

Effects of Entrepreneurship Education on University Students: A Case of Information and Communications University Students in Lusaka District.

(Paper ID: CFP/1566/2020)

Author: Sylvia Shata

sylviakatongo@gmail.com

School of Business/Humanities

Information Communication University

Lusaka, Zambia.

Mr. Marvin Kabubi (Co-Author)

Marvinkabubi@ymail.com

School of Business/Humanities.

Information and Communication University

Lusaka, Zambia

ABSTRACT OF THE STUDY

The study was conducted to investigate the effects of entrepreneurship education on the students of ICU. It was guided by three specific objectives which were, to evaluate students' perception of entrepreneurship education at information and Communications University, assess the extent to which entrepreneurship education assists university graduates be innovative and creative in Lusaka district and lastly to evaluate challenges faced by university graduates implement their entrepreneurial skills in Lusaka district.

The research employed a mixed methodology approach using quantitative and qualitative design. This was done by means of a survey approach. The methods that were used for data collection was questionnaires and interviews. The sample size was 150 final year students (out of the slightly above 300 likely to graduate this year 2019), one teaching staff from School of Business and one member from management. Data from questionnaires were analyzed using Microsoft Excel computer program. Interviews and reviewed documents were analyzed using content analysis. It is also important to state that verbatim was used to present qualitative data that was collected from the field.

The major findings in this study were that entrepreneurship education has had positive effects on the students and the extent to which students were assisted by entrepreneurship education in their quest to acquire knowledge and develop entrepreneurship values was also revealed to be largely good or very good. However, the study also did reveal that there were some challenges in putting into practice the entrepreneurship knowledge the students acquired. One outstanding challenge was that of lack of capital to start their own business even when the students were still at university. Most of the students actually did develop intrinsic enthusiasm in starting their own businesses and employ themselves but lack of capital was a stumbling block for them.

To counter the problems or challenges students face putting what they learn into practice, there is great need for government intervention. Students who wish to start their own businesses must be supported by government through the Youth Empowerment Program (YEP) especially on the aspect of startup loan accessibility

CHAPTER ONE INTRODUCTION

1.0 Overview of the Study

Entrepreneurship is the significant driver for economic growth and for improving people's living standards. This study focused on the effects of entrepreneurship education on entrepreneurship development. It intended to establish the rationale of entrepreneurship education on student's perception towards further entrepreneurship undertakings which is of great significance in impacting social economic progress. The chapter includes the background to the study, statement of the problem, research objectives and questions as well as the significance of the study.

1.1 Background of the study

Entrepreneurship in contemporary world has become so significant that nearly everybody wants to venture into it by setting up different businesses be it commercial or indeed Small Medium Enterprises (SMEs). To achieve the thirst and passion of businesses especially among the young ones, Marvel and Lumokin (2007) propose that entrepreneurship education becomes unavoidably imperative. This therefore, implies that one greatly needs to be educated in as far as how to start, sustain and grow one's enterprise. The significance of entrepreneurship education therefore plays a major role among the young ones and that is why most of the colleges and university have integrated issues of entrepreneurship education in their respective curriculum.

Globally, entrepreneurship education has taken a centre role in academic education and other formal training interventions. Entrepreneurship education is indeed a programme that has spread rapidly for the past ten years. For example, in Europe, the European commission has supported entrepreneurship

education among its member state citing the fact that entrepreneurship education helps in developing an entrepreneurial mindset and provides knowledge and skills necessary for developing entrepreneurial culture (European Commission 2012). Entrepreneurship education strategy is also being used by other developing countries to improve enterprise formation leading to employment creation. It is generally accepted that where entrepreneurship is taught, entrepreneurial action is encouraged (Gorman et al, 1997) or according to Pittaway and Cope (2007) at least intentionality towards entrepreneurial careers.

In the quest to promote enhancement of entrepreneurship education in the country, the Zambian education system has been revised to include entrepreneurship education in both public and private universities, of which the TEVET Policy serves as a platform for the integration of entrepreneurship education in their curriculum (Curriculum Development Centre 2013). To a larger extent, all this is meant to promote development of entrepreneurship knowledge in young minds in the country.

Indeed, the Zambian economy today is faced with numerous challenges and problems especially with unemployment. Despite the efforts made by government in addressing this problem of youth unemployment, the issue still remains to be one of the biggest challenges in Zambia. According to the Seventh National Development Plan (7NDP), the youth unemployment rate is currently at 10.5 percent, which is higher than the national average unemployment rate of 7.5 percent Ministry of National Development and Planning (MNDP, 2017 and ZGF, 2017). However, the government has endeavored to create employment for the youths in order to address the issue although this has been a very difficult venture because of the huge numbers of the youths that are graduating from different institutions

Therefore, according to ZGF (2017) among the numerous ways of providing jobs to its youthful citizens, entrepreneurship development through comprehensive education is one such way that has been identified as a means of creating self-employment to the growing numbers of formally employed youths. As such, entrepreneurship education is one of the key strategies being used to ensure entrepreneurship development in the country as it plays a key role in improving innovativeness, industriousness, inventiveness, creativity and enterprise formation among youths in the world and Zambia inclusive.

In view of the numerous benefits of entrepreneurship education and knowing that Zambia like other countries has embraced entrepreneurship education in public and private universities curriculum. University graduates are therefore, expected to exhibit high levels of entrepreneurship skills, of which the outcome is expected to be enhanced innovation and creativity skills, process change and improved operations in existing manufacturing companies as well as a rise in the number of enterprises being formed, to mention but a few.

There are many other strategies in Zambia to try by all means to inculcate entrepreneurship knowledge in the young students at tertiary level. Information and Communication University provide entrepreneurship education to students not only in the school of business but also to students in other schools like Education and Humanities. It is important to assess the impacts of entrepreneurship education on the learners and evaluate the development of the passion for entrepreneurship especially among students at tertiary level. It was for this reason therefore, that this study was conducted to investigate the effects of entrepreneurship education on the students.

1.2 Statement of the problem

Despite the Zambian education system being revised to include entrepreneurship education in both public and private universities to reduce levels of youth unemployment, the country still faces high unemployment and also, lower numbers of enterprise. One would assume that with high numbers of graduates in entrepreneurship education, graduates would be involved in a lot of businesses of different types. Kantu, (2017) in his paper noted that the greatest limitation that Zambia has is lack of entrepreneurs, especially among the youth. According to Friedvich and Vissers, (2005) ratings in terms of workers to entrepreneurs in Zambia are 1:60 as compared to most developed countries' 1:12. This raises a question as to why university graduates in the country are failing to engage in successful entrepreneurial activities.

Furthermore, several studies and papers on entrepreneurship have been established in Zambia which includes Mwiya (2014), Kantu (20) and Chileshe (2015). These explained several theories, strategies and addressed challenges facing the entrepreneurship in Zambia. All these studies have been assessing and examining the attitude of graduates towards entrepreneurial career, the entrepreneurial activity of some business-oriented entrepreneurship students, the extent to which entrepreneurship education is taught in business schools and challenges of integrating entrepreneurship education. However, the effect of entrepreneurship education on entrepreneurial development in Zambia has not adequately been covered. This is a research gap. This study therefore, intends to investigate the effects of entrepreneurship education on university students and wishes to take a case of Information and Communication University in Lusaka.

1.3 General objective

The general objective is to investigate the effects of entrepreneurship education on university students.

1.4 Specific Objectives

Specific research objectives in this study were:

- i. To evaluate students' perception of entrepreneurship education.
- ii. To assess the extent to which entrepreneurship education assists university graduates be innovative and creative.
- iii. To evaluate challenges faced by university students implement their entrepreneurial skills.

1.5 Research Questions of the study

- i. What are the perceptions of students towards entrepreneurship?
- ii. What existing strategies facilitate graduates to become innovative and creative?
- iii. What challenges do graduates face in implementing their entrepreneurial skills?

1.6 Study Scope

This study was limited to final year students who were likely to graduate in 2019 and did entrepreneurship course and other business-related course at information and Communication University in Lusaka District.

1.7 Significance of the Study

From the review of literature, entrepreneurship education is paramount to entrepreneurship development. This study was conducted on entrepreneurial career

choice and mainly focused on issues such as personality variables, demographics, personal history, and social contexts in their explanations of individuals' choices and preferences with respect to their entrepreneurial status and constraints to entrepreneurship development. However, this research found that there is lack of study or relatively scanty research conducted on investigating the effects of entrepreneurship education on university graduates with regard to influence entrepreneurial intentions of students. Consequently, this study intended to address the gap in entrepreneurship knowledge in the Zambian context.

Furthermore, until present, there is no research that has been conducted in the higher learning institution itself to examine the relationship between entrepreneurship education and the entrepreneurial intention of students in Zambia. Thus, findings from this research are context specific; Zambia lacks context specific evidence to make informed decisions and so has no confidence that concepts espoused and used elsewhere have applicability. The recommendations from this study therefore, could be used to guide policy makers in the development of curriculum towards achievement of promotion of entrepreneurship among the learners at different levels.

Finally, the study would contribute numerous benefits in terms of theoretical, management as well as academic perspectives. It can be used as reference material for the people that intend to carry out studies in entrepreneurship related studies.

1.8 The Theoretical Framework

The theoretical framework dealt with the theory applied in the study and in relation to the statement of the problem and research objectives. A number of theories have been put across by scholars and institutions focusing on entrepreneurship education as a major driver towards inculcation of entrepreneurship

skills and attitudes among the young ones in institutions of learning. This study adopted the Human Capital Entrepreneurship Theory developed by Dr Gary Becker. Following the stated theory, the study dwelt on the effects that education, particularly entrepreneurship education has on a person and this includes the university students.

1.8.1 Human Capital Entrepreneurship Theory

Entrepreneurship education as an academic field, seeks to understand how opportunities to create future goods and services are discovered and exploited (Ventakaraman, 1997, Shane and Ventataraman, 2000). To this end Human Capital Theory (HCT) has emerged as a highly employed theoretical lens through which academics can better understand entrepreneurship. This theory was emphasized by Becker (1975). The theory also mainly rests on two key factors and which are education and experience.

According to (Marvel et al 2016: Becker, 1964) Human Capital Theory was originally developed to study the value of education and specifies people have erratic knowledge and skills that have commercial value. It was developed to learn the importance of education as regard to being able to earn income. Mincer (1958), discussed the concept as that which gave an explanation for income inequality. People that had more knowledge had more income while those with less knowledge had less income. Schutz (1961) observed that increases in nations' output were disproportionate relative to land, labour hours, or physical capital and argued that the investment in human capital was probably the reason why disparity. Becker (1975) then built on these views and formulated a theory of investment in human capital based on tremendous amount of evidence that more highly educated and skilled persons almost always

tend to earn more money than others largely because of their high development of high entrepreneurship perception. The theory also indicates that individuals with higher quality human capital will reap more desirable outcome (Becker, 1964). Existing literature provides evidence that aspects of an individual's human capital facilitate the recognition or development of product innovation (Marvel and Lumokin 2007, Shane 2000). To be an entrepreneur acquisition of more knowledge is required. Entrepreneurship education provides knowledge and much needed skills to make up a successful entrepreneur.

1.8.2 Connectedness of the theory to the study

Entrepreneurship as it stands falls under the human capital theory as it forms part of the education and experience which forms general and specific categories of HCT. Therefore, the theory has appropriately been applied. As the theory mainly rests on two key factors and which are education and experience which are key concepts in this study. Advocating that the knowledge and skills acquired from tertiary education and experience are a key resource in a person and which plays a fundamental role in the identification and exploitation of entrepreneurship opportunities. As Davidson and Honig (2003) put it, human capital factors have a positive impact on the emergence of emerging entrepreneurs. Correspondingly, Chandler and Hanks (1998) resonate that the Human Capital Theory of entrepreneurship creates a foundation for the place of education regarding entrepreneurial development which makes it particularly relevant to the context of entrepreneurship education as elucidated in this study.

The entrepreneurship skills taught to students at tertiary level in universities and colleges, arising from the discussion above, can be said to be instrumental

in enhancing entrepreneurial activities in the learners. Thus, the school curriculum, its content and packaging in education provision is a key determinant in building entrepreneurial traits, skills, attitudes, beliefs and values in students. Subsequently, this implies that the role of human capital theory of entrepreneurship plays a significant role in promoting entrepreneurship education development among students in universities. Any attempts trying to promoting entrepreneurship among the students should not leave out the significant facet or component of entrepreneurial education. The theory therefore, fits well in this study.

1.9 Delimitation of the study

Creswell (1994), states that delimitations are used to address how studies can be narrowed down in scope. This study therefore, confined itself to investigating the effects of entrepreneurship education on the students at the Information and Communication University in Lusaka.

1.10 Limitations of the study

The following were the limitations encountered: Accessing the respondents especially students for face to face interviews was difficult. Some of the students were actually reluctant to answer questions with such clumsy excuses that they were busy. However, after frantic effort through long persuasion explaining the significance of the study the sample size for student participants for the interviews was met. Accessing the vice chancellor was also difficult but eventually did interview. The interview with the vice chancellor and the member of staff in the School of Business was very fruitful and quite interactive which was encouraging indeed.

1.10.0 Operational definitions of the study

1.10.1 Entrepreneurship

Entrepreneurship is a process through where individuals identify opportunities, allocate resources, and create value

1.10.2 Innovation

Innovation is the process of implementation of ideas or invention by which new products, systems or processes are created.

1.10.3 Intention

Intention is an indication of how hard an individual is willing to try, or how much of an effort he or she is planning to exert, in order to perform a behavior.

1.10.4 Entrepreneurial Intention

Entrepreneurial Intention is a self-acknowledged conviction of a person who intends to start a business and consciously plans to do so at a certain point in future.

1.10.5 Entrepreneurial Attitude

Entrepreneurial attitude is the degree to which a person has a favorable or unfavorable evaluation of the behavior in question.

1.10.6 Self-employment

Self-employment is an occupation in which an individual employs himself either in producing goods or providing services.

1.10.7 Entrepreneurship education

Entrepreneurship education is the structured formal conveyance of entrepreneurial concepts, skills and awareness used by individuals during the process of starting and developing their growth-oriented ventures.

1.10.8 Entrepreneurship development

Entrepreneurship development is a program which is designed to help a person in strengthening and fulfilling his entrepreneurial motive and in acquiring skills and capabilities necessary for playing his entrepreneurial role effectively.

framework adopted. The next chapter reviewed the literature.

CHAPTER TWO LITERATURE REVIEW

2.1 Theoretical and empirical Reviews

2.1.1 Global perspective

Entrepreneurship has become a top priority in national government's policies due to its ability to drive creativity innovation, competitiveness, employment and growth, which are key components of any sovereign country's future welfare. It is widely recognised that entrepreneurship provides benefits in terms of social and economic growth and development. It is a seedbed for new industries, the renewal of industrial bases, job and wealth creation and social adjustments (Jack and Anderson, 1999).

According to Veciana et al, 2005, in many western countries the role of governments as providers of basic welfare continues to decline, which is why more activity and entrepreneurial behaviour are demanded of individual citizens as they have to take more responsibilities for themselves.

Through a well-structured entrepreneurship education, there is a high possibility that there would be a surge in the number of people that would be involved in being entrepreneurs. It is therefore, correct to state that an increase in the number of entrepreneurs leads to an increase in economic growth. This effect is a result of the concrete expression of their skills, and more precisely, their propensity to innovate.

Schumpeter described this innovative activity, "the carrying out of new combinations", by distinguishing five cases. The introduction of a new good, the introduction of a new method of production, the opening of a new market, the conquest of a new source of supply of raw materials or half manufactured goods and the carrying out of the new organization of an industry, (Wennekers and Thurik (1999)

Among the Global Entrepreneurship Monitor (GEM) countries, Finland reaches ten places with regard to government's approach to entrepreneurship. The GEM (2015) study reaffirms that Finland continues to be a competitive and business friendly economy with its well developed and well-functioning support system for entrepreneurship education in all levels of education provision. Entrepreneurship education in the country is considered very important such that some institutions at tertiary level offer it as an independent program according to Suomalainen and Stenholm et al (2016).

Despite helpful policies and a favourable environment for entrepreneurship, positive perceptions on business opportunities and high entrepreneurial potential do not turn into potentially growing and remarkable startups and new businesses. The untapped entrepreneurial potential that is non-entrepreneurially active individuals is very well educated in entrepreneurship in Finland. It is therefore, shocking that the country has been reported to lack those who take initiatives and exploit the opportunities (Suomalainen and Stenholm et al, 2016) and yet since 1990s Finland had developed EE for all education levels.

Graduate entrepreneurship intention is a major determinant of entrepreneurial behaviour. Singhry et al (2015) embarked on a study in Singapore to establish how Financial Literacy (FL) influences entrepreneurship. This was in order to explore the factors affecting entrepreneurial intention to influence the

entrepreneurial behavior as this have not been adequately investigated. In their study, these were abstracted as financial knowledge, financial attitude, and financial behaviour. Their research concluded and recommended that institutions of higher learning should emphasize pedagogies in financial management that encourage graduates toward self-employment and that financial institutions need to emphasize business plan, character and education as foremost consideration for advancing entrepreneurial mortgages to prospective graduate entrepreneurs. The study also revealed above sixty percent of the students who said they had high perceptions about starting their own business said that they had learnt a lot of business culture from their relatives and the community.

This, therefore, implies that apart from a convention education system where students were inculcated with entrepreneurship knowledge, some of the business traits were adopted from the home environment in Singapore. The gap in this study was that the study itself was more statistical or quantitative in nature and the interaction between the researchers and the respondents was not that much

Development is every country's aspiration, especially to countries in the continent of Africa where it is a top agenda issue. The African continent is home to a large number of young people and it simply doesn't have jobs for all of them. Youth unemployment is high across the continent and ways to development are being sort especially through the provision of entrepreneurship education.

In Kenya, a country which has a population of nearly forty million ranks among the most entrepreneurial economies in East Africa. It is a member of the East African Community (EAC) and the Common Market for Eastern and Southern Africa (COMESA). The

economy of Kenya is the largest by GDP in East and Central Africa and its capital, Nairobi, prides itself in being the regional commercial hub. However, Kenya like many other developing countries, faces high unemployment among the youths, wage employment in public sector is not guaranteed (Bwisa 2011).

Entrepreneurship Education in Kenya covers the teaching of knowledge and skills that enable individual students to plan start and run their own businesses in the formal or informal sector. It forms part of the national education system with some elements in secondary general education integrated in other subjects, such as Business Studies and Commerce. Entrepreneurship according to Bwisa (2011) has been a compulsory and examinable subject at all levels of school based Technical and Vocational Education Training (TVET).

All the Colleges and Universities in Kenya offer business studies programmes within schools, departments or faculties. However, entrepreneurship education is not yet mainstreamed throughout the curriculum in Kenyan Higher Education Institutions (HEIs). Bwisa (2011) states that entrepreneurship degrees are delivered by twelve HEIs in Kenya, of which six are public sector sponsored institutions. According Research carried out in Kenya by Kitale (2012) findings points out that not all drivers are pointing in the right direction, particularly among the youth where societal and family pressure promotes aspiration to white-collar jobs. The study also revealed that only a scanty 3% of the sample indicated they wanted to be self-employed.

With a belief that entrepreneurship education can assist learners develop and pursue entrepreneurial careers which may help them become successful self-employed citizens Kenya has embraced entrepreneurship education just like Zambia. The first formal

entrepreneurship education programme was developed in Kenya in the early 1990s (Bwisa, 2011). Since then entrepreneurship education, has been a fast-growing area in the country. Its growth is particularly speedy at the tertiary level of education. The concept of entrepreneurship has been embraced within the concept of Integrated Entrepreneurship Education (IEE).

South Africa is one of the countries in the continent that have taken entrepreneurship education as an important component of tertiary education in the country. Introducing an entirely independent subject in the South African education system to accommodate entrepreneurship education faced a lot of critics. According to Mahokoli (2017) it was therefore, suggested that the Southern Africans could learn from Kenya and Nigeria by merging entrepreneurship education with an existing subject. It is therefore, for this reason that entrepreneurship education in the country is taught and embedded in other programs and in some universities, it is a topic in other courses.

The idea that entrepreneurship and economic growth are very closely and positively linked together has undoubtedly made its way since the early works of Schumpeter (Mwenje 2018). The theory argues that entrepreneurship is about innovation, imitation and bringing economic changes from existing equilibrium. Thus, entrepreneurship rests on opportunity identification and exploitation. As a student should therefore be an innovator, creative and able to bring change in society. It emphasizes that one should be on alert to exploit objective opportunities under conditions of risk. It further goes on to state that the existence of opportunities depends on the socio-economic environment students and other potential entrepreneurs are in, the structure, characteristics of industries and markets that exist in the economy (Mwenje, 2018). The South African government

therefore, has made it a policy according to Mahokoli (2017) that entrepreneurship which is interrelated with economic development and also with youth empowerment is assimilated in the mainstream education system at all the levels of education provision in the country.

Correspondingly in Zambia, economic growth and development are top agenda. According to MNDP (2017), 2030 vision stipulates a Zambia that will be in a middle-income bracket where employment improvement is also top priority. However, currently, poverty has remained a greatest challenge to national development attributed to mainly low employment creation and high dependability on formal employment accessibility by the university graduates. According to the 7th NDP (2017) statistics formal sector employment growth was lethargic during the prior development plans. Informal employment growth between 2005 and 2014 remained high at between 84% and 89% of total number of people employed (MNDP, 2017).

Entrepreneurship dates to 1999. In 1999 entrepreneurship strategy was incorporated in the MSTVTS through the TEVET policy. The TEVET policy is the key engine for entrepreneurship training in Zambia. The policy was aimed at improving entrepreneurship training and linking it up to the requirements of the employment sector. According to Konayuma, (2006) TEVET trained trainers in institutions to integrate entrepreneurship into various training programmes which was absent from primary and secondary schools and university training

In 2013, the curriculum was revised to pave way for the integration of entrepreneurship education and training into the curriculum at all levels. The Curriculum Development (CD) was tasked to work with

key stakeholders in identifying and defining vital entrepreneurial learning outcomes which would be integrated across the curriculum (Ministry of Education, Science, Vocational Training and Early Education, 2013).

The study of Mwiya et al (2017) contributed to the entrepreneurial intention literature by applying the Theory of Planned Behaviour (TPB) in a developing African country with unique socio-economic and cultural context. It examined the influence of social norms, personal attitudes and perceived behavioural control on business start-up intentions. The purpose of the study by Mwiya et al (2018) was to examine the mediating role of entrepreneurial intention (EI) in relation to the influence of the five dimensions of entrepreneurial self-efficacy (ESE) on nascent behaviour. The findings indicated that each of the five dimensions of ESE is positively and significantly related with EI. Additionally, each of the ESE dimensions, except the financial aspect, is positively correlated with emerging behaviour. Finally, the results showed that the influence of ESE dimensions on nascent behaviour is significantly mediated by intention. The study shows that the five ESE dimensions positively influence not only business start-up intention but also nascent behaviour. To motivate graduates' involvement in business startup, there is a need to tailor training and practical pedagogical approaches on entrepreneurship that are focused on developing the five ESE dimensions.

The literature reviewed with contemporary and historical studies revealed many aspects of entrepreneurship in terms of innovations, aspirations, intentions and perceptions of the students in institutions of learning. The literature reviewed also did reveal that the concept of effects of entrepreneurship education provision was different from country to the other. In some countries, even if entrepreneurship education

was rife, there were low levels of the university graduates being involved in business. The graduates even after going through the education system that promoted entrepreneurship education did not develop entrepreneurship values, attitudes, good perceptions and skills to start their own businesses. Numerous studies were also reviewed and gaps were identified in some of these studies.

Finally, it is correct based on the literature that has been reviewed, to state that entrepreneurship education regardless of any given geography area is beneficial to the young generation. Most of the countries the world over, have encouraged the teaching of entrepreneurship even from as early as primary level up to the tertiary level. Numerous studies have also been conducted to assess and investigate the effects and efficacy of entrepreneurship education and the results revealed were positive. This type of education changes students and young people's perceptions about entrepreneurship in general.

CHAPTER THREE RESEARCH METHODOLOGY

3. 0 Overview of the Study Methodology

This chapter presents the methods that were used in this study. It contains subsections of research design, area of study, population, sample and sampling techniques, data collection methods, data collection instruments and data analysis methods.

3.1 Research Types

3.1.1. Categories

Kothari (2004) describes that there are two types of research namely quantitative research and qualitative research. Quantitative is based on the measurement of quantity or amount. It is applicable to phenomena

that can be expressed in terms of quantity. Qualitative research, on the other hand, is concerned with qualitative phenomenon, which includes phenomena relating to or involving quality or kind. This is to say a research can be qualitative or quantitative.

3.1.2 Research Type Adopted

This research employed a mixed methodology approach using quantitative and qualitative approaches, which are highly grounded in the philosophy of social sciences literature. The selection of the approach is in line with (Creswell, 2003). Mixed methods designs are procedures for collecting, analysing, and mixing both quantitative and qualitative data in a single study or in a multiphase series of studies (Creswell & Plano Clark, 2011). The core argument for a mixed methods approach is that the combination of both forms of data provides a better understanding of a research problem than either quantitative or qualitative data by itself. This study, therefore, triangulated since it used a mixed method approach.

3.2 Research Design

Kothari (2004) defines research design as an arrangement of conditions for collection of and analysis of data in a manner that aim to combine relevance with the research purpose. It is the conceptual structure with which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data. In this study, a survey study design was used since the study did involve many selected participants.

3.3 Data Gathering

The data to be gathered enabled the researcher to respond to the research questions formulated in this study which aimed at meeting the objectives identified in this study. Primary data collection instruments

were used in this research. A letter of request for permission to collect data among the ICU students was written by the researcher with support from the Research Department of ICU School of Business.

3.4 Sampling and Sampling Techniques

Sampling technique is a definite plan for obtaining sample from a given population. Kothari (2004) refers to sampling technique as a procedure that the researcher would adopt to select items for the sample. Sampling technique lays down the number of items to be included in the sample. In this study the sampling procedure which was employed was purposive sampling for the interviews and simple random sampling was used to select the participants for administering the questionnaires.

3.5 Area of Study

The study was conducted at Information and Communications University in Lusaka district. The area had been selected because it was economical and has university students due to the time limitation in conducting this study.

3.6 Study Population

A target population is a researcher's population of interests to which she or he would like the results of the research to be generalized. In particular, the target population for this study were final year students who have done entrepreneurship course in particular. Using final year students as a target research population was an acceptable method to examine Entrepreneurial Intention. This was because firstly, final year students face an immediate career choice and starting a business may be a realistic option for some (Krueger et al., 2000). Thus, they may answer the research questions more deliberately.

3.7 Sample size

The sample size for the research was one hundred fifty (150) entrepreneurship or business final year students from Information and Communication University (ICU). The final year students likely to graduate were slightly higher than two hundred fifty (250) which was about the number of students that graduated last year (2018). Therefore, the sample size was large enough to give a representative opinion about the whole population at ICU.

3.8 Data Collection Methods and Instruments

The instruments that were used to collect data from the field were questionnaires, interviews and document reviews.

3.8.1 Questionnaire

A questionnaire consisting of both open and closed ended questions was prepared by the researcher and administered to students and or graduates in Lusaka. One hundred and fifty (150) students who had studied entrepreneurship were administered with these questionnaires.

3.8.2 Interview

The researcher interviewed the vice chancellor of the university, the lecturer of entrepreneurship studies and some students.

3.8.3 Documentary Review

The researcher reviewed the entrepreneurship syllabus. The review from these documents showed a real picture of the available programmes and their quality. The method was chosen by the researcher because data from documents does augment evidences from other sources.

3.9 Data Analysis and Report Writing

Data from questionnaires were analyzed using Microsoft Excel computer program that involved determining frequencies of responses whereby frequencies or numbers were converted into percentages in order to make sense. Cross tabulation of data was also used so as to allow a comparison across the students and teachers perspectives. Interviews and reviewed documents were analyzed using content analysis whereby the researcher did code, categorize, compare and make conclusions of the data. It is also important to state that verbatim was used to present qualitative data that was collected from the field.

3.10 Ethical Considerations

Ethical issues in qualitative research include issues such as informing participants of the purpose of the study, refraining from deceptive practices, sharing information with participants (including the role of a researcher), being respectful of the research site, reciprocity, using ethical interview practices, maintaining confidentiality, and collaborating with participants (Creswell, 2014). Each questionnaire stated the objectives of the study, level of confidentiality and ethical standards were explained explicitly and clearly. The questionnaires were answered by the individuals themselves.

3.11 Trustworthiness

This refers to the degree to which the study conclusions will be based on the findings that will be empirically comprehensive. A pilot study will be conducted to test the dependability and conformability of instruments which will be used in this study.

CHAPTER FOUR STUDY FINDINGS AND ANALYSIS

Presentation of the study findings were presented based on the objectives that were formulated. These objectives were to evaluate students' perception of entrepreneurship education at information and Communications University, to assess the extent to which entrepreneurship education assists university graduates to be innovative and creative and lastly to evaluate challenges faced by university graduates implement their entrepreneurial skills in Lusaka District.

4.1 Students' perception of entrepreneurship education

With response to objective one on the students' perception of entrepreneurship education, the following were the responses:

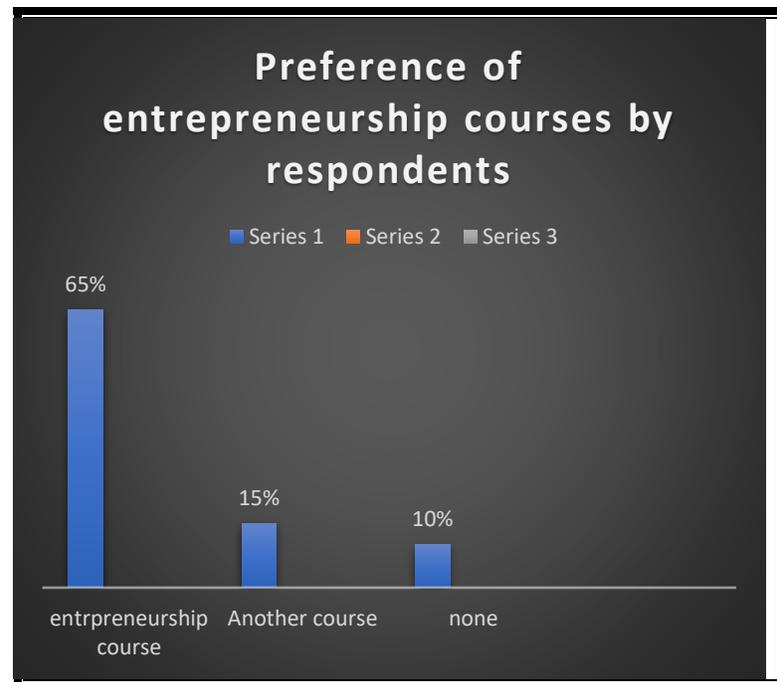
Students were asked to rate their perception on the entrepreneurship education at their University, the responses were, out of the one hundred fifty students administered with questionnaires five representing three percent (3%) said their perception was very poor, eight representing five percent (5%) indicated that their perception was poor. However, one hundred respondents representing (67%) said they had very good perception of entrepreneurship education and the remaining thirty-seven which represented (25%) said their entrepreneurship education in their University was good.

When asked whether given an option to choose entrepreneurship education and other another course in their field or school the students would choose entrepreneurship the responses are illustrated in graph 1.

A good number that is above 50% of those who responded yes justified their answer by explaining that they considered to be self-employed only if they failed to get employed.

They further stated that they were keeping their options open bearing in mind that jobs were very scarce in Zambia. They explained that although they would love to be self-employed, they still felt getting employed was their first choice. They expressed uncertainty in the business world as a discouraging factor to self-employment. A small number of those that answered yes stated with certainty that they wanted to be self-employed. However, those who answered no expressed lack of capital to be the reason why they had not considered self-employment.

Graph 1 Preference of entrepreneurship education course as compared to other courses



Source: Field data (2019)

In responding to the question on how the students thought about entrepreneurship before learning entrepreneurship education, one of the respondents stated that she viewed it as merely being a trader but after learning the course she found out that it was more than being a trader as it involved being innovative, creative and courageous. She went on to say that

business was something that could be learnt.

Staff at ICU revealed the following

In wanting to find out more on the perception of students towards entrepreneurship the member of staff for ICU was asked to describe the perception of students towards entrepreneurship and she said the perception by students was positive as it was a very interesting course and students were able to relate it to real life situation. She went on to say the following:

“Our students like the course so much and we are very excited as teaching staff for having introduced it. The general perception of entrepreneurship education among the students is overwhelmingly encouraging. I would say that their perception towards this course is very good indeed. There are more and younger ones who want to enroll in this course and this is why I am saying that the perception towards entrepreneurship education is very good.”

4.2 Extent to which entrepreneurship education assists university graduates to be innovative and creative

With response to objective two on the extent to which entrepreneurship education assisted university graduates to be innovative and creative, students were asked to rate the influence of entrepreneurship education on their quest to become self-employed. Below were the responses illustrated in below in Table 1.

Table 1 showing students’ ratings on the influence of entrepreneurship education

RE-SPONSES	TALLY	PERCENT-AGE
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Very poor	0	0
Poor	0	0
Very good	100	67
Good	50	33
Total	150	100

Source: Field data (2019)

However, in justifying these ratings, one respondent said,

“Entrepreneurship is very revealing on what one needs to do to be self-employed. The knowledge and skills learnt in entrepreneurship cannot be acquired from any other course. Entrepreneurship prepares one to be his or her own boss and an employer. The course itself is a motivation and quite beneficial.”

4.2.1 People who Influenced Student’s Opinions on Entrepreneurs

The students were also asked in the questionnaires to state the people who influenced their passion for entrepreneurship and out of the total one hundred and fifty (150) respondents, one hundred (100) representing sixty seven percent (67%) said that they were influenced by their parents, thirty (30) representing twenty percent (20%) said that they were influenced by other people and the remaining twenty with thirteen percent (13%) saying they were being influenced by their relatives.

4.2.2 Students’ aspirations after graduation

Students were asked to explain what they wanted to do after graduating from university. One student interviewed said that she was going into business to

actualize what she had learnt. She said since her parents were doing business and had many business centres, she was straight joining her parents to add value to their business since she had gained enough knowledge to run business professionally. Another respondent said that he was also going to continue with the business he had started with his uncle and grow it to a level where the company they were running opens more outlets even outside the City. *“Since we already have business with my relative, I will just join him and try to boost our business so that it grows and spread to other districts*

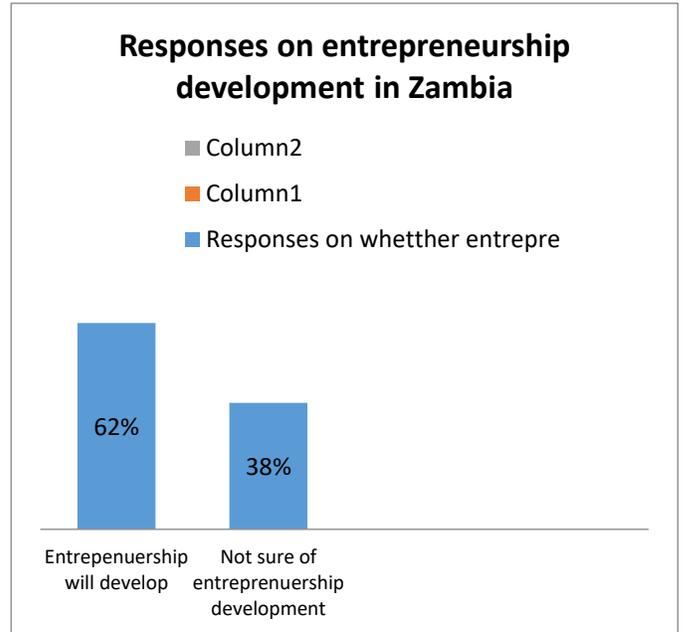
The students were also asked in the questionnaires to state whether they wanted to be in self-employment or be employed after their studies. Their responses are shown in graph 2.

Respondents were asked on how they rated entrepreneurship skills and out of those administered with questionnaires, thirty four percent (34%) said they rated the skills very good, thirty one percent (31%) indicated that it was good, thirty percent (30%) were neutral and the remaining five percent (5%) said the skills were bad.

4.2.3 Opinions of Students on Entrepreneurship Development

When asked of their opinions on entrepreneurship development in the country, the information is presented on the chart 2.

Graph 2: Responses on entrepreneurship development in Zambia



Source: Field data (2019)

The students were also asked during the interviews on what they thought about development of entrepreneurship in the country. One participant said that there was a high possibility of entrepreneurship development in the country because of many young men and women who are becoming more and more involved in businesses of different types. He went on to state that if only government could jumpstart the aspirations and dreams of the graduates in as far as starting business was concerned, the national problem of lack of employment could be drastically reduced. He indicated that most of the students just needed startup capital to start some business. Another participant interviewed said:

Most of us young men nowadays want to actively be involved in business ventures but the only problem that we face is lack of capital to kick start our businesses. If only government can come in and start giving

loans with low interest, Zambian young men and women can actually do better in business unlike what is obtaining now on the ground where all of us want to look for jobs after graduating. This has to change since we have now received the much-needed knowledge on how to run business, we should be supported to start our own so that we become employers.

The students were also asked a question in the questionnaire on the actions that they thought

Those that indicated self-motivation and individual business character were forty five percent (45%) followed by twenty percent (20%) who said the availability of entrepreneurship education was a good option. Very few of the students indicated the option of capital which was just ten percent (10%). The rest which were innovation, political stability, market availability and others covered the remaining percentage of twenty-five (25%) respectively.

4.2.5 Responses from a member of staff interviewed.

When asked how she perceived entrepreneurship as a course offered at ICU the response was that, the course was timely as it helped to empower students with skills to set up their own businesses to earn a living. She further explained that the course should cut across faculties, not just in the school of business but that it should be mandatory for every student. She stated that all students should be given an opportunity to learn entrepreneurship as it is now regarded as a life skill. She also mentioned that the course is offered to all schools at ICU.

On the strategies to encourage students to startup businesses, she explained that one of the strategies was to offer the course to all and to make the course as practical as possible, she said:

For example, engaging students in formulating a business plans and helping them to implement or use them for a business set up. That way, students are encouraged as they are able to put to reality what they learn. Also, to provide solutions to the already existing businesses, in order to allow the businesses to expand. These and many more practical cases can influence students to become innovative and creative and so set up their own businesses.

4.2.6 Responses from the ICU Vice Chancellor

Asked on the policy of the university in as far as entrepreneurship was concerned, the Vice chancellor said that the policy of the University concerning entrepreneurship was to produce students who did not only seek to be employed but seek to become employers themselves. He said entrepreneurship education was offered in all faculties of the university. He explained that the university started offering entrepreneurship course from the time the University started offering degree programs to the public in 2013. However, the policy was not a written document.

He also stated that students were encouraged to start engaging in entrepreneurial activities before they even graduate by undertaking Small businesses especially in the school of engineering. Observation revealed that most of those that graduated were self-employed, common business sited include owning primary schools, trading and hospitality business. The chancellor also stated the following:

We train our students many aspects of life

especially the component of entrepreneurship. We do not only empower our students with the much-needed business knowledge but actually encourage them to be involved even in the business ventures while they are still in university. If you go to their residential boarding houses, some of these that you see have already started doing some small business and own such machines as photocopiers, scanners and many others.

From the researcher's point of view the university management was enthusiastic with regards to training students in entrepreneurship skills however written documents were needed to support the call so that there is continuation in the manner in which entrepreneurship education is handled than by word of mouth. Without written documents means that when management changes the continuity would be difficult.

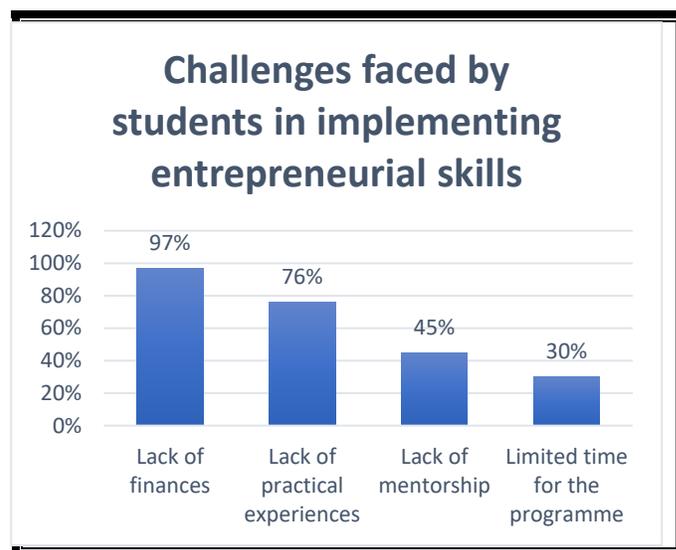
The vice chancellor also revealed that there has been some notable business startup by students that have high chances of succeeding; this is a good thing even though the numbers may not be so significant. It is a small step in the right direction.

4.3 Challenges faced by university students implement their entrepreneurial skills

With response to objective three which is to evaluate challenges faced by university students implement their entrepreneurial skills at ICU in Lusaka District, the following were the responses:

All the respondents responded yes when asked if they faced challenges in implementing the entrepreneurship skills they learn at ICU. The respondents were asked to list the challenges they faced in learning entrepreneurship skills at their university. The researcher summarized the list by putting them under

four headings namely, lack of financial support, lack of practical experience, limited time of the programme and lack of mentorship. The findings are presented in this graph:



Source: Field data (2019)

4.3.1 Responses from a member of staff on challenges faced

Asked about challenges faced in the lecturing of entrepreneurship one member of the teaching community that they also faced numerous challenges in trying to teach the course as objective as possible. She went on to say:

We are facing lack of adequate support, mainly financial support, to students who want to set up businesses. When a student formulates a good business plan, as a lecturer you would want to ensure that it actualizes into a viable business, but then, it does not take off and just remains on paper because of lack of finances. I would like students to startup businesses even before they graduate, but it's quite difficult because of financial support.

In order to overcome this challenge, she

recommended that a framework be formulated through which valuable support should be drawn to help support students with good and viable business plans. The government through the Ministry of Higher Education/TEVETA should work with various university administrators to link their students to where they can access financial support

4.3.2 ICU Entrepreneurship Course Outline 2018 Review

With response to objective number two; to assess the extent to which entrepreneurship education assists university graduates be innovative and creative at ICU in Lusaka district, it was also very important to get some data in this study from documents especially on the structure of the course offered in entrepreneurship education at the university where this study was conducted.

According to the Ministry of Education 1996 policy Education our future, academically each university is responsible for determining its own programmes of instructions at levels (Ministry of Education 1996). Therefore, the course outline analysis is not in comparison with other universities but with respect to what is contained in the concept of entrepreneurship as discussed in literature review and the checklist for analyzing the course outline.

The following were the findings:

The main objective of the course was outlined as follows:

The module actually seeks to help students understand the role of Enterprises in the business sector and the impact on the economic and social development of any nation. The module helps learners understand management of enterprises and

reflect on the success and failures of enterprises in Zambia and globally.

Learning outcomes included:

Apply Entrepreneurial concepts and understand the operations of Enterprises in general; Have an understanding of professional management of Enterprises; Demonstrate ethical values, have a global awareness and technical skills in identifying problems and issues affecting SMEs growth; Recognize that the body of knowledge in the field of Enterprise management is growing and business is continuously evolving as is the legal and regulatory environment within which Entrepreneurship is performed and apply the subject matter in real life complex situation.

The students were also asked a question in the questionnaire on the actions that they thought were available to assist them in their quest to be involved in entrepreneurship.

were available to assist them in their quest to be involved in entrepreneurship.

Those that indicated self-motivation and individual business character were forty five percent (45%) followed by twenty percent (20%) who said the availability of entrepreneurship education was a good option. Very few of the students indicated the option of capital which was just ten percent (10%). The rest which were innovation, political stability, market availability and others covered the remaining percentage of twenty-five (25%) respectively.

Table 6: students already engaged in

entrepreneurship activities before coming to ICU

Re-ponses	Tally	Percent-age
Yes	66	45
No	84	55
Total	150	100

Source: Field data (2019)

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1.0 Discussion on perceptions of students on entrepreneurship education

The findings in this study on the perceptions of the respondents actually revealed that it is very possible to roll out entrepreneurship education programs especially at tertiary level so as to inculcate values, morals, attitudes, beliefs and other entrepreneurial competencies in the young people who are indeed, the leaders of the future. This to a larger extent has to be done through a well-structured curriculum which would integrate entrepreneurial studies at different levels of education as it is done in such countries like Finland, Kenya and many others.

The study carried out by GEM (2016) discoverer that Finland among many other European countries embrace comprehensive entrepreneurship education in all the levels of its education provisions. It is therefore, worth mentioning that even here in the Republic of Zambia, for the learners to develop the passion for entrepreneurship and have outstanding entrepreneurship perceptions, they should be taught from as low as primary so that when they get into universities, they will have established entrepreneurial attitudes and become well vested in entrepreneurship. This

does help a lot since if it is started when the learners are still very young, it the passion for entrepreneurship, innovativeness, industriousness and resourcefulness also grow with them. By the time they get to tertiary level, they would have immensely developed as student entrepreneurs some of who may even be student business young men and women.

5.1.1 Perception of entrepreneurship before and after the course

Entrepreneurship education indeed has had good effects on the students as revealed in this study. On the perception of the students in as far as entrepreneurship education and entrepreneurship itself was revealed to be positive in this study. It is actually the first step towards the achievement and establishment of any business to have positive perception and this study did reveal that.

These findings do not conform to Suomalainen et al (2016) who acknowledged that even with comprehensive roll out advocacy in Finland for entrepreneurship education, the zeal or enthusiasm for the graduates to start their own enterprises was very low. The graduates in this country would seek formal jobs probably it is because of the readily available jobs in the sparsely populated country.

5.2.0 Discussion on the extent to which entrepreneurship education assists university graduates to be innovative and creative

The students' responses indicated that entrepreneurship education offered at the university influenced them to an extent where they were able to develop the thirsty and zeal for starting businesses of their own. It was also discovered in this study that some students had benefited greatly in terms of knowledge from entrepreneurship education to an extent where acknowledged that business was not just a matter of buying and selling but also accountability to promote

sustainability in one's business. Furthermore, the study by Veciana et al (2005) also revealed that young people who were exposed to strength of entrepreneurial education and intention in various cultural contexts developed a lot of appreciation. This is so because after learning the skills at tertiary level, the graduates would want to execute and put into practice what they had learnt.

Entrepreneurship is less talked about as a career. This result supported the conclusion of Davidson and Wiklund (1997) that the relationship between culture and entrepreneurship are conducted by considering attitudes towards entrepreneurship foundation. One proceeds from the fact that cultural features influence attitudes towards start-ups and that, in turn, have an impact on start-up activities. It is no doubt that entrepreneurship education has had many changes in the perception of the students and even those who had picked the values, attitudes and skills from their respective environments had their knowledge added which was good.

This study therefore, agrees with the work of Colton, as cited by Solomon (2010) which suggests that the major objectives of enterprise education, which is also entrepreneurship education, are to develop enterprising people and inculcate an attitude of self-reliance using appropriate learning processes especially at tertiary level when the young men and women are preparing themselves to join society and take part in the socio-economic activities of the country such as Zambia.

5.2.1 Source of students influence for entrepreneurship

The findings in this study ascertained that entrepreneurship education was not the only factor that influenced students to become entrepreneurs and that

there were other factors. Sesen and Basim (2012) identified two major factors and traits in the students in as far as adoption of entrepreneurship passion was concerned. These are internal and external factors. Internal factors are those that students adopt from outside the structured education system and external are those students adopt from community environment through interacting with business communities in their respective societies.

This study did actually reveal that both have had a lot of influence on the students. There are indeed, many factors that influence entrepreneurship and has been suggested that an individual's entrepreneurial activities are influenced by a gender factor as well as race, ethnicity, age and education level according to Aytac (2006). It is therefore, correct to conclude that there are many factors that make one to develop the passion for being involved in entrepreneurship as indicated above but most of all education plays a pivotal role and its significance cannot be overemphasized.

Wang and Wong (2004) explained entrepreneurial interest of students in Singapore based on personal background. The study revealed that gender, family business experience, and education level are significant factors in explaining entrepreneurial interest. It could be that the respondents were being influenced by past experiences, family members or prevailing trends around them as was also revealed in this study where some of the respondents indicated that they had developed the passion for entrepreneurship from their family background as also revealed from this study.

In the same line, Zapeda (2013) also acknowledges that experiential learning theory is hinged on the assumption that learning takes place between individuals and the environment. That is why this study does also conclude that there are many sources of young

people's development of passion for entrepreneurship. It could be from school, community or indeed, anywhere but as already indicated, education is indispensable in peoples' quest to develop powerful and well sustained enterprises. It is therefore, correct to state that the students have had many sources of development of passion for entrepreneurship.

From the response the university values the hands-on method of teaching to train the students the entrepreneurship skills. Which according to Kolb's learning cycle, illustrates that entrepreneurship can be best taught through creating significant learning experiences that encourage learning through engagement in entrepreneurial activities (Kolb (1984). Using a problem-solving approach in classroom activities rather than the traditional content-knowledge practices represents an example of a real-life situation approach to learning. This is an effective way of ensuring that students grasp what is being taught, the study therefore acknowledges that they university apply strategies in ensuring that students become innovative and creative. The study rated the extent to which entrepreneurship education at ICU helped students become creative and innovative based on these finding as good.

5.2.2 Quest for self-employment amongst the students

This study revealed that more than eighty percent of the respondents stated that they would like to be self-employed after the completion of their program. One participant interviewed said she said since her parents were doing business and had many business centres so much that she was straight joining her parents to add value to their business since she had gained enough knowledge to run business professionally. This indicated that there was large number of the students who did not want to be employed but start their

own businesses and actualize the knowledge they had acquired from the university.

It can, therefore, be safely stated and concluded that the love of active involvement in business by the respondents stemmed from their respective communities. This actually is applicable in all the other profession where if one's father is a pastor, the chances of the son becoming a pastor would also be high. What molds one's passion in whatever one wants to do therefore, might originate not only from the knowledge one gets but also from the environment where one grows up from. The theory adopted in this study, therefore, can ably be applicable in this context. Students developed their passion for entrepreneurship not necessary from the school but from external factors.

5.2.3 Opinions of Students on Entrepreneurship Development

The students gave numerous opinions on the development of entrepreneurship in the country. It is important to state here that the business and entrepreneurship curriculum in Zambia has several strategies towards promoting entrepreneurship education in Zambia. These include advocating for improved syllabuses which can be compatible to current changes in the labor market, training its staffs in further entrepreneurship studies and securing more training and teaching facilities for entrepreneurship education.

This study revealed that the university offers entrepreneurship studies to students of the university. This in itself is a positive act in entrepreneurship development. According to the United Nations Development Program Evaluation report (2002) Entrepreneurship development refers to the process of enhancing entrepreneurial skills and knowledge through structured training and institution-building programs.

5.4.0 Discussion on the challenges and course outline

This study revealed quite a number of challenges that the students identified. One interviewed student said the major hindrance was lack of capital to start business. The findings in this study conform to those by Fatoki (2014) which also revealed that the students who had work experience wanted to start their own businesses but lacked capital and so they had no choice but to pursue formal employment.

This study also revealed that apart from lack of finances, there were many other challenges such as lack of experience. It is important here to state that the problem that most of our institutions of learning regardless of the level have is lack of praxis which is a practical aspect of what is being taught or learnt. Most of these universities that Zambia has are knowledge universities where students just get knowledge with zero practical aspects or components in some programmes or courses. and should not in any way be left to the aftermath of training.

The assessment also requires that student do a project which gives students an opportunity to have practical part of the course except it also depends on the type of project. Therefore, the practical part of the course is not very well outlined in the course outline. Furthermore, the main objective did not depict the practicality of the course. The objectives were not action oriented. As UNESCO, (2008) stipulates that entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds.

5.5.0 Conclusions

This study which involved three objectives revealed that the entrepreneurship perceptions of the students

was very good and that they also had developed encouraging passion not only for the course but the actual business ventures as a whole. The study also did reveal that the respondents who were the students adopted the passion for business from their respective environments. It was also revealed and discovered that even when the students had developed the passion for business, very few were actually engaged in it because of lack of capital. The study also revealed that students kept recognizing entrepreneurship education as one of the key factors which determine one's success in entrepreneurship. This in turn expands the number of entrepreneurs and adds more benefits to entrepreneurship development prospects.

A lot of suggestions on what must be done to improve the viability of entrepreneurship were done. All converged on the intervention by government to create an enabling environment for small enterprises to thrive and grow. From what was gathered in the study, it is here by concluded that entrepreneurship education has affected student's expectations, desires, and intentions to become entrepreneurs upon completion of their studies. It was further identified that their desire can be made true by the availability of other opportunities such as capital and good government regulations.

5.6.0 Recommendations

There were numerous recommendations in this study some of which were suggested by the students both in the questionnaires and during the interviews. It is however important to state that some of the recommendations have been raised by the researcher. The recommendations are explained below.

5.6.1 Institutions providing Entrepreneurial Education

Institutions providing entrepreneurial education are

many ranging from vocational training centers, secondary schools, colleges, and universities. Colleges like those under ICU are a good example because most of the students are still of young age and thus have good opportunities to participate in entrepreneurship development. Basing on the research findings, the following recommendations were made to assist these institutions to prepare graduates to become self-employed.

Institutions should now establish entrepreneurship courses as a core course for every academic program that they offer be it a certificate, a degree or a diploma. Universities should start entrepreneurial competition to create more awareness of entrepreneurship in the public, to identify talented students in business and entrepreneurship and prepare the way how their talents could be identified and utilized for the country's economy.

5.6.2 Other Non- Academic Institutions Promoting Entrepreneurship

These non-academic institutions providing entrepreneurial education have also a role to play and suggestions on what these institutions are supposed to do are explicitly explained below.

They should also provide trainings to different groups in the society because entrepreneurship development requires the incorporation of all members of the society. The Non- Academic Institutions Promoting Entrepreneurship should provide consultancy on individual groups or organisations practicing entrepreneurship. It is also important that the Non- Academic Institutions Promoting Entrepreneurship should also conduct research on entrepreneurship education, and entrepreneurship development.

5.6.3 Policy Makers and the Government

Policy Makers and the Government in general should support institutions or any organizations providing trainings in entrepreneurship with financial, professional and technical assistance so that to ensure the depth of outreach where the majority of the people will access the entrepreneurship education. The government through the ministry of education and vocational training has to pioneer the setting of strategies to introduce in the academic curriculum a subject meant for entrepreneurship development that is making entrepreneurship a subject starting from primary education and beyond.

5.7.0 Suggestions for future studies

The findings in this study could have revealed some gaps that still need to be explored. The following are some of the suggested future studies:

Since this study has revealed a lot of challenges that are faced by students in their quest to start some businesses, one can carry out a study to investigate on the government efforts in promoting the growth and sustainability of Small and Medium Enterprises in Zambia.

Another suggested area of interest in conducting future studies is to carry out a study on the innovativeness of the graduates of entrepreneurship education in the industries they work. This can be a qualitative study which can use detailed or intensive qualitative methods of collecting data such as focus group guide and interviews.

ACKNOWLEDGEMENTS

I wish to thank my supervisors of this research, Mr Marvin Kabubi, Mr Godfrey Banda and Mr. Kaela Kamweneshe (IJMDR-Editor), for their dedication and educative comments and pieces of advice. My gratitude is also extended to the Vice Chancellor Dr Mupala and the lecturer for Entrepreneurship Ms Mukwasa for allowing me to interview them. I also wish to thank the Information and Communication University for allowing me to enroll with the and give me this rare opportunity to carry out this research work and also Zambia Research Development Centre (ZRDC) for giving me the scholarship. Above all praise be to God almighty for having given me the life, health and strength through this research!!

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