities and methods to encourage and develop student entrepreneurship. It consisted of proposals and recommendations on how an entrepreneurship culture could be developed among students. Under this theme, various views on how entrepreneurship education and entrepreneurship in general can be supported at the university are presented. The theme is strongly linked to the challenges themes as it also provides perceived solutions to the entrepreneurship education challenges discussed in the data. The suggestions that came out of the participants were:

- Early engagement of students
- Practical entrepreneurship modules across all departments and faculties
- Qualified educators for entrepreneurship courses
- Collaboration across departments
- Supporting new businesses
- Changing societies' mindset
- Supporting practical learning

The DHE's Enabling Entrepreneurship Technical Task Team which was tasked to investigate factors inhibiting the promotion of entrepreneurship came up with some suggestions that were similar to those brought forward by the participants. The task team recommended the development of an entrepreneurship-based curriculum that started in primary schools and

extended to the tertiary level. The task team also recommended the establishment of business support centres within the HEI entrepreneurship ecosystem as well as working towards changing societies' mindset that entrepreneurship was a major source of achievement for school leavers. Allahar and Sookram (2019) also recommended taking the entrepreneurship ecosystem approach as a way of developing entrepreneurship education. The authors pinpointed the integration of theoretical and practical learning with the actual business environment. They also emphasized the importance of curriculum and modules taught at HEIs in developing an entrepreneurship mind frame in students.

5.3.5.1. Early engagement of students

Respondent 1 believed that the best way to encourage entrepreneurship among students was to engage them from the first year and as soon as they start university. This will enable them to grow with the entrepreneurship mindset that can convert into actual entrepreneurship upon completion of university: *“to engage with the students, the minute they come to the university and tell them why it is important for them to have an entrepreneurial mindsets...I think when you start at the early stages of academic life by the time they finish their qualifications they would be ready to start with their entrepreneurial activities – R1”*. Respondents 5 and 11 saw a need to go beyond the first-year level and to engage students in entrepreneurship when they were still in their earlier educational phases including primary school level: *“We need to start at the earlier age so that they will grow up with the mind- set of being entrepreneurs. So that when they come to the university they have the background of entrepreneurship -R1”*.

This strategy is of the view that entrepreneurship education should start at the early stage so students will grow up with the entrepreneurial mindsets. Udu and Amadi (2013) stated that teaching entrepreneurship education at an early age is important as it will lay a solid foundation to students to grow with entrepreneurship mindsets.

5.3.5.2. Practical entrepreneurship modules across all departments and faculties

Respondents 8 and 11 stated that the university should develop a practical entrepreneurship programme including business incubators as a way of encouraging and developing entrepreneurship at the university. For instance, respondent 8 mentioned the need to *“develop practical programmes for entrepreneurship such as incubators, entrepreneurship centre and develop a practical entrepreneurship module for all students – R8”*. Respondent 11 and 3, cited below and others including Respondents 2, 5 and 8 believed that a module on entrepreneurship should be introduced across all university departments: *“I think all the*

departments within the institution must introduce the entrepreneurship module to make our students aware of the concept of entrepreneurship and necessary skills that will help them in starting their own businesses – R11”.

This highlighted that there should be a development of practical facilities and an entrepreneurship module so that all students will be exposed to entrepreneurship education and be exposed on how the real business world operates. The university have no practical facilities that are developed to promote entrepreneurship and entrepreneurship module is designed for particular group of students. Varblane and Mets (2010) supported that in higher education institutions entrepreneurship studies are not offered to every student that registered but it is only offered to the particular group of people. The authors further stated that if every student is enrolled to entrepreneurship studies it will be of great benefit because they will be exposed to entrepreneurship studies which will equip them with entrepreneurial skills.

5.3.5.3. Qualified educators for entrepreneurship courses

Respondent 5, 8 together with respondents 3 and 6 also advised on the need to employ educators who were qualified and experienced in teaching entrepreneurship and developing it as an activity in students: *“Most importantly they must hire more staffs that are entrepreneurially minded, with more experience in entrepreneurship -R6”.*

Respondent 3 further stated the fact that academics that were sometimes expected to educate students on entrepreneurship were not always readily knowledgeable on this discipline. This was stated to be the case with educators outside commercial and economic disciplines. This highlighted that even the entrepreneurship educators have no entrepreneurial experience and they are not entrepreneurial minded. Uzoagula (2012) supported this statement by stating that some universities designed one or two entrepreneurship courses that are taught by some lecturers who have no entrepreneurship experience.

5.3.5.4 .Collaboration across departments

According to Respondent 11, entrepreneurship can best be promoted through a collaborative approach. Currently, less departments and professionals were involved and this made current entrepreneurship efforts less effective in developing entrepreneurs out of students: *“I think we need more of people that can drive this entrepreneurship thing because currently not all people involve and I think it has to be a collective approach where different departments can be involved using their own discipline to promote entrepreneurship skills – R11”.*

5.3.5.5. Supporting new businesses

Respondent 11 and 9 believed that entrepreneurship can be encouraged through offering support to new entrepreneurship. Educating entrepreneurs alone was not a solution to increase entrepreneurship among students but supporting their new ventures as well: *“I think is more of educating, it is important to educate people about entrepreneurship, but also assisting them when they have started their businesses – R11”*.

Respondent 1 also shared the views that HEIs should also support students to venture into business even when they have left learning institutions. Additionally, HEIs and the university can improve on entrepreneurship development through implementing monitoring and evaluation mechanisms that assess how new entrepreneurs who had left the university were doing.

5.3.5.6. Changing societies' mindset

Respondent 11 believed that entrepreneurship can be encouraged and promoted through teaching society on its value, particularly families from where students came from. This was because this is where students got the mindset that it was better to get a job than to become an entrepreneur: *“Society also needs to be educated about the importance of entrepreneurship, so they can encourage and support their children to start businesses. Because to find that our parents tell us that after graduating you have to find the job to support your family, they tend to be against the idea of entrepreneurship – R11”*. Entrepreneurship education is important in changing the mindset of students from being job-seekers to job and wealth creators as per the words of respondents 11 and 6: *“I believe that entrepreneurship studies can change the student's mindsets to be more entrepreneurial – R11”*. Respondent 6 further stated that: *“Our students are very much thinking about employment and that is very difficult for me as much as I integrate entrepreneurship in my modules to change that mindset -R6”*.

Respondent 5 believed that the job-seeker mentality was a national and generational issue rather than a university issue: *“Yes, I think that will be best because we need the generation that will be job creators not job seekers. You know when you compare to other countries, China for instance learners as early as primary school their focus is on technology and entrepreneurship; they make craft works and interventions at the young age -R5”*. Respondents 3 and 9 believed that mindset change should focus not only on students but on the whole academic system from the students to the University leadership. Respondent 6 believed that the mindset issue also involved changing the view that, for one to start a

successful business needed to have a lot of money. Students were being deterred from starting out as entrepreneurs because of this view.

The societal mindset is the one that hinders entrepreneurship development among young people. Echezona (2015) stated that the society believed that education which exposes people to white-collar job is superior to education that leads to acquisition of entrepreneurship skills.

5.3.5.7. Supporting practical learning

Respondent 7, 3 and 4 held the belief that the university can promote entrepreneurship through supporting its practical teaching in addition to the current theoretical focus: *“The university is not practical based, they are academic based, and they deal with theory, ideas not the practical, so they need to be more practical -R7”*. This view was also shared by Respondent 3 who believed that the university was too focused on being academic as compared to being entrepreneurial and practical. Respondent 4 advised that the university needed to create business space from students. Additionally, it could support these students by doing business with them: *“Create more space for students to operate their businesses on campus and allow students to offer services for the university – R4”*.

Overall, the theme highlighted the methods that can be used to develop an entrepreneurial culture among students. Various methods on how entrepreneurship can be promoted have been presented.

5.3. Theoretical concept discussion

The findings from both the qualitative and the quantitative study were mostly related to the human capital theory as discussed in the theoretical concept. To recap, this theory states that human capital was acquired through the development of skill and knowledge to partake in economic activities that are of notable benefit to individuals and societies (Echezona, 2015). Thus entrepreneurship education is viewed as a function through which individual's, a university's and society's human capital can be developed. This development is critical for economic growth purposes particularly through employment creation.

In the qualitative study, entrepreneurship education was critical mainly for employment creation. Once students had adequate attitudes, skills and knowledge of entrepreneurship, they have a stronger ability to add their value to society as job-creators. Under the human capital theory, the qualitative study sample therefore emphasised on removing barriers and impediments to the effective theoretical and practical education of entrepreneurs. The

quantitative study sample that consisted of students also confirmed a view that entrepreneurship education enhanced the human capital aspect in students. The ability and motivation to start a business, and the skills and capacity to sustain and grow it, was the core of the human capital that entrepreneurship education developed.

5.4. Conclusion

An analysis of quantitative data collected in the study showed that students had a positive view on the importance of entrepreneurship education. They mostly believed that exposure to entrepreneurship education could help them to become better entrepreneurs. In the quantitative study it was also noted that faculty, degree level, study level, time spent on entrepreneurship studies as independent variables had a statistically significant associations with the kind of perceptions that students developed on entrepreneurship. In the qualitative study, five themes emerged and around these, respondents believed that entrepreneurship education was important for students. The university needed to work on a policy and strategies to promote entrepreneurship in students.

The qualitative study churned out five themes that were to some extent related with the findings from the quantitative study. The discussions in the chapter mostly corroborated previous findings from related studies in and outside South Africa. Both studies mainly pointed towards the human capital theory as the closest theoretical perspective that resonated with the findings made.

As different questions and statements were presented to two different samples, not all responses between the two groups were meant to be compared. What can be noted between the two samples was that both groups:

Held strong convictions that entrepreneurship education was important in promoting an entrepreneurship culture and capacity in students with the believed that practical education was of significance in building an entrepreneurship culture. Both groups saw entrepreneurship as being promoted differently across the university with some faculties and departments having more extensive curriculum, programmes and activities and some having little or none. They agreed that there was low exposure to entrepreneurship education at the university despite the existence of various entrepreneurship programmes.

There were also differences that emerged which were that:

The qualitative sample was generally more pessimistic and sceptical on the effectiveness of entrepreneurship programmes at the university. The students sample acknowledged challenges but recorded higher frequencies on questions that rated the university's current deliverance of entrepreneurship education.

The qualitative sample viewed students as less prepared and less likely to take entrepreneurship opportunities as a result of mindset challenges that pointed towards formal employment as a key reward for university education. Students however indicated an interest in entrepreneurship and a realisation that it was significant for them to be taught entrepreneurship studies as a way of developing business starting and development capacities.

Overall, both the qualitative and the quantitative studies helped to answer the study's research questions as will be summarised in the next chapter.

6. CHAPTER 6: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

This chapter provides a summary of the entire study and gives relevant recommendations based on the findings of the study. The chapter also presents the recommendations for policy and the further research studies. The chapter is made up of three main sections. Section 6.2 summarises the research findings, section 6.3 concludes the study based on the findings and section 6.4 gives the recommendations from the study. Section 6.5 suggest areas for further research. The purpose of the study was:

- ❖ To identify the role played by learning institutions in promoting the culture of entrepreneurship education in youth.
- ❖ To identify the extent to which entrepreneurship is being taught at universities
- ❖ To determine whether the curriculum in learning institutions equip young people with entrepreneurial skills.
- ❖ To identify strategies that is used by learning institutions in promoting entrepreneurship.
- ❖ To identify programmes that are developed by University of Zululand in support of youth entrepreneurs.

The study used a combination of positivism and interpretivism to apply both qualitative and quantitative research approaches in meeting the above objectives. The study's sample was drawn from the University of Zululand students and heads of departments from selected faculties. Data was collected from HoDs using interview schedules and from students using questionnaires. Quantitative data was analysed using SPSS, while qualitative data was analysed using Atlas.ti 8. The next sections present a summary of research findings, conclusions and recommendations of the study.

6.2. Summary of findings

This section presents the summary of the findings based on the research objectives. The summary of findings is successively used to draw research conclusions and also to make appropriate recommendations.

- ❖ **Objective 1: To identify the role of learning institutions in promoting the culture of entrepreneurship education in the Youth.**

This was the main objective that the research intended to achieve. The research found that the University of Zululand is trying to promote entrepreneurship among students, as they see it as a viable tool in fighting against the high unemployment rate that South Africa is facing. However, it appeared there was no consistent promotion of entrepreneurship across the university's faculties and departments. It was found that the promotion of entrepreneurship studies was done in business-related departments and was not readily promoted in non-business departments.

The research also found that even the lecturers have the mindset of promoting the development of future employees rather than entrepreneurs, which hinders the development of an entrepreneurial mindset in students. The research revealed that the lecturers that teach entrepreneurship studies have no experience of entrepreneurship, they only know what is in the book, but they have no business experience which makes it difficult for the promotion of entrepreneurship culture and mindset.

❖ Objective 2: To identify the extent to which entrepreneurship is being taught at universities

It was also found that entrepreneurship studies were mostly taught as theoretical courses instead of more effective practical courses and this raised concerns within the sample as theoretical courses in entrepreneurship did not build the necessary entrepreneurial abilities and capacities in students. The research also revealed that entrepreneurship studies are limited to a particular group of students, meaning that not all students registered get access to entrepreneurship studies.

❖ Objective 3: To determine whether the curriculum in learning institutions equip young people with entrepreneurial skills.

The research examined whether the curriculum equipped students with entrepreneurship skills and culture. The finding revealed that some students believed that the curriculum equipped young people with entrepreneurial skills. However, it was found that the students who believed that entrepreneurship studies equipped them with entrepreneurship skills are students who studied the theory and practice of entrepreneurship and therefore benefited from the programmes designed by the university in promoting entrepreneurship. The research further revealed that there is a strong belief that the curriculum needs to be improved. It must not only focus on the theory of entrepreneurship but also on the practical component of

entrepreneurship as this will help to expose students to the real business world. Entrepreneurship studies must also be available to all students registered as a choice of selection.

❖ Objective 4 and 5: To determine strategies and programmes used by learning institutions to promote entrepreneurship

There are some efforts that the university made in supporting entrepreneurship promotion activities which have been identified. The programmes that are being used to promote entrepreneurship are the establishment of a Student Entrepreneurship Week, Workshops/conferences on entrepreneurship, research on entrepreneurship and entrepreneurship competitions. These programmes were created as strategies to promote entrepreneurship and also as a way of creating an entrepreneurship culture and mindset in students. The collaboration with external stakeholders was also mentioned as a strategy to promote entrepreneurship among students.

6.3 Conclusion

The concept of entrepreneurship and its importance have been an area of study by many researchers in many countries. Regardless, the high failure rate of entrepreneurial ventures remains a challenge. These businesses are important drivers of economic growth, job creation and poverty reduction. It is disappointing that these businesses are likely to fail due to the challenges that they are facing and one of those challenges is lack of education and training. Entrepreneurship education has been identified as an important tool in developing entrepreneurs skills and culture needed by entrepreneurs to succeed in business. Entrepreneurship education has been identified as a major tool in shaping the entrepreneurial mindsets among entrepreneurs. However, the education system is still lacking when it comes to instilling an entrepreneurship culture and skills to students.

The findings show that the way entrepreneurship is taught and promoted needs some improvements. Entrepreneurship is taught is more of a theoretical than practical discipline which leaves students with book knowledge and little exposure to the real business world. Entrepreneurship is taught to particular departments and not to all departments even though it was found that students from all departments need exposure to entrepreneurship studies as it is a feasible way of fighting against unemployment rate and poverty.

The findings show that most of the respondents believed that entrepreneurship studies should start at an early age, as early as primary level because they believe that this stage is a crucial stage for the children to learn. The findings shows that students that have an entrepreneurship background are more likely to believe that entrepreneurship educations instils an entrepreneurship culture among students and that it changes the mindset to be more entrepreneurial. Blame on the low level of entrepreneurship education was also blamed on parents and a society that looked down upon entrepreneurship in graduates and valued employment instead.

Originality and contribution of the study

Effective, quality entrepreneurship education is still lacking in higher learning institutions. There are a few studies that address this area in a KZN Province context and no studies have been done on the University of Zululand. The study with therefore, contribute to entrepreneurship education body of knowledge that is specific to the University of Zululand. A better understanding of entrepreneurship education form the University of Zululand context will help in spurring debates and discussions on this subject matter and hopefully result in the adoption of recommendations that will improve entrepreneurship education to the benefit of the university, its students and society at large. The study's findings will also contribute to the policy of Universities, Schools, Department of Basic Education and Department of Higher Education, by assisting policymakers to improve entrepreneurship education through the provision of reliable and valid conclusions discussed above. The study will also contribute to research output through actual knowledge-sharing by publishing the dissertation in various journals and making the research findings known in conferences. A copy of the dissertation would be submitted to the University of Zululand Institutional Repository.

6.4. Recommendation

This section proposes recommendations that could be implemented as a way of bridging the empirical gap.

- ❖ Policymakers are encouraged to develop an entrepreneurship-based curriculum that starts at primary schools' level and extend to the tertiary level. Entrepreneurship curriculum should be developed in such a way that entrepreneurship studies start at the primary level in order for learners to grow up with an entrepreneurship mindset and culture because

teaching them at the early stage will lay a solid foundation for them to become future entrepreneurs.

- ❖ Policymakers must consider giving all students registered a choice to do entrepreneurship studies by developing entrepreneurship studies in the university curriculum for all disciplines.
- ❖ The methodology that is used to teach entrepreneurship needs to be developed in such a way that it promote entrepreneurship and self-employment rather than white-collar jobs because every country needs entrepreneurship as a way of promoting economic growth, job creation and poverty alleviation, especially in South Africa where there is a high unemployment rate.
- ❖ Policymakers are advised to develop teachers who are qualified and experienced to teach entrepreneurship studies. These teachers should put more focus on the practical part of entrepreneurship.
- ❖ Learning institutions are encouraged to establish incubators that will help in terms of practical of entrepreneurship where learners will put entrepreneurship theory that they obtained into action/practice. The whole university is encouraged to be involved in promoting entrepreneurship and not only a few departments.
- ❖ Policymakers are advised to establish business support centres within the higher education institutions (HEI) entrepreneurship ecosystem as well as working towards changing societies' mindset that entrepreneurship is a major source of achievement for school leavers and society at large.

6.5. Areas for further study

The study has examined the role of education in promoting entrepreneurship culture among the youth looking to a case study of University of Zululand. The study did not look to all Universities in South Africa; therefore the future study can look to other Universities. Another area that would be interesting would be to compare between the Universities and TVET colleges to identify how things is been done in TVET colleges.

Another area that would be interesting would be to look entrepreneurship in basic education, as it been identified that there are limited studies that have conducted in this area. Looking to the findings it is been identified that it would be better if entrepreneurship education is introduced in the basic education. Therefore, this area needs to be researched.

Entrepreneurship leadership is not a well-studied concept within the education set-up. Therefore this area would be interesting to research about it.

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APPENDIX A

QUESTIONNAIRES for Students



University of
Zululand

Questionnaires for University of Zululand Students

Date	Start time	Finishing time
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The researcher is conducting this study with the purpose of getting sufficient data on the research topic titled the role of education in promoting the culture of entrepreneurship among the youth: A case study of University of Zululand.

Thank you very much for getting in touch with this study and agreeing to take part in this interview.

Can I stress that everything you say is confidential and will only be seen by the research team. Your comments will be made anonymous in any reporting which takes place as part of research findings.

Section A: Biographical Information

You can mark your response by **ticking, circling or crossing** the number that applies to you

1.GENDER	
FEMALE	
MALE	

You can mark your response by **ticking, circling or crossing** the number that applies to you

2. AGE	
18-25	
26-35	
36-45	
Above 45	

You can mark your response by **ticking, circling or crossing** the number that applies to you

3. ETHNIC GROUP	
AFRICAN	
WHITE	
COLOURED	
INDAIN	
OTHER (PLEASE SPECIFY)	

You can mark your response by **ticking, circling or crossing** the number that applies to you

5. FUCULTY REGISTERED UNDER	
COMMERCE, ADMIN AND LAW	
EDUCATION	
ARTS	
SCIENCE AND AGRICULTURE	

6. DEGREE ENROLLED FOR	
Under graduate (<i>please specify</i>)	
Honours	
Masters	
Dcom	

4. LEVEL OF STUDY	
FIRST YEAR	
SECOND YEAR	
THIRD YEAR	

7. Do you come from **rural** or **urban** area?

	rural	<i>urban</i>
Yes		
No		

8. School attended

Public	
Private	

9. Have you ever worked?

Yes	
No	

10. Do you run a business or have you ever run a business?

	Do you run a business	Have you ever run a business
Yes		
No		

11. Your family has a business

Yes	
No	

12. Do you do entrepreneurship studies or have you done entrepreneurship studies?

	Do you do entrepreneurship studies	Have you done entrepreneurship studies?
Yes		
No		

12(a). If no, do/did you wish to have a curriculum with entrepreneurship course/module in your department/ school?

Please specify why?

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If you do not do entrepreneurship studies or if you haven't done entrepreneurship studies please skip the following questions and go straight to question 15, 16, 18, 21, 22, 23 and 24.

13. Can you indicate how much time (in percentage) you spent on entrepreneurship studies every week?

No time available	
0-10%	
20-30%	
40-50%	
More than 50%	

14. Entrepreneurship education equipped you with entrepreneurial skill

Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	

15. Practical part of entrepreneurship is important as it help with a real business world exposure

Strongly Agree	
Agree	
Neutral	
Disagree	

Strongly Disagree	
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16. Your department promotes entrepreneurship

Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	

Please specify Department

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17. When did you start doing entrepreneurship studies?

Primary School	
Secondary school	
Tertiary	

18. Starting entrepreneurship studies in the early age/ primary level equip learners with entrepreneurial skills and motivate them to start their own businesses

Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	

19. Lecturers includes practical in teaching entrepreneurship studies

Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	

20. Entrepreneurship education that you get to this institution changes your mind-set to start your own business?

Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	

If strongly or disagree, do you think entrepreneurship education needs to be improved?

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21. Every student registered to the university must be given a choice to register entrepreneurship

Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	

22. If you were taught entrepreneurship would you be encouraged to start your own business

Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	

23. Entrepreneurship education helps in starting, sustaining and growing businesses.

Strongly Agree	
Agree	
Neutral	

Disagree	
Strongly Disagree	

24. Everyone needs entrepreneurship education to sustain and grow their businesses

Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	

“Thank you for taking part”

APPENDIX B

INTERVIEW GUIDE FOR Heads of Departments

Interview schedule with University of Zululand Academics

Date of interview

Interview start time

Interview finishing time

I am conducting this study with the purpose of getting sufficient data on the research topic titled the role of higher education institutions in enhancing entrepreneurship to reduce unemployment rate: A case study of University of Zululand.

Thank you very much for getting in touch with this study and agreeing to take part in this interview.

Can I stress that everything you say is confidential and will only be seen by the research team. Your comments will be made anonymous in any reporting which takes place as part of research findings.

1. How long have you been working in University of Zululand?

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2. How does university of Zululand promote entrepreneurship education in different fields of study?

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3. Does your department promote entrepreneurship studies?

If yes how and does it equip your students with entrepreneurial skills?

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If no, do you think entrepreneurship should be introduced to every student and do you think entrepreneurship studies encourage students to start their own businesses?

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4. Do you think entrepreneurship studies are important?

Please specify

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5. Is there any university policy implemented on entrepreneurship education?

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6. What does the policy stipulates?

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7. Is this University entrepreneurial in its leadership?

If yes

how?.....
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8. Is the practical teaching of entrepreneurship involved in teaching entrepreneurship?

If yes please specify

If no, do you think practical of entrepreneurship are important in developing entrepreneurial skills?

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9. How do you ensure that lectures engage entrepreneurial approaches to teaching?

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10. How does entrepreneurship encouraged across campus?

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11. What supportive infrastructures like incubator facilities or practical centres does University of Zululand have?

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12. Does the University have the financial support to entrepreneurial activities?

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13. There are any strategies created to involve graduates in entrepreneurship enforcement within the institution?

If there are any, what are those strategies?

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14. Do you have any collaboration with the external stakeholders that may support your efforts in promoting entrepreneurship within the university?

If yes can you please elaborate?

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15. What other activities does this university have to promote entrepreneurship?

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16. Do you think the role played by the higher education institutions are advancing or creating an entrepreneurial culture for students?

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17. Are there any challenges that University of Zululand face in promoting entrepreneurship?

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18. If there are any challenges, what are those challenges?

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19. What do you think can be done in eliminating the challenges that hinder the University to promote entrepreneurship?

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20. Are there any academic or practical programmes designed by University of Zululand to enhance entrepreneurship?

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21. If there are programmes, what are those programmes and have they been effective?

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22. Are there any local community engagement programmes in entrepreneurial activities within the institution?

If yes can you please elaborate?

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23. What other programmes can higher education institutions implement in order to ensure the success of entrepreneurship?

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24. Does the Government support the higher education institutions in promoting entrepreneurship?

If yes, what does the Government do?

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25. What other support do you get from external stakeholders to promote entrepreneurship?

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26. What opportunities do you think can be utilized to promote entrepreneurship?

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27. What are the strategies that can be implemented in order to improve the culture of entrepreneurship among youth?

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“Thank you for taking part to this interview”