

**Investigating the provision of entrepreneurship education and training in  
tertiary education and training institutions in Malawi**

**By**

**Nelson Nanteleza Ndala**

**Student Reg. No. 212559744**

**A dissertation submitted in partial fulfilment of the requirements for the  
degree of Master of Business Administration**

**Graduate School of Business and Leadership**

**College of Law and Management Studies**

**Supervisor: Professor Shahida Cassim**

**Year of Submission: 2014**

## **Declaration**

I, the undersigned, declare that this dissertation '**Investigating the provision of entrepreneurship education and training in tertiary education and training institutions in Malawi**' is my own work, and that it has not been submitted previously as a dissertation or thesis for any degree at any university



Nelson Nanteleza Ndala

212559744

## ACKNOWLEDGEMENTS

I would like to express gratitude and appreciation to the following people and institutions for their contribution to my Master of Business Administration degree studies at the Graduate School of Business and Leadership of the University of KwaZulu-Natal and to the production of this thesis.

The Malawi College of Accountancy, a statutory corporation under the Malawi Government for the scholarship which enabled me to undertake the MBA program.

My supervisor, Professor Shahida Cassim for her guidance, support and encouragement throughout the process of the thesis.

The Department of Public Service Management in the Office of the President and Cabinet of the Malawi Government for providing a research grant that assisted in the execution of the research project.

All tertiary education and training institutions in Malawi involved, for accepting and taking part in the study, without their cooperation the study would not have been possible.

Students of UKZN-Westville Campus in general and the Graduate School of Business and Leadership in particular, for being friendly and making my stay enjoyable. To Day Munatsi, Sandesh Srikissoon, Vuyo Adoons and Odwa Mntonitshi I enjoyed your company friends and have fond memories of the many arguments and jokes during our discussions.

My late father, Frederick Ndala Snr., for inculcating a spirit of endurance, perseverance, persistence and hard work in me.

My brother Frederick Ndala Jr., for taking care of my family while I was away.

My wife Try, and son, Mphatso, for enduring two years and half years of my absence from home.

The Almighty God, for the opportunity to pursue the course as well as for the good health and seeing me through the thick and thin of the MBA studies. Ambuye ndi wabwino!

## ABSTRACT

In the past five years, there has been a proliferation of entrepreneurship education and training programmes or courses in the tertiary education and training institutions in Malawi. However, little is known about the entrepreneurship education and training programmes that are available in the country. Most of the entrepreneurship programmes have focused on educating the student about entrepreneurship rather than for entrepreneurship in order to create an entrepreneur. The study was undertaken to study the landscape of entrepreneurship education and training in Malawi and offer recommendations on its improvement.

The methodology used in the study involved reviewing the secondary data sources that were available before designing a survey questionnaire which was administered on twenty-one accredited tertiary education and training institutions in the country. The survey questionnaire was administered through electronic mail and personally by the researcher. In this regard, the census method was used in coming up with the sample for the study. A total of sixteen institutions out of the twenty-one were reached through the questionnaire generating a 76.2% response rate. The secondary data sources review indicated that 52.4% of the tertiary education and training institutions in Malawi offered entrepreneurship education and training.

Of these tertiary education and training institutions, 14.3% were public universities, 23.8% were private universities and 14.3% were other institutions which were neither public universities nor private universities. However, the survey results showed that 66.7% of the tertiary education and training institution survey offered entrepreneurship education and training, and only 40% of the public universities compared to 83.3% of the private universities had an entrepreneurship offering. The other institutions which were neither public nor private universities had 50% of them offering entrepreneurship education and training. It was also established that 55.6% of the entrepreneurship education and training which was being offered was intended to either create an entrepreneur or to make the students become more entrepreneurial i.e. innovative and take responsibility about their career lives. Similarly, 55.6% of the lecturers who were involved in entrepreneurship education and training had been involved in a start-up business while 33.3% of the respondents had been a manager in a new or young business meaning that their experience in start-ups was being taking to the students to enhance learners' experience.

The main recommendations of the study include the need to introduce entrepreneurship education and training early in the Malawian education system at secondary school level or senior primary school level in order to make the students more enterprising in their lives, the need to train more entrepreneurship teachers for effective delivery of entrepreneurship education and training, the need to make entrepreneurship education and training mandatory in both public and private universities just like it is with HIV-AIDS education and the need for the tertiary education and training institutions need to coordinate and conduct annual entrepreneurship workshops, seminars, conferences and symposiums in order to share practices and increase awareness in the role of entrepreneurship education and training in the development of entrepreneurial mind-sets and attitudes. The major limitation of the study was limited resources and time constraints; hence, all institutions could not be surveyed.

## Table of Contents

<b>Description</b>	<b>Page</b>
Title Page	i
Declaration	ii
Acknowledgements	iii
Abstract	iv
Table of Contents	v
List of Figures	xi
List of Tables	xii

## **Chapter One: Introduction to the Research**

1.1 Introduction.....	1
1.2 Motivation of the Study.....	1
1.3 Background to the Study.....	2
1.4 Focus of the Study.....	2
1.5 Problem Statement of the Study.....	2
1.6 Objectives of the Study.....	3
1.7 Research Questions of the Study.....	4
1.8 Significance of the Study.....	4
1.9 Limitations of the Study.....	4
1.10 Delimitations of the Study.....	5
1.11 Summary.....	5

## **Chapter Two: Literature Review**

2.1 Introduction.....	6
2.2 The Entrepreneur and Entrepreneurship.....	6
2.3 The Entrepreneur and Entrepreneurial Traits or Characteristics.....	7
2.4 Entrepreneurship Education and Training.....	9
2.5 Importance of Entrepreneurship Education and Training in Developing and Nurturing Entrepreneurial Traits or Characteristics.....	10
2.5.1 Entrepreneurship Education and Training: The Human Capital Argument.....	12
2.5.2 Entrepreneurship Education and Training: The Youth Component.....	14
2.5.3 The Need for Entrepreneurship Education and Training.....	16
2.5.4 Entrepreneurship Education in Tertiary Education and Training Institutions.....	18
2.5.5 Entrepreneurship/Enterprise Support.....	20
2.6 Entrepreneurship Education and Training Curriculum / Programmes.....	20
2.6.1 Entrepreneurship Education Programmes.....	21

2.6.2 Entrepreneurship Education Teaching Methods.....	26
2.7 The Role of the Teacher or Lecturer in Entrepreneurship Education and Training.....	32
2.8 Entrepreneurship Training Programmes.....	34
2.8.1 Challenges of Entrepreneurship Education and Training.....	39
2.8.2 The Impact of Entrepreneurship Education and Training.....	41
2.9 Summary.....	42

### **Chapter Three: Research Methodology**

3.1 Introduction.....	43
3.2 Aims and Objectives of Study.....	43
3.2.1 Aim of Study.....	43
3.2.2 Objectives of Study.....	43
3.3 Participants and Location of Study.....	44
3.4 Research Philosophy and Approach.....	44
3.5 Quantitative Research.....	46
3.6 Data Collection Methods.....	46
3.6.1 Secondary Data Sources.....	47
3.6.1.1 Newspaper Advertisement Review.....	48
3.6.1.2 Websites Review.....	48
3.6.1.3 Documents Review.....	49
3.6.2 Survey.....	49
3.7 Research Design and Methods.....	50
3.7.1 Research Instrument.....	51
3.7.1.1 Survey Questionnaire.....	51

3.7.2 Study Population.....	53
3.7.3 Pretesting and Validation.....	57
3.7.3.1 Validity.....	57
3.7.3.2 Reliability.....	57
3.7.4 Administration of Questionnaire.....	57
3.8 Analysis of Data.....	58
3.9 Ethical Issues.....	59
3.10 Summary.....	59

## **Chapter Four: Presentation of the Results**

4.1 Introduction.....	61
4.2 Results of the Secondary Data Sources Review.....	61
4.2.1 Entrepreneurship Programmes or Courses.....	61
4.2.1.1 Newspaper Advertisement Review.....	61
4.2.1.2 Websites Review.....	62
4.3 Survey Results.....	65
4.3.1 The Entrepreneurship Education and Training Programmes on Offer.....	67
4.3.2 The Extra-curriculum Entrepreneurship Initiatives in the Tertiary Education and Training Institutions.....	70
4.3.3 The Entrepreneurial Curriculum Used.....	71
4.3.4 The Teaching and Assessment Methods.....	71
4.3.5 The Learning Outcomes of Entrepreneurship Education and Training.....	73
4.3.6 The Challenges faced by the Tertiary Education and Training Institutions in Offering Entrepreneurship Education and Training.....	73



4.3.7 Other Survey Findings.....	74
4.3.7.1 Impact of Entrepreneurship Programme or Course Measurement.....	74
4.3.7.2 Government Education Policy and Entrepreneurship Education.....	75
4.4 Summary.....	76

## **Chapter Five: Discussion of the Results**

5.1 Introduction.....	77
5.2 Entrepreneurship Education and Training in Malawi.....	77
5.2.1 Aims and Teaching Methods in Malawi.....	79
5.2.3 The Entrepreneurship Curriculum being taught in Malawi.....	81
5.2.4 The Need for Entrepreneurship Education and Training in Malawi.....	83
5.3 The Experience of Lecturers teaching Entrepreneurship in Malawi.....	84
5.4 Entrepreneurship/Enterprise Support in Tertiary Education and Training Institutions in Malawi.....	85
5.5 Challenges Encountered in the Delivery of Entrepreneurship Education and Training in Malawi.....	86
5.6 Summary.....	87

## **Chapter Six: Recommendations and Conclusion**

6.1 Introduction.....	88
6.2 The Research Problem and its Solution.....	88
6.3 Implications of the Research.....	89
6.4 Recommendations.....	90
6.5 Recommendations for Future Studies.....	90
6.6 Summary.....	91

References.....	94
Ethical Clearance.....	102
Letter of Introduction.....	103
Informed Consent.....	105
Survey Questionnaire.....	108
Turnitin Summary.....	117

## **List of Figures**

<b>Number</b>	<b>Description</b>	<b>Page</b>
4.1	Percentage Distribution of the Eight Tertiary Education and Training Institutions with Websites which had an Entrepreneurship Program or Course	64
4.2	Breakdown of the Percentage of the Tertiary Education and Training Institutions offering EET in Malawi after secondary data sources Review	65
4.3	Distribution of Entrepreneurship Education and Training Education and Training Institutions under Study by Percentage	68
4.4	Distribution of Entrepreneurship Programmes in Malawi by percentage	69
4.5	Graph of Assessment Methods used in Entrepreneurship Education and Training	72
4.6	Graph Showing the Weighting of Assessment of Entrepreneurship	72

## **List of Tables**

<b>Number</b>	<b>Description</b>	<b>Page</b>
3.1	List of Malawi Government, NCHE & TEVETA Accredited Tertiary Education and Training Institutions and Universities	55
3.2	Categorisation of Tertiary Education and Training Institutions Under Study	56
4.1	List of Tertiary Education and Training Institutions that Advertised Their programmes or Courses and are in the Study Sample	61
4.2	Tertiary Education and Training Institutions which Advertised an Entrepreneurship Programme or Course	62
4.3	Tertiary education and training institutions with websites	63
4.4	Tertiary Education and Training Institutions Websites with an Entrepreneurship Programme or Course	63
4.5	List of Tertiary Education and Training Institutions Offering Entrepreneurship Education and Training in Malawi as per Secondary Data Sources Reviewed	64
4.6	List of Faculties/Schools/Depts of Tertiary Education and Training Institutions from which the Respondents were drawn	65
4.7	Positions held by the Respondents involved in Entrepreneurship Education and Training	66
4.8	Business Experience of Lecturers involved in Entrepreneurship Education and Training	67
4.9	List of Entrepreneurship Programmes offered in Private Universities	68

Which were surveyed	
4.10 Subjects which are taught in the Tertiary Education and Training Institutions under Study apart from Entrepreneurship	70
4.11 Topics covered in Entrepreneurship Offerings	71
4.12 Percentage of Respondents who ranked the Aims of the Respective Tertiary Education and Training Institutions Entrepreneurship Offerings	73

# **CHAPTER ONE**

## **Introduction to the Research**

### **1.1 Introduction**

This chapter introduces the study by explaining the motivation of the study, its background and focus as well as highlighting the problem statement of the study. It then presents the objectives and research questions of the study including the significance, the limitations and delimitations of the study.

### **1.2 Motivation of the Study**

The country's economic policies determine the levels of self-employment and entrepreneurship thereby impacting on the economic growth (Gohmann, 2012). Normally, increases in entrepreneurship also lead to increase in total employment levels. In order to increase the levels of entrepreneurship, there must be deliberate efforts to educate or train people in entrepreneurship. Entrepreneurship education should aim to equip students with the additional knowledge, attributes and capabilities required to apply idea generation abilities in the context of setting up a new venture or business (Jones, 2012). The lack of entrepreneurship education and training should, therefore, manifest in increased small businesses' failure and increased levels of unemployment in an economy. As Nkirima (2010) has explained, educational institutions should provide more relevant forms of education designed to promote self-reliance and responsible entrepreneurial capacity for self-employment and community development to reduce unemployment and to revitalize national development. The results of this study will, therefore, provide policy makers and heads of tertiary education and training institutions with information on the entrepreneurship education and training programmes or courses available in Malawi. They also highlight the challenges being faced by tertiary tuition providers in delivering such programmes or courses thereby assisting them in their forward planning in dealing with increasing levels of unemployment and entrepreneurial skills shortage.

### **1.3 Background to the Study**

It has been argued that entrepreneurship education and training is critical to the economic growth of developed and developing countries across the globe (Peltier & Scovotti, 2010). In order to contribute to the economic growth of the country, the entrepreneurs require a diverse set of skills to enable them to tap their knowledge base to identify, evaluate and exploit opportunities. In this regard, Nkirima (2010) has emphasised that educational institutions should provide more relevant forms of education which is designed to promote self-reliance and responsible entrepreneurial capacity for self-employment and community development in order to reduce unemployment and to revitalise national development. As Jones (2010) has pointed out, during recent times entrepreneurship education and training has flourished in the domain of higher education. However, serious questions are being asked as to the societal value of entrepreneurship education and training and what should be the focus of this form of education. It is from this background that the study was designed and carried out in Malawian tertiary education and training institutions to determine the entrepreneurship education and training which is available in the country.

### **1.4 Focus of the Study**

The study investigates the provision of entrepreneurship education and training in tertiary education and training institutions in Malawi. A total of twenty-one tertiary education and training institutions were involved in the study. The tertiary education and training institutions were restricted to only those which offer programmes or courses which require the students to have a minimum of the Malawi School Certificate of Education which is equivalent to 'O' Level as programme entry requirement and are accredited either by the Malawi Government's Ministry of Education Technology, the National Council for Higher Education (NCHE) which was created under the National Council for Higher Education Act of 2011 or the Technical, Entrepreneurial, Vocational and Educational Training Authority (TEVETA) of the Ministry of Labour.

### **1.5 Problem Statement of the Study**

Kachaje (2012) has argued that the lack of entrepreneurship training and business development services have greatly impacted on the potential for growth of the small and medium enterprises in Malawi without highlighting clearly the type and level of entrepreneurship education and training which is needed in Malawi. The Malawi government

has undertaken several measures to resolve the problem of unemployment especially among the youth through various interventions such as the MEDF (Malawi Enterprise Development Fund Limited and TEVETA (Technical, Entrepreneurial, Vocational and Educational Training Authority) which aim at developing the small and medium enterprises as well as fostering entrepreneurship in the country without much success. Lately, there has also been a proliferation of tertiary education and training institutions accredited by the National Council for Higher Education (NCHE) created under the National Council for Higher Education Act (2011) which are purportedly offering entrepreneurship education and training programmes or courses.

Unfortunately, these interventions have failed to ensure the development of a vibrant SMEs industry in the country. Most of the small businesses that are created fail to survive the first two/three years of starting due to poor management by their owners/managers and those that survive can hardly grow their business. This is confirmed by Pelteir & Scovotti (2010) who state that 56 per cent of new businesses fail to survive beyond their first three years in existence and 69 per cent fail by the end of their sixth year.

However, the solution for this small businesses' failure has been suggested by Sandhu, Hussain & Matlay (2012) who have stated that entrepreneurship education and training could contribute to better small business management by facilitating the acquisition and management of relevant knowledge amongst small business owners/managers as well as providing them access to external finance and business networks.

## **1.6 Objectives of the Study**

The overall objective of the study is to undertake an investigation into the provision of entrepreneurship education and training in tertiary education and training institutions in Malawi.

The study is intended to achieve the following specific objectives:

- a. To determine the entrepreneurship education and training programmes or courses that are currently being offered in tertiary education and training institutions in the country.
- b. To profile the extra-curricular entrepreneurial initiatives in the tertiary education and training institutions under study.



- c. To examine the curriculum, teaching and assessment methods as well as the learning outcomes of entrepreneurship education and training in the tertiary education and training institutions under study.
- d. To identify the challenges faced by the tertiary education and training institutions in offering entrepreneurship education and training programmes or courses alongside other subjects taught in the institutions.

### **1.7 Research Questions of the Study**

The general question addressed in the study considered is what entrepreneurship education and training which is offered in Malawi tertiary education and training institutions in order to promote entrepreneurship and ensure the survival of small businesses in the country.

To this end, the following specific questions were dealt with in the study:

- a. What are the entrepreneurship education and training programmes or courses which are currently being offered in the tertiary education and training institutions in the country?
- b. What are the extra-curricular entrepreneurial initiatives which are available in the tertiary education and training institutions under study?
- c. What are the curricula, teaching and assessment methods as well as the learning outcomes of entrepreneurship education and training in the tertiary education and training institutions under study?
- d. What are the challenges which are faced by the tertiary education and training institutions in offering entrepreneurship education and training programmes or courses alongside other subject which are taught in the institutions?

### **1.7 Significance of the Study**

The study is significant in that it is the first of its kind to be conducted in Malawi and, therefore, will yield information which will assist policy makers in making decisions in terms of the type of entrepreneurship education and training that is needed in Malawi in order to promote the entrepreneurship spirit in the country.

### **1.8 Limitations of the Study**

The following are the limitations of the study:

- a. Due to limited resources and time constraints it was not possible to visit all the tertiary education and training institutions under study in Malawi to administer the survey questionnaire personally.
- b. It was not possible to administer or send the survey questionnaire by electronic mail to all respondents involved in entrepreneurship education and training due to lack of contact details on the tertiary education and training institutions' websites.
- c. There was again the problem of non-availability of the interviewees when the researcher personally visited the institutions under study to administer the questionnaire.
- d. There were also problems in identifying and targeting the respondents involved in delivering entrepreneurship education and training as respondents in the study.
- e. The other limitation was that the respondents were reluctant to provide the information that was requested by the researcher for fear of exposing themselves to the competition especially where the institution is privately owned or for other reasons best known to themselves. The measure that was used to minimise this involved explaining the purpose of the study to the respondents and assuring them that their confidentiality would be maintained.

## **1.9 Delimitations of the Study**

The study was only limited to the study of entrepreneurship education and training in the tertiary education and training institutions that are accredited by the National Council for Higher Education in Malawi. It also involved only lecturers teaching entrepreneurship in the tertiary education and training institutions.

## **1.10 Summary**

The chapter has introduced the study by explaining the motivation of the study where it has been demonstrated that the levels of entrepreneurship can be increased by entrepreneurship education and training. In terms of focus, the study was restricted to tertiary education and training institutions that are accredited by Malawi Government education and training regulatory bodies. The problem statement of the study has been highlighted in the form of a gap that exists between the various interventions that have been undertaken in the country to promote entrepreneurship and the actual results on the entrepreneurial landscape, the purpose of this study being to offer insights on the entrepreneurship education and training which is

available in the country to resolve the identified gap. It also has given the objectives and research questions of the study before providing the limitations of the study.

The next chapter presents a review of the literature which provided the conceptual framework for the study.

## **CHAPTER TWO**

### **Literature Review**

#### **2.1 Introduction**

In 2010, there were more than five hundred million people across the globe who were actively involved in attempting to open a new business or were working as owner-managers in their own businesses (Bygrave&Zacharkis, 2011). With the increasing higher levels of unemployment especially among the youth, no country can ignore the benefits which the small businesses bring to the national economies. More and more, students are finishing secondary and university education. Existing companies are downsizing throwing more people into the ranks of the unemployed worldwide. This situation can only be mitigated by entrepreneurship (Bygrave&Zacharkis, 2011).

This chapter, therefore, provides the conceptual framework for the study. It defines the entrepreneur and the entrepreneurial traits or characteristics which can be nurtured by entrepreneurship education and training. The topical issues relevant to entrepreneurship such human capital and youth development were explored as well as the benefits of entrepreneurship education and training. The question whether entrepreneurs can only be created by entrepreneurship education and training or not was examined before highlighting the entrepreneurship education which is offered at tertiary level. Finally, the teaching methods for entrepreneurship education are discussed; the role of the teacher or lecturer in entrepreneurship education and the challenges of entrepreneurship education and training are also be examined.

#### **2.2 The Entrepreneur and Entrepreneurship**

Of importance, in every small business, is the entrepreneur who is the person who perceives an opportunity and creates an organisation to pursue it (Bygrave & Zacharkis, 2011). Entrepreneurial activity differs from country to country with poorer countries having more entrepreneurial activity than rich countries. The difference comes in because people who live in countries that have high incomes have better and more employment opportunities as well as more other social benefits such as social welfare programmes when out of work as opposed to people living in poorer countries. In this regard, fewer people in rich countries do not need to engage in entrepreneurship to take care of their families and themselves.

Entrepreneurship is a process and purposeful activity that combines risk, creativeness, personal success and/or innovation and requires the taking of financial, moral and social responsibility to set up a new and profitable business idea (Askun & Yildirim, 2011). There are two distinguishable sides of entrepreneurship: the demand side that refers to opportunities available for starting a business while the supply side refers to the pool of relevant preferences, skills and resources that are embedded in the individuals of a population, which includes the entrepreneurship education as the resource of skill development and knowledge creation. The lack of the supply of such a resource, such as the limited availability of competent individuals to manage projects and become entrepreneurs, can stand as a restricting factor in the development of entrepreneurship.

The European Union has defined entrepreneurship as a lifelong skill and called on member states to foster and develop entrepreneurial attitudes throughout the entire scope of education from primary school through to university and this includes technical and professional secondary and higher education institutions (Marques, Ferreira, Gomes & Rodrigues, 2012). Several African governments have developed entrepreneurial skills development programmes in order to solve youth unemployment problems and ensure economic growth (Nafukho & Muyia, 2010). There is, therefore, a general consensus as to the role played by the education system in the overall entrepreneurship.

The main objective of entrepreneurship education is to foster the creation of new entrepreneurs who start new formal economic ventures which is critical goal for Sub-Saharan Africa as it is considered to be the exception among developing regions, because, unlike all other developing zones sub-Saharan African nations have trailed behind other regions in developing an entrepreneurship culture (Tobias & Ingrams, 2010). Furthermore, the existing published literature related to entrepreneurship education in sub-Saharan African contexts consistently recommends moving away from technical entrepreneurship education towards more action-oriented and experiential entrepreneurship training programmes.

### **2.3 The Entrepreneur and Entrepreneurial Traits or Characteristics**

Pickernell, Packham, Jones Miller & Thomas (2011) have argued that the role played by the small and medium enterprise sector in the developed and developing countries in the creation of wealth, the bringing in of innovation, employment and economic growth cannot be overemphasized. The encouragement of entrepreneurial behaviour is, therefore, critical for

the economy especially given its contribution to economic prosperity within knowledge-based economies.

In this regard, the governments all over the world are seeking to develop entrepreneurial economies involving competitiveness, growth, innovation and creativity by encouraging entrepreneurial graduates. This has led to a global increase in entrepreneurship education provision aimed at encouraging entrepreneurial activity, business start-ups and entrepreneurial mind-sets.

Blundel & Lockett (2011) have identified the personal traits or characteristics that successful entrepreneurs possess and these include personality characteristics of risk-taking, need for achievement, and desire for autonomy, creativity, locus of control and over-optimism behaviour. However, it has been observed that it is difficult to define and operationalise the personality characteristic concept as there are several people who may have the entrepreneurial characteristics yet have proven to be unsuccessful small business owners or went to apply their entrepreneurial or personal characteristics in other ways (Blundel & Lockett, 2011).

Theoretically, the traits approach explains that individuals are more likely to exploit opportunities, thus behave entrepreneurially, because traits lead them to make different decisions about opportunities than other people with the same information and skills (Kobia & Sikalieh, 2010). In the traits approach, the entrepreneur is assumed to be a particular personality type having particular motives and incentives. In contrast, the behavioural approach identifies an entrepreneur as an individual who establishes and manages a business for the principal purpose of profit and growth, and is characterized principally by innovative behaviour and employs strategic management practices ((Kobia & Sikalieh, 2010).

On the other hand, Bessant & Tidd (2011) have argued that entrepreneurs have the characteristics of seeking passionately to identify new opportunities and ways to profit from change and disruption, pursuing identified opportunities with discipline by focusing on a selected few projects, concentrating on action and carrying through the projects and finally involving and exploiting the resources and expertise of people outside the small business

Higgins & Elliott (2011) take the view that entrepreneurship and the characteristics of the entrepreneur are something which is shaped through experience over time as opposed to the person being born with such skills. They argue that learning and the opportunities to learn are

at the centre of the entrepreneurial practice as the learning influences the recognition of the opportunities, the development of the soft skills, processes and culture which are all necessary for sustaining innovative practices. The entrepreneurs are continuously engaged in a form of learning which is relational as it is derived from active encounters.

## **2.4 Entrepreneurship Education and Training**

Entrepreneurship education plays a role in the cultivation of an entrepreneurship spirit and has the effect of altering and contributing to the formation of entrepreneurship (Jorge-Moreno, Castillo & Triguero, 2012). Mwasalwabi (2010) states that entrepreneurship education is a process which is aimed at influencing the individuals attitudes, behaviour, values or intentions towards entrepreneurship either as a possible career or to enhance their appreciation of its role in the community. It involves the acquisition of personal skills in entrepreneurship, new business formation, opportunity recognition and managing existing small firms.

Jones (2010) has observed the proliferation of entrepreneurship education in the domains of higher institutions of learning without consideration of the value of such education to society and its focus. His notion of the qualification in entrepreneurship is that the curriculum should be framed around the development of the 'person' and 'enterprise knowledge' and that the learner-centred approach be used in delivering the curriculum, with students being required to be fully responsible for their learning outcomes.

His position somehow agrees with Taatila (2010) who indicated that academic education merely teaches people about risk aversion rather than helping them to look at their potential for the future. This in turn could explain the need for entrepreneurship education and training if small businesses performance is to improve through the enhancement of entrepreneurial traits or characteristics of entrepreneurs.

On the other hand, policy makers believe that increased levels of entrepreneurship can be attained through education (Sowmya, Majumdar & Gallant, 2010). They argue that education is vital for the development of attitudes, skills and behaviours in the mind sets of young and mature entrepreneurs and those entrepreneurs bring new ideas to life through innovation, creativity and the desire to build something of a lasting value. There is evidence that the academically educated entrepreneurs are more important in developing regional economies than the entrepreneurs with lower levels of education in the sense that entrepreneurs with

higher academic background are more often innovative, use modern business models, and base their ventures on the use of new technology.

Academic education allows students to see the latest developments in their selected field, thus allowing them a clearer view on how to implement them in a business in the future (Sowmya, Majumdar & Gallant, 2010).

Rae & Woodier (2013) argue that the current entrepreneurship education is based on the concept of students achieving a learning outcome of entrepreneurial effectiveness, through experiencing enterprise awareness, the development of an entrepreneurial mind-set which is a way of thinking and a range of capabilities which are the skills and knowledge that are developed through experiential learning. They highlight that entrepreneurial learning is a natural process of learning to work in entrepreneurial ways, through recognising and acting on opportunities occurring through and being applied within everyday practice. In their analysis, active, experiential learning and practice-based learning have been the long-established and recurrent themes in the development of small firms and owner-managers.

## **2.5 Importance of Entrepreneurship Education and Training in Developing and Nurturing Entrepreneurial Traits or Characteristics**

The importance of entrepreneurship education and training in developing and improving the entrepreneurial characteristics cannot be overemphasized. For instance, Bessant & Tidd (2011) have argued that creativity as an entrepreneurial characteristic does not naturally exist in people but must be deliberately and actively developed, monitored and managed by enhancement and nurturing.

Furthermore, Sanchez (2013) states that the assumption that underlies the entrepreneurship education programmes is that entrepreneurial skills can be taught and are not a matter of innate personality characteristics. They argue that the skills and creativity needed for being a successful entrepreneur could be enhanced by entrepreneurship education. It has also been demonstrated that even the effect of general education on entrepreneurial performance is positive and that entrepreneurial training is effective in persons who are starting their own business (Sanchez, 2013). They further argue that all of the programmes in entrepreneurship education are aimed at teaching students to put theory into practice and to understand what entrepreneurship is. In this way, the students are expected to gain self-confidence and



motivation, become proactive, creative, and learn how to work on a team, all of which are necessary entrepreneurial characteristics or traits.

Pelteir & Scovotti (2010) have stated that the education of entrepreneurs is a critical factor in the economic growth of any developed and developing country in the whole world. The factors that affect the likelihood of a person establishing a small business are a combination of those that are inherent in the individual or given, and others that can overly be learnt through education and training or influenced. Ertuna & Gurel (2011) suggest that among other factors, the individuals' personality traits influence their intentions to start a business and that personality traits are partly developed by innate nurturing, socialization and education. They contend that the specific school and the educational system in general play a crucial role in predicting and developing entrepreneurial traits.

In contrast, Crick (2011) has argued that education is only relevant to business start-ups and management as opposed to the development of the individual in order for him to cope with the creativity and change that are the pre-requisites of entrepreneurship. He defines entrepreneurial learning as learning that occurs during the new venture creation process and states that it is an ongoing process as respective entrepreneurs learn by doing, making mistakes, and reflecting on their experiences (Crick, 2011). As entrepreneurs engage in various relationships, they are exposed to different experiences from which learning can take place. This involves learning from peers, learning from doing, learning from feedback from customers and suppliers, learning from copying, learning from experiment, learning by problem solving and opportunity taking, and learning from making mistakes (Crick, 2011). He, therefore, concludes that different entrepreneurs have different ways of learning and operating based on their experience involving other factors such as risk perception and the resources that they have at their disposal.

Arthur & Hisrich (2012), however, differ with the above findings by arguing that education is the most critical factor to any successful entrepreneur. They argue that entrepreneurship education must be made accessible to every person contemplating to embark on their own careers in addition to providing them with other business incentives in the form of loans and tax benefits. Pelteir & Scovotti (2010) state that since some of the entrepreneurial attributes included a heightened readiness for change, the possession of increased levels of self-confidence including creativity and the ability to use approaches to decision making and

problem solving that are innovative, entrepreneurship education should bring economic growth and should, therefore, be given priority in the curriculum development.

### **2.5.1 Entrepreneurship Education and Training: The Human Capital Argument**

The role of the human capital of the entrepreneur can also be used in explaining the development of new businesses. It includes the formal education and the practical experience that the person possesses. In the context of the entrepreneur, human capital would include the formal education which the entrepreneur has acquired, the managerial experience, industry experience and any start-up experience he or she possesses. According to Ulvenblad, Berggren & Winborg (2013), there is a positive relationship between human capital and new business development. In other words, the starting of new businesses can not only be explained based on the entrepreneurial characteristics of the person. There is a human capital dimension to it.

Education and training are held to be the most important investment in human capital and education and managerial experience lead to entrepreneurial entry (Ulvenblad, Berggren & Winborg, 2013). Academic entrepreneurship has been found to influence positively the behaviour of students and contributed to business start-ups. They argue that the characteristics of any successful entrepreneur include:

- a. Being receptive to new ideas.
- b. Being an information seeker and,
- c. Eagerness to learn.

Further, they indicate the essential entrepreneurial skills to be communication, persuasion, leadership, selling, proposing and social networking and proceed to argue that an entrepreneur can enhance his or her communication skills by taking part in education. The internal and external problems that small businesses face arise from different barriers to entry and could include:

- a. New small businesses facing problems in convincing potential customers due lack of track records and established brands.
- b. They are disadvantaged due to limited possibilities to use returns to scale.
- c. Have problems in meeting the requirements of the laws and regulations.
- d. Have problems in securing inputs and raw materials as the competitors in the industry control suppliers.

- e. Small businesses are exposed to the illegitimate acts of the competitors such as price agreements and cartels.
- f. The entrepreneurs in the old small businesses may have gained experience and learning that the new businesses may not have.

In this regard, the entrepreneurs could resolve the barriers which their small businesses face by taking part in formal business education programmes.

Jorge-Moreno, Castillo & Triguero (2012) support this view by stating that education has the effect to change and contribute to the formation of entrepreneurship. They postulate that entrepreneurship or certain elements of it can be taught to individuals and that entrepreneurs are not just born but can also be made. Entrepreneurship education and training should, therefore, attempt to develop and promote the reachable elements that are associated with entrepreneurship and its purpose should be to develop entrepreneurial capacities and mind-sets. In their view, the objectives of entrepreneurship educational programmes include;

- a. Developing the entrepreneurial drive among the students by raising awareness and motivation.
- b. Training the students in the skills they need to set up businesses and manage the growth of the businesses set up and,
- c. Developing an entrepreneurial ability to identify and exploit any opportunities available.

They advise that each country must provide a customised entrepreneurship education that fosters entrepreneurship in consideration to the country's unique cultural context.

Clercq, Lim & Oh (2013) also agree that new business creation requires substantial resources; including financial, human, and social capital and that financial capital is needed to meet the initial cash flow requirements. They state that the peoples' human capital which is reflected in their educational levels and domain-specific skills represents another important resource endowment which is instrumental for new business creation.

Solesvik, Westhead, Matley & Parsyak (2013) define human capital as the set of idiosyncratic skills, capabilities, experience, and knowledge related to a task, and the ability to increase this capital through learning by the entrepreneur. They assert that students face major challenges in assembling and configuring the resources they need to discover and exploit entrepreneurial opportunities and these resources include entrepreneurial resources

relating to human capital skills, capabilities, and knowledge, as well as resources with regard to technology, finance, reputation, networks of contacts, and social capital. Further, they illuminate that general human capital relates to a person's age, gender, ethnic background, social class and education while the specific human capital concerns management and industry know-how, technical and entrepreneurial capabilities, ability to acquire resources, prior business ownership experience, among others.

The quality of human capital, especially education and professional experience, has often been cited as having an important impact on the firm's performance and that much of a firm's capabilities and, thus, performance, are based on the capabilities of human capital within the firm (Madrid-Guijarro, de-Lema & Auken, 2011). In other words, education and professional experience affect firm performance and survival. Thus, better human capital would result in better decisions in the firm, decisions that would also be expected to improve financial performance and, resultantly, decrease financial distress.

Volery, Muller, Oser, Naepflin & de Rey(2013) argue that when identifying opportunities for entrepreneurial ventures, one's existing knowledge base is crucial to opportunity identification because it serves as a base for interaction with new experiences, which in turn is used as a foundation to interpret and understand new stimuli. Hence, formal entrepreneurship education is one component of human capital that may assist in the accumulation of knowledge useful to entrepreneurs. They identify four types of entrepreneurship-related human-capital assets:

- a. Entrepreneurship-related personality traits, including need for achievement, entrepreneurial self-efficacy, pursuit of professional autonomy, risk propensity, and innovation propensity.
- b. Beliefs, including perceived desirability and feasibility.
- c. Entrepreneurial knowledge, and
- d. Entrepreneurial competencies.

### **2.5.2 Entrepreneurship Education and Training: The Youth Component**

According to Awogbenle & Iwuamadi (2010) more than half of Africa's population is aged less than twenty-one years and two-thirds is less than thirty years. Youth entrepreneurship is the youth development strategy which has become increasingly popular in recent years and the skills associated with entrepreneurship include the ability to take initiative and creatively

seek out and identify opportunities, development of budgets, project resource needs and potential income, the ability to communicate effectively and market oneself and one's ideas.

The promotion of youth entrepreneurship is justified for the following reasons:

- a. It creates employment for the self-employed youth as well as the younger people they employ.
- b. It brings alienated and the marginalised youths back into the economic mainstream thereby giving them a sense of meaning and belonging.
- c. It helps to address some of the socio-psychological challenges and delinquency that arises from joblessness.
- d. It helps the youths to develop new skills and experience which can then be applied to other challenges in life.
- e. Assists in the promotion of innovation and resilience in the youth.
- f. It promotes the revitalisation of the local communities by providing valuable goods and services.
- g. It capitalises on the fact the young entrepreneurs may be particularly responsive to the new economic opportunities and trends.

Thus, entrepreneurship education and training education for the youth is hinged on three critical areas of development which are;

- a. Enterprise education which involves the creation of programmes, seminars and training that provide values and basics of starting and running a business.
- b. Experiential programmes which aim at providing the youth with placement and experience in the day to day operations of businesses.
- c. Enterprise development which states the supports and services that incubate and help in the development of businesses. This goes beyond entrepreneurship education by helping the youth to access small loans which are needed to bring business operations and providing a more individualised attention to the development of viable business ideas.

Entrepreneurship education has been considered as being one of the key instruments for increasing the entrepreneurial attitudes of both potential and nascent entrepreneurs and education institutions need to nurture the development of entrepreneurial skills among their students (Ahmad, 2013). Since entrepreneurship has been considered as the panacea to

unemployment problems, there is need for early exposure of the youth to entrepreneurial studies in order to develop successful entrepreneurs. This requires the inclusion of entrepreneurship education as a subject in the curriculum of all educational systems as this could instil in the life of the youth, the development of a culture of entrepreneurial mind-set and behaviours. The entrepreneurship education should provide the youth with the ability to recognise commercial opportunities and the insight, self-esteem, knowledge and skills to act on them (Ahmad, 2013).

He further argues that entrepreneurship knowledge and skills can be taught and developed provided the appropriate environment is provided and that education plays an important role in the process of building entrepreneurial capacity. Entrepreneurship students are more likely to launch businesses and have a greater intention to become entrepreneurs and the teaching of entrepreneurship should take place earlier on in an individual's life as it is becoming increasingly important to ensure that the knowledge within the educational system is transferred directly to industry.

Nafukho & Muyia (2010) indicate that in the Sub-Saharan Africa, youth unemployment is ranked second in the world and that besides introducing youth entrepreneurship funds, there is the need to invest in entrepreneurship education and training programmes. These entrepreneurship education and training programmes should aim at developing entrepreneurial skills among graduates from vocational and technical training institutions, and even among university graduates.

### **2.5.3 The Need for Entrepreneurship Education and Training**

A key instrument in the development of entrepreneurial attitudes is education which can be particularly influential in increasing an individual's intent to start a business (Leitch, Hazlett & Pittway, 2012). They note that the benefits of entrepreneurship education are not limited to start-ups, innovative ventures and new jobs but rather to an individual's ability to turn ideas into action. The Global Entrepreneurship Monitor also cite three major barriers to entrepreneurship: social and cultural barriers, lack of capital, and lack of education (Rideout & Gray, 2013)

Education and training has been shown to enhance the cognitive ability for managing the complex processes of recognising, assessing and shaping opportunities. According to Farashah (2013), successful entrepreneurs have higher amount of educational attainment in

general and not necessarily entrepreneurship education. There is a relationship between higher level of education attainment and the start-up business activities and that there is also a positive relationship between education in general and entrepreneurial activity. Education in general and entrepreneurship education in particular impacted positively upon an individual's predisposition towards self-employment.

He further argues that university graduates who have taken an entrepreneurship course are more likely to choose careers in entrepreneurship and develop potential innovations and that entrepreneurship education influences entrepreneurial behaviour and tendency. However, he cautions that the content and structure of any entrepreneurship education programme in each country should be tailored to the particular cultural characteristics of that country. He asserts that the extent and content of such programmes differ from country to country due to the differing country economic, social political and legal contexts.

He concludes that by over-emphasising on business creation and focussing on the nascent entrepreneurs it shows that the paradigm of entrepreneurship education and training is learning to become an entrepreneur. This position differs from what Mwasalwabi (2010) asserted that entrepreneurship education is shifting towards learning to become an enterprising person.

Othman, Hashim & Wahid (2012) while agreeing that entrepreneurship education has been offered as means of developing the entrepreneurial characteristics and potential in university students through the formal and informal teaching and learning activities, it seems it has failed to nurture and develop the characteristics and quality of entrepreneurship among the students. They argue that entrepreneurship education has been largely unsuccessful in persuading the participants to engage in entrepreneurial activities. They found that entrepreneurship education contributes very little towards the development of an entrepreneurial career.

It is theorized that entrepreneurial success is linked to a combination of intrinsic motivation and certain supportive forms of "synergistic extrinsic" motivation (Gemmell, Boland & Kolb, 2012). There is evidence that highly educated technology-oriented entrepreneurs may lack the cognitive flexibility to navigate easily the various stages of creativity and learning and might therefore be prone to over-analyse rather than to act. In their interview of thirty-two technology entrepreneurs regarding their recent ideational experiences to explore the behaviours, techniques, and thought processes used by entrepreneurs to develop, refine,

validate, and filter (for usefulness) their creative ideas regarding products, services, and processes, they found a complex array of social interactions and experimental inquiries, contradicting the prevailing image of a lone entrepreneur struck by a novel idea or positively influenced by predominantly weak social ties (Gemmell, Boland & Kolb, 2012). They further argue that knowledge is a key to creative entrepreneurial actions such as opportunity recognition but then caution that the same knowledge can also stifle creativity through strong biases toward existing ideas.

Furthermore, Welter (2011) has asserted that context is important for understanding when, how, and why entrepreneurship happens and who becomes involved. He indicates that social ties are an important element or resource which entrepreneurs utilise in order to overcome the problems that come with being new and small when starting and developing their business than entrepreneurship education and training. Thus, instead of seeking for entrepreneurship education and training the small business owner relies on the social networks for assistance. The social networks provide financial capital, information, potential employees, or access to clients, but also the emotional understanding, encouragement, and support that family and friends are able to offer.

#### **2.5.4 Entrepreneurship Education in Tertiary Education and Training Institutions**

Ahmad (2013) indicates that at the tertiary education level, higher order entrepreneurship education and enterprise development should be taught. The reason behind the need to widen the knowledge of entrepreneurship and enterprise development is to build up confidence to develop the required managerial skills that will give the participant the capacity to operate effectively and efficiently in the fast changing, competitive and entrepreneurial economy and labour markets of the twenty-first century without necessarily starting up a business.

The content of the entrepreneurship education at the tertiary level should include but not be limited to the following areas: awareness about enterprise and entrepreneurship, business skills such as start-up, accounting, writing a business plan, developing a marketing plan, source of capital, etc., and creativity, imagination and a mind-set that supports (personal) entrepreneurship activities in whatever form or shape (Ahmad, 2013).

At the tertiary level, the entrepreneur-student interactions should be encouraged. Substantial hands-on experience working with community ventures should lead to the enhancement of the participants' entrepreneurial skills. Consideration should also be given to mentorship



entrepreneurial programmes where successful entrepreneurs are invited to train young nascent and new entrepreneurs. Ideally, the students should create multiple venture plans, practice identification of opportunities and have extensive exposure to entrepreneur role models. Student interactions with these role models may occur in several important ways including having entrepreneurs serve as coaches and mentors.

Specific training programmes for students who wish to start their own enterprise should be promoted more extensively. The aim is to produce graduates who are capable of being innovative and who can recognise and create opportunities, take risks, make decisions, analyse and solve problems, and communicate clearly, effectively and to think and behave in an enterprising way. Thus, when the different levels of education are examined, it can be concluded that each of them has different objectives in their entrepreneurship programmes.

Entrepreneurship education is related to becoming an entrepreneur and to entrepreneurial success (Nabi & Linan, 2011). However, attempts to promote and implement entrepreneurship education in universities and other tertiary education and training institutions in developing countries have been considerably delayed, in comparison to developed countries. They observe that students with a higher level of education tend to have higher entrepreneurial intentions, and that students' risk-taking propensity interacts with education, so that for higher risk-taking students, university education tends to increase entrepreneurial intentions even more.

Askun & Yildirim (2011) argue that universities are important in the entrepreneurship education and training as they can increase the motivation and competence of their graduates to become key persons in the innovative and entrepreneurial activities. On the other hand, other institutions other than universities could also contribute to entrepreneurship education by providing practical insights to the theoretical content of higher education courses. They introduce some basic required characteristics for creating an entrepreneurship education programme that can add value:

- a. **The Theory-Practice Balance:** The primary requisite for an entrepreneurship course or programme should be to combine the rigours of academia while maintaining a reality-based focus and entrepreneurial climate in the learning experience. The challenge, therefore, lies in balancing the general knowledge of academics with the specific knowledge and situational logic of practitioners. Since entrepreneurship combines the romance of new ideas with the reality of the business world, it is

strongly recommended that the programme content be based on, and regularly modified by both competent academics and practitioners.

- b. **Content:** Content design has to take into account the fact that entrepreneurship education requires the integration of a variety of functional skills and knowledge instead of the functional specialist focus of the many standard management programmes. Moreover, entrepreneurship education stresses the importance of the stage of development which is an issue which is not dealt with exclusively in conventional management programmes. Therefore, courses and programmes in entrepreneurship education have to illustrate the early lifecycle challenges such as opportunity recognition; identifying and acquiring financial, human and technical resources; market entry; protecting intellectual property; legal requirements of new business, and strategic choices under resource constraints. The courses must also deal with subsequent development challenges including growth issues; new market development and expansion strategies; and institutionalising innovation.
- c. **Skills:** In terms of the skill inputs, entrepreneurship education must include courses in negotiation, leadership, creative thinking and ambiguity tolerance. It is also essential that students have exposure to the forefront of environmental changes, including technological developments so that they are able to identify emerging opportunities.

### **2.5.5 Entrepreneurship/Enterprise Support**

Drew (2011) has noted that many other colleges have established entrepreneurship centres as part of their outreach and regional economic development mission. These centres or institutes act as a catalyst or focus for an important future-directed activity and many such centres are established and supported with funds from public and private sources. A centre may focus on teaching, research or outreach, and attune its own mission to the mission of the school and university of which it is a part. Establishment of a “centre of excellence” is a common mechanism for promoting faculty expertise and institutional core competencies in particular areas including entrepreneurship. As Kabongo & Okpara (2010) have argued, these centres provide the services which are aimed at developing and enhancing the entrepreneurial activities among the students. They also promote external outreach activities.

### **2.6 Entrepreneurship Education and Training Curriculum/Programmes**

A new business venture can only succeed if the entrepreneur has the relevant skills to run the small business. However, the exact definition of the actual entrepreneurial skills that are

required of an entrepreneur is difficult to come by (Tautila, 2010). He argues that entrepreneurs need to be 'jack-of-all-trades' who are competent enough in several fields of activities and the entrepreneurial competences that they need to possess could include dissatisfaction with the current status quo, healthy self-confidence, responsible confidence, a concern for detail and a tolerance for ambiguity. Thus, the education should therefore focus on developing creativity, critical thinking and reflection among individuals which in turn can have a profound influence on both their motivation and the ability to develop entrepreneurial knowledge throughout the individual's professional life.

Nkirima (2010) has emphasized the need for entrepreneurship education and training by stating that it is possible for a person to learn and experientially acquire entrepreneurial skills through business education. But he has noted that though entrepreneurship education and training is important to the survival of a country's economy, there have been problems in embedding it in the training systems with some times no meaningful impact. He has highlighted the need for the entrepreneurship education to be offered alongside technical training to prepare the trainees to be self-employed. There must be an integration of entrepreneurship education into the vocational training system as well as the embedding of entrepreneurship education in the formal education system due to the perceived benefits of entrepreneurship such as fostering skills and attitudes which are necessary for the successful survival of the youth.

On the other hand, Draycott & David (2011) have cautioned against the use of traditional methods of education in developing entrepreneurial skills as these methods inhibit the development of entrepreneurial skills. Instead, they have recommended the use of entrepreneurship education that simulates an entrepreneur's way of life. This view point agrees with what Gibb(2011) stated that entrepreneurship is an action-based phenomena which requires educational outcomes that target ability to learn and the enhancement of the capability to take action and behave as opposed to the conventional delivery, testing and critical assessment of knowledge input. He asserts that any entrepreneurship education programme should arguably be linked to the needs of the general society.

### **2.6.1 Entrepreneurship Education Programmes**

An entrepreneurship education programme is any pedagogical programme or process of education for entrepreneurial attitudes and skills which involves developing personal qualities (Maritz & Brown, 2013). The major goal of such a programme is to increase the quantity and

quality of the entrepreneurs, influence the entrepreneurial behaviour, entrepreneurial tendency and entrepreneurial outcomes. However, the most basic objective of entrepreneurship education is awareness education which aims to increase the quantity of people who have the knowledge of entrepreneurship so that they might consider self-employment as an option while the second objective is education for start-ups which aims to prepare the individual to be the owner of a new business or venture.

The other objective of entrepreneurship education is continuing education for the established entrepreneur which is specifically designed to improve on the existing entrepreneurial skills. Finally, the objective is also for entrepreneurial dynamism which has focus on promoting entrepreneurial behaviour for entrepreneurs in the early growth stages. They argue that there are three types of entrepreneurship education programmes:

- a. The first type helps the participants to learn to understand entrepreneurship
- b. The second type helps the participants to become entrepreneurial.
- c. The third type helps the participants to become entrepreneurs.

This proposition is the same as the one which has been suggested by Bridge, Hegarty & Porter (2010) who have suggested also that there are three different roles which might be assigned to enterprise and/or entrepreneurship education programmes depending on whether the aim is:

- a. To learn to understand entrepreneurship, that is, by attempting to answer the questions: What do entrepreneurs do? What is entrepreneurship? Why are entrepreneurs needed?
- b. To learn to become entrepreneurial, that is, I need to take responsibility for my learning, career and life. How to do it?
- c. To learn to become an entrepreneur, that is, Can I become an entrepreneur? How to become an entrepreneur? How do I manage the business?

On their part, O'Dwyer, Risquez & Ledwith (2010) argue that there are only two core aspects to entrepreneurship education:

- a. The study of entrepreneurship as an academic pursuit; and
- b. Preparing students for entrepreneurial endeavours.

They warn that the most challenging aspect of entrepreneurship education has been to achieve a balance between the study of entrepreneurship as an academic pursuit and preparing students for entrepreneurial endeavours and that the orientation of many educational institutions towards traditional didactic teaching has been linked with the inhibition of the development of entrepreneurial skills and characteristics. They, therefore, acknowledge the development and research of experiential, practice-based, action learning and integrated entrepreneurship education programmes which focus predominantly on developing key competencies such as opportunity recognition, resource acquisition and management, financial management and control, marketing and sales and the nurturing of individual student's experiential learning in a range of practical contexts.

Jones & Iredale (2010) go further to contrast entrepreneurship education and enterprise education while noting that the terms enterprise education and entrepreneurship education are often used interchangeably by policy makers and in much academic discourse. In their contrast, they state that the primary focus of entrepreneurship education is on:

- a. How to start a business including the key processes of business start-up;
- b. How to plan and launch a new business venture;
- c. How to grow and manage a business;
- d. Enhancing the necessary skills and behaviours needed to run a business;
- e. The deployment of entrepreneurial skills and knowledge in a business context;
- f. Imminent use of the knowledge and skills needed to start a business; and
- g. Self-employment.

In contrast, the primary focus of enterprise education is on:

- a. An active learning enterprise education pedagogy;
- b. Knowledge needed to function effectively as a citizen, consumer, employee or self-employed person in a flexible market economy;
- c. The development of personal skills, behaviours and attributes for use in a variety of contexts;
- d. The person as an enterprising individual – in the community, at home, in the workplace or as an entrepreneur;
- e. The use of enterprising skills, behaviours and attributes throughout the life course and,
- f. How a business, particularly a small business works.

They emphasize that entrepreneurship education focuses primarily on the needs of the entrepreneur whereas enterprise education addresses the requirements of a wider range of stakeholders, including consumers and the community. However, the key difference between entrepreneurship education and enterprise education is that the primary focus of entrepreneurship education is on starting, growing and managing a business whereas enterprise education focuses primarily on the acquisition and development of personal skills, abilities and attributes that can be used in different contexts and throughout the life course.

Arthur & Hisrich (2012) have come out clearly to explain that any entrepreneurship educational programme should aim at fostering a wide range of skills such as creative thinking, teamwork, financial and risk management. The programmes can be taught formally or informally, in large group settings or individually, at the national or local levels and education systems within countries are also becoming more active in creating the means for students to study the field of entrepreneurship. In addition, governments all over the world are creating new methods of incentivising businesses which include ensuring that entrepreneurship education is accessible for individuals who are interested in forging their own career paths. They argue that for a new enterprise to be formed and succeed, the following elements are needed;

- a. Ideas
- b. Capital
- c. Entrepreneurship and,
- d. Infrastructure.

Pelteir & Scovotti (2010) state that entrepreneurship education programmes provide a viable platform for economic growth and should be of utmost priority in curriculum development. The programmes vary in nature with some focused on teaching students about entrepreneurship through traditional course formats such as lectures, papers, exams while others take a more active approach that directly enables students to experience issues impacting entrepreneurs. They agree that the skill sets of communication, creativity, critical thinking, leadership, negotiation, problem solving, teamwork and time management are very important to an entrepreneur and these help in the success of a new business venture.

In addition, they argue that entrepreneurship education programmes need to incorporate the content from other nine disciplines which include entrepreneurial opportunity discovery, marketing, economics, finance, accounting, management, global markets, legal, business

plans and human resources. In their final analysis, the typical components of entrepreneurship education include the base of knowledge from a variety of business disciplines, diverse set of skills, the facility in which the education takes place which may necessarily not be the campus setting, and the links to the community through the alumni, businesses and other organisations and/or government agencies.

On their part, Kabongo & Okpara (2010) stated that a course with an entrepreneurship component is one that exposes students to any or all of the seven areas of entrepreneurship knowledge and skills- building which include negotiation, leadership, new product development, creative thinking and exposure to technological innovation, sources of venture capital, idea protection, ambiguity tolerance and entrepreneur career option. They have argued that the promotion of entrepreneurship within tertiary education and training institutions should more likely increase entrepreneurial self-efficacy, self-employment, and risk-taking. They indicate that an entrepreneurial programme should provide students with the opportunity to specialise in entrepreneurship either at the undergraduate or the graduate level

In contrast, Mwasalwabi (2010) argues that the specific objectives of entrepreneurship education are to train the individuals for, about or in entrepreneurship and to support the local communities. The design of the entrepreneurship courses should be done with a clear view of the graduate the trainer intends to produce and any outreach programmes should conform with the level of any desired role to the local entrepreneurial environment. The people who require to be trained for entrepreneurship will need a different set of teaching methods than those who want to learn about and in entrepreneurship.

His view of entrepreneurship education is related to some kind of education and training process which is aimed at influencing the attitudes, behaviour, values or intentions of the individual towards entrepreneurship either as a possible future career or as an enhancement among the participants of the appreciation of its role in the community. It involves the acquisition of personal skills in entrepreneurship, new business formation, opportunity recognition and the management of existing small businesses. It aims at creating or increasing entrepreneurial attitudes, spirit and culture among the individuals and the community in general.

He asserts that an entrepreneurship education programmes should aim at giving an orientation and awareness of entrepreneurship, develop competences for new enterprise

formation, self-employment or economic self-sufficiency as well as focus on the small business survival and growth. The identified target groups for the entrepreneurship programmes could include;

- a. The university business students who include the students who learn with the aim of becoming entrepreneurs and those merely who seek advanced theoretical knowledge about entrepreneurship.
- b. The owners, managers or employees of the existing small enterprises who require training on the management of the small businesses and how to work for growth.
- c. It could also be offered to the minority or disadvantaged groups in society such as women, ethnic groups and people with disabilities as these are also an economic force in most cities or towns because they form a large number of business owners but still are faced with a high rate of business failures.
- d. Non-business students and other vocational disciplines like engineering.
- e. Pre-university educational levels with the aim of cultivating entrepreneurial attitudes at the early stages of the students when their career options are still open.
- f. Finally, the unemployed also form another target group and the main focus is to give them awareness and the necessary skills on self-employment.

He states that the common subjects to be taught in the entrepreneurship education programmes should include resource marshalling and finance, marketing and salesmanship, business planning, managing growth, organisation and team building, new venture creation, SME management, risk and rationality, legal issues, management of innovation and technology, family business, franchising, communication and problem solving skills.

Jones & Matlay (2011) acknowledge a growing recognition of the increasing demand for entrepreneurship education as well as efforts to increase the supply of entrepreneurship education at a variety of education levels below and above that of higher education. In terms of entrepreneurial learning outcomes, they argue these could include;

- a. Outcomes related to social entrepreneurship or being a servant to the society.
- b. Outcomes related to entrepreneurship or building a career as an employee.
- c. Outcomes related to buying an existing business or being a saviour to the seller.
- d. Finally, outcomes related to the process of being a creator of a new business.



In this regard, the student could decide to step-up to the challenge of being a servant, a worker, a saviour, or a creator after undergoing a programme of entrepreneurship education.

### **2.6.2 Entrepreneurship Education Teaching Methods**

As entrepreneurship is defined as being about the development of attitudes, behaviours and capacities which can be applied during an individual's career as an entrepreneur, it has been argued that the teaching methods used need to be learner-centred and should aim to help the students to understand the elements of entrepreneurship (Balan & Metcalfe, 2012). They have identified the three broad objectives of entrepreneurship education to be;

- a. Providing a better understanding of entrepreneurship education.
- b. Creating skills and giving information to start a small business.
- c. Helping people to be more enterprising in their lives;

In this regard, each educator needs to determine the objectives for their students and for the course, and thus, the particular teaching methods to be used. In other words, the appropriate teaching methods should take both the teaching objectives into account as well as the particular profile of students with their personal motivations. It is argued that it is helpful to use the methods to stimulate creativity, imagination and risk taking, including staff and students learning together, and using realistic scenarios (Balan & Metcalfe, 2012). While lecture-based education has its place in the curriculum, the training of future entrepreneurs should also include interactive and action-oriented methods. They, therefore, identify six teaching methods namely;

- a. **Team-based learning** -Team-based learning is a teaching method which allows for collaborative learning, where students learn material in advance of the teaching session. At the start of the class the participants take an individual multiple-choice test on the prescribed content, followed by completing the same test as a team, using "scratch and win" cards to provide immediate feedback. This enables the creation of a motivational framework that encourages team interactions and productive teamwork. This method includes a process for students to provide constructive feedback on team contribution to other team members as well.
- b. **One business idea for each class**- The lecturer identifies a single business idea for each class, and each team is required to address that particular idea rather than identify and develop a business idea of their own which is the traditional approach in

most of the entrepreneurship courses. The business ideas for these classes could be new technology consumer products or services not available in the local market. The adoption of a single business idea is justified by the fact that group learning is enhanced when students address the same problem. The one business idea provides a common focus for classroom exercises and discussions, so that students learn from others and are exposed to a range of creative interpretations of a single business idea.

- c. **Poster plan and presentation session** -Each team of four to six students submits their major project report presented as a poster made up of two A3 pages, rather than as a “traditional” 4,000-word document. The team reports are displayed on the walls of the lecture theatre, and each team gives a short verbal presentation of the distinguishing features of their project. The students then examine the work submitted by other teams, and develop questions on other reports for a discussion session. The students learn from the work that others have done, and see that the other teams have identified different creative developments of the same business idea. It is argued that group learning is enhanced when students report simultaneously on their work in such a way that all students in a class see the work that others submit.
- d. **Entrepreneurship survey** - The students in each class complete an online questionnaire before the start of the course. Each student receives a personalised report that shows the individual student’s responses to each questionnaire item, together with the average and standard deviation for the class for each item. The constructs and their practical implications are then explored during the lecture sessions, and in particular there is a discussion on how individual responses relate to the responses for the whole class. The rationale for this approach is that the students are more likely to understand theoretical constructs and models when they are applied to themselves, and when each student can see how their responses relate to those of their peers.
- e. **Small business awards** – In this method, the students volunteer to work in teams of two to help a manager develop an application for a small business award programme conducted by a government business advisory service. This gives the students insights into the operations and management of a small entrepreneurial business, and the opportunity to relate their studies to practice.
- f. **Entrepreneur presentations** – The method involves inviting practising entrepreneurs to give accounts of their business experiences during separate lunchtime seminars. These seminars provide a story telling, learning by exposure to the experiences of

others which is a learning method that is aligned with much of the learning that occurs throughout our lives outside a formal educational environment, and which is recommended by a number of educators.

According to Klapper & Tegtmeier (2010), entrepreneurial teaching has a key role in allowing the individuals to develop their talents and their creativity, pursue their dreams, obtain independence and acquire a sensation of liberty. They state that different teaching methods and the acquisition of knowledge could be developed in line with scientific progress, new technologies and the diversification of the student audience. In order to teach entrepreneurship, it is important to provide an adequate methodology that helps students to immediately understand and learn entrepreneurial actions. Action-oriented event concepts which are holistic, appealingly participant-orientated, and promote reflection become increasingly important in entrepreneurship education (Klapper & Tegtmeier, 2010). They advocate for the simulation method which is an activity-based didactical concept which can be applied to teach students about methodological competences such problem-solving and social competences of a founder such as customer acquisition when negotiating terms of delivery as well as when applying for loans.

Mwasalwabi (2010) found that the most used teaching methods for entrepreneurship education include lectures, case studies and group discussions while the less used methods were business/computer or game simulations, role models or guest speakers, project works, workshops, creating real small business ventures, presentations and study visits.

On the other hand, Ruskovaara & Pihkala (2013) suggest that teachers are largely responsible for the integration of entrepreneurship into their teaching and finding the best and most useful practices as entrepreneurship learning is concerned with the individual's ability to apply his or her skills to identify and develop surrounding opportunities. Thus, at the vocational upper secondary level a wide range of teaching approaches are used in entrepreneurship education which includes games and projects dealing with external entrepreneurship and supporting materials for entrepreneurship.

In addition, Jorge-Moreno, Castillo & Triguero (2012) state that entrepreneurship education is all about work-related learning, action-learning and entrepreneurial training, and that entrepreneurship education is more than business management. It is also about learning which in turn means learning to integrate experience, skills and knowledge, to get prepared to start a new business venture.

Maritz & Brown (2013) suggest a classification of participants based on socio-demographic characteristics of gender or age, stage of the venture in terms of idea stage or start-up, or in the case of university entrepreneurship course, the type of degree in terms of undergraduate or postgraduate. They categorise the teaching methods of entrepreneurship into two:

- a. **Traditional teaching methods:** these include such methods as lectures, seminars, workshops, and case studies and these are the most common methods used in delivering entrepreneurship education followed by business simulation, workshops, counselling/mentoring, study visits, setting up a business, games, and practical training. These methods are helpful in presenting information in a consistent and predictable manner. However, the less traditional teaching methods include guest speakers and interviews with real entrepreneurs and the advantages include the knowledge that comes from seeing and hearing someone who has gone through an entrepreneurial process and experienced failures and successes plus the opportunity to ask questions and receive practical advice.
- b. **Non-traditional teaching methods:** these are experimental methods that are based on action-learning approach. Action learning is one approach where the participants' role is primary and teachers act as coaches or facilitators of learning. The experiential models are used to help students experience and learn from failure.

On his part, Farashah (2013) noted that entrepreneurship education and training embraces different forms ranging from awareness programmes such as career options and sources of funding, informal inspirational programmes such as interviews with entrepreneurs and field trips, active experimentation like consulting with entrepreneurs and computer simulations, and skills building courses and theoretical courses offered by universities.

On the other hand, Jones & Matlay (2011) found that many entrepreneurship educators have a focus on business plans while others do not. Some educators use combinations of lectures and workshops, others rely on mentoring and reflection. There was the willingness of entrepreneurship educators to share, borrow and steal ideas from their fellow educators, adapting them where necessary.

Ahmad(2010) states that the teaching methods could include a greater use of various types of case studies, lectures by guest speakers, inviting entrepreneurs into the classroom, business ventures assignment with guidance from and consultations with practicing entrepreneurs, company visits, computer simulations with new venture decision-making programmes,

interviews with entrepreneurs, student entrepreneurship clubs and hands-on experience of business start-up.

Gelderen (2010) indicates that autonomy is the dominant entrepreneurial motivation as well as a dominant source of entrepreneurial satisfaction and that the entrepreneurship students are expected to have an elevated autonomy need and always search for independent action. In this regard, he argues for the use of self-directed learning in entrepreneurship education where students design and execute a learning contract in which they identify the competences which they want to learn or develop and the activities which are necessary for them to undertake. The students select, manage, and assess their own learning activities, which can be pursued at any time, in any place, through any means, at any age while the teacher merely provides a facilitating role. In this role the teachers ask, inquire into, and acknowledge what their students want and need, what their goals, values and interests are; and proceed from there. The learning activities are then tied to each person's individual context. Thus, the personal relevance of learning activities is made explicit.

Tseng (2013) notes that learning is gaining acceptance as an integral element of entrepreneurial practice and development as entrepreneurship is a process of learning, and a theory of entrepreneurship requires a theory of learning. He states that the perspective of self-directed learning contributes to the development of entrepreneurship and later becoming the important input in the outcome of entrepreneurial performance. Therefore, self-directed learning, with its strong learning intention, necessary experience, and knowledge, has emerged as a primary way of learning for entrepreneurs to meet the complex demands and performance associated with the changing world of work. He describes self-directed learning as a learning process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (Tseng, 2013).

However, Vanevenhoven (2013) highlights the evolving entrepreneurship teaching challenges as originating from the fact that students learn at different rates, have different motivations, start with different bases of knowledge and experience, and have access to different resource networks. Similarly, entrepreneurship educators have different discipline specialties, different levels of capability, and different resource networks. They emphasize that entrepreneurship education development will be better informed on teachable elements

based on the exploration of the complex interaction between the entrepreneur and the opportunity.

Finally, Pelteir & Scovotti (2010) conclude that the widespread consensus is that the traditional classroom-based instructional methods alone are insufficient to adequately prepare students to deal with the complexities of creating and running new business enterprises. They argue that the traditional teaching methods must be complemented by innovative ways of thinking, diverse skills and new modes of behaviour to fully develop entrepreneurial approaches to education and these should include learning and critical thinking activities that provide opportunities for students to actively participate in, control, and mould the learning situation. They hold the view that the traditional lecture format with all its predictability may not be the most effective method as it ignores the ambiguities and uncertainties in the entrepreneurial process

## **2.7 The Role of the Teacher or Lecturer in Entrepreneurship Education and Training**

Education is the key to the development of an entrepreneurial mind-set, with teachers having a particularly central role in this process (Lepisto & Ronkko, 2012). In this regard, future teachers should change their approach to education, emphasising active learning and the provision of new out-of-classroom experiences to students. The education which is provided to the teachers should equip them with the skills, knowledge, and attitudes necessary to enable them to provide students with innovative curricula, pedagogies, and learning environments which facilitate the acquisition of entrepreneurial competencies. To promote entrepreneurship education, policy makers should interlink entrepreneurship with every level of education, with teacher education as a significant component.

As Jones & Cowill (2013) have stated, all students need to acquire an enterprising mind-set and skill-set which will prepare them for the current economic environment. This can only be done through entrepreneurship education which is the formal conveyance of entrepreneurial knowledge. They describe entrepreneurial knowledge as the concepts, skills and mentality that are required by the enterprise owner/manager in order to succeed.

They argue that secondary school level programmes have had a positive impact upon the entrepreneurial attitudes and that youth entrepreneurship programmes could positively impact upon the participants' entrepreneurial attitudes, knowledge and business skills by enhancing

the participants' ability and understanding of the business start-up process and how to run business effectively.

In order to ensure that the transfer and acquisition of entrepreneurial knowledge by students or participants, hence the successful implementation of entrepreneurship education in schools, there is need for training where teachers and principals must acquire the required information during their undergraduate education and any continuing education must offer up-to-date education on the possibilities of and implementation of entrepreneurship education (Ruskovaara & Pihkala, 2013). In their observation, the perception that teachers have about their own entrepreneurship is closely connected to the whole implementation of entrepreneurship education. Thus, providing teachers with training related to the topical area is the best possible way of promoting the implementation of entrepreneurship education in schools.

Othman, Hashim & Wahid (2012) argue that the entrepreneurial readiness of the participant or student is affected by the readiness of the internal environment which is related to the qualification of and ability to produce the desired by the lecturer involved in the entrepreneurial training. Teachers who have no experience in entrepreneurship always struggle to deliver adequate information to the participant or student.

They further state that the lecturers have a role to play in fostering interest in and developing the entrepreneurial thinking and attitude in the student. In this regard, it is crucial that the lecturers demonstrate entrepreneurial thinking and are creative, innovative, and committed to the success of the entrepreneurial projects initiated by or for the students. They conclude that entrepreneurial thinking entails environmental thinking, idea generation and market sensitivity while entrepreneurial vocational abilities include business management skills, manipulative skills and marketing skills.

Packham, Jones, Miller, Pickernell & Thomas (2010) agree that education plays an important role in the process of building entrepreneurial capacity but point out that entrepreneurship education is a very difficult area to lecture due to its variability, complexity and contingency. They argue that entrepreneurship education varies widely across the countries and institutions in terms of objectives, audience, format and pedagogy. The steps which need to be undertaken to improve the quality, relevance and students' experience of entrepreneurship education are:

- a. Ensuring there is greater clarity regarding the purpose of entrepreneurship education.
- b. Taking the local context into account in the design, development and delivery of enterprise programmes.
- c. Developing a critical mass of entrepreneurship educators drawn from a range of background and,
- d. Ensuring that there is greater mobility and exchange of experience particularly in the development of appropriate entrepreneurial learning models and the sharing of knowledge and good practice across sectors and national borders.

It should be noted that the lecturers or teachers can easily ensure the attainment of points (a) and (b) while the rest should be the responsibility of the education and training institutions or national governments.

Seikkula-Leino, Ruskovaara & Ikavalko (2010) state that entrepreneurship education is based on the idea of teacher learning and reflection whereby the teacher should be a member of a professional community and be ready, willing and able to teach and to learn from his teaching experiences. The teachers' role is to develop some reflections on entrepreneurship education that are meaningfully enough to strengthen practical entrepreneurship education. In other words, they need to have an in-depth understanding of entrepreneurship education as they are the key factors in promoting it.

Walter & Dohse (2012) propose that the impact of entrepreneurship depends on:

- a. The mode of education, that is, whether active or reflective.
- b. The regional context in which the education takes place.

They determine that the outcomes of entrepreneurship education depended on how it is taught and where it was taught, and their main finding is that active modes of education are, irrespective of the regional context, positively related to self-employment intentions, whereas reflective modes raise self-employment intentions only in regions with a high degree of entrepreneurial activity. In the reflective modes, the learner acquires knowledge through reflective observation, whereas in the active modes, the learner acquires knowledge through active experimentation. In general, they argue that university departments can play a crucial role as potential suppliers of entrepreneurship education by defining curricula which emphasizes different teaching styles and create specific learning situations. The formal



education system can provide a means to create an institutional environment that is more conducive to student and graduate entrepreneurship.

## **2.8 Entrepreneurship Training Programmes**

Entrepreneurship training programmes focus on the development of the skills of potential entrepreneurs and on improving their knowledge of entrepreneurship related issues (Hytti & Heinonen (2013). By providing the participants with the skills necessary for launching new ventures, this contributes positively to their perceived self-efficacy which in turn positively affects their entrepreneurial intentions and ultimately their entrepreneurial behaviour.

Furthermore, the literature suggests that primary short-term educational and training exercises are necessary for the purpose of developing both the entrepreneurial and business acumen (Packham, Jones & Miller, 2010).

Traditionally, entrepreneurship training has emphasised idea development and start-up planning as opposed to entrepreneurship education which is seen as providing nascent entrepreneurs with the skills and knowledge that they need for entrepreneurship and entrepreneurial behaviour. It is envisaged that within the training programme the participant will have the opportunity to explore their relationship with the new venture creation and entrepreneurial career.

Athayde(2012) states that enterprise education and training can have a positive impact on participants in terms of their skills perception and that people are more likely to perceive opportunities for enterprise if they have undertaken enterprise training. A tacit premise of enterprise education is that enterprise skills are not fixed personality traits, but can be learned and developed through experience and learning.

Vuuren & Botha (2010) define an entrepreneurship training model as a structure or layout of constructs that form the framework of an entrepreneurship training intervention. This model includes all of the training elements that are presented when the training is carried out.

The Entrepreneurial Performance Training Model (E/P model) is presented as a formula;

$$E/P = f [aM (Be/Sxc/B/S)]$$

Where:

E/P = entrepreneurial performance

M = motivation.

E/S = entrepreneurial skills.

B/S =business skills (general management skills).

a to c = constants.

The model above is concerned with the elements that drive entrepreneurial performance and was developed to guide syllabi and curriculum development. In the model, entrepreneurial performance is based on the starting of a business/utilising of an opportunity and growth of the business idea while motivation conceptualises those psychological processes where consciousness, direction and perseverance of purposeful voluntary actions are created.

On the other hand, entrepreneurial skills are all about the individuals' belief in their own ability to start a business which plays an important role in their decision to start a business. People who believe that they have the ability to start a business are five times more likely than others to actually attempt to start a business.

Business skills or general management skills are the skills required to run the business on a daily basis. There are certain functional areas in a business which are essential for any entrepreneur and these include general management, marketing management, financial management, human resource management, production and operations management, corporate communications management, information management and e-business, purchasing and materials management.

They identified three training interventions that could improve entrepreneurial performance namely business start-ups, basic entrepreneurship and advanced entrepreneurship which they found that if delivered to entrepreneurs the indicators of the business performance improved.

The business start-up training programme should aim at introducing the concepts and principles of entrepreneurship and small business management to the participant that will equip him/her to start a business. The target audience need to be individuals with a business idea but have never operationalised this idea. The programme specifically should focus on introducing the participant to pre-start up and start-up processes and principles that are important for establishing long-term success and sustainability. Critical skills such as the content, strategies and processes of entrepreneurship, creativity, innovation and opportunity

recognition as well an introduction to basic business skills need to be introduced to the participants.

Furthermore, the basic entrepreneurial training programme focuses on establishing basic entrepreneurial and management skills to the participant. The target audience are individuals who operate as sole traders and manage the business alone. The programme specifically focuses on the concepts of basic small business management such as planning, organising, leading and control, by communicating and equipping the participant with skills and knowledge that relates to the introduction and basic financial, operational, human, resources and marketing management.

Finally, the advanced entrepreneurial training programme needs to focus on introducing more advanced entrepreneurial and small business management concepts to the participant. The target audience are individuals with five or more employees especially more established small businesses. The programme should be designed to address typical management issues such as growth and expansion to establish growth and development of the venture as an entrepreneurial venture in the market. The participant should be introduced to the concept of strategic planning at this level.

In contrast, Lourenco & Jayawarna (2011) took the view that creativity and imagination are the critical tenets in the entrepreneurial process and that the ability to think creatively and imaginatively are important enterprising skills that need to be imparted to entrepreneurs to support decision making in uncertain business situations. They found that creativity training could lead to the improvement in the participants' ability to identify business opportunities and their innovativeness.

In this regard, creative thinking is referred to as the tendency for novel solutions towards problem solving and a positive reception for generating original ideas whereas attitude is the perceived usefulness and the degree to which a person believes that using the skills introduced in a training session will enhance performance (Lourenco & Jayawarna, 2011). Hence, the more an individual learns during training the better the post-training outcome. There is evidence stressing the significance of nurturing enterprising skills through entrepreneurship education and particularly the importance of devising training programmes which aim at developing creative ability of the nascent entrepreneurs.

Accordingly, the development of enterprising behaviours attributes and skills will require trainees to;

- a. Build awareness of the importance of those behaviours, attributes and skills.
- b. Understand their relevance to different aspects within the entrepreneurial process.
- c. Allow the gradual development of behaviours, attributes and skills.

They suggest the three main strategies for influencing the future design of enterprise and entrepreneurship education to be;

- a. Designing training programmes which spread the development of enterprising behaviours, attributes and skills across business start-up programmes and entrepreneurship education.
- b. Providing less complex and easy training and learning techniques.
- c. Emphasizing the usefulness of learning content as it will affect the participants' and nascent entrepreneur's intentions to use creativity tools and therefore continued development of their creativity ability.

On his part, Bridge (2013) demonstrates the formula for entrepreneurial success as being:

Entrepreneurial Success = New venture idea

+ Entrepreneurial know-how

+ Entrepreneurial know-who,

where 'know-how' is acquired from business training and 'know-who' is gained from networking. He argues that the key business start-up needs are training, finance and networking and that most of the entrepreneurial training courses appear either to be based directly on the components of a business plan or are at least derived from similar thinking. The start-up courses most of the times follow the syllabus which is based on the component parts of the business plan because this is thought to be the established and officially approved approach (Bridge, 2013).

Littunen & Niittykangas (2010) also state that there is a clear connection between the entrepreneurs' know-how and the high growth of small firms and that entrepreneurial competence can be measured by the variables of;

- a. The level of vocational education.

- b. Work experience and,
- c. Expert help at start-up.

Brickmann, Salomo & Gemuenden (2011) acknowledge that new ventures face a liability of newness and a liability of smallness challenge. The founding teams need competencies to acquire and manage financial resources. They argue that the amount of start-up capital is positively related to new firm growth and that planning-related competencies such as strategic financial competence and financial controlling competence are the skills that are needed for the small firm's growth. For a new venture to operate, it needs to acquire resources such as human, organizational, and financial resources and utilize these resources effectively and efficiently. However, financial resources serve as a catalyst in the resource acquisition process, as they can be used to acquire resources and configure the resource base. Hence, financial management are the managerial activities that concern the acquisition of financial resources and the assurance of their effective and efficient use.

In this regard, the entrepreneurs need to be equipped with financial management skills which include bootstrapping methods which are ways to reduce long-term external financing needs and to acquire financial resources without resorting to classical financing such as debt or equity finance through delaying payments or expenses, early or prepayment of customers, aiming for government financial support, paying salaries in stock, bartering, or leveraging social relationships to obtain resources (Brickmann, Salomo & Gemuenden, 2011). They conclude that founding teams need competence in the different financial management domains. As observed by Sandhu, Hussain & Matlay (2012), the financial education and training gap amongst family businesses limits their growth and profit potential and can be the major contributing factor to their failure.

Gordon, Hamilton & Jack (2012) indicate that SME owners learn from experience and the nature and extent of that learning depends critically on the essential role of reflection. The SME development programme could concentrate on;

- a. The business itself
- b. The personal development of the owner/manager, thereby providing a framework to increase the profitability, diversification and growth of the business.

They argue for an higher education institutions and SME engagement which is seen as a two-way relationship, the notion being that while higher education institutions are encouraged to

interact and engage with the small business community, SMEs are enticed to play a ‘demand-led role’ and to collaborate in research and teaching opportunities.

### **2.8.1 Challenges of Entrepreneurship Education and Training**

There is a lack of awareness by small business owners of the importance of training for skills development and of the availability of training opportunities (Panagiotakopoulos, 2011). This is because most of the SME entrepreneurs are pre-occupied by their active involvement in the daily activities of the small business and mostly they are driven by short-term business pressures while looking for quick and easy solutions which most of the times cannot be provided by some forms of competence development.

A major barrier which limits the ability of small firms to engage in formal training activities is that small business entrepreneurs are not able to identify their own competence needs effectively while at the same time they are always critical of the quality of external advice. The following are identified as the barriers to training and learning in small businesses and entrepreneurs:

- a. There is lack of time for training and learning activities.
- b. There are limited financial resources for the training provision.
- c. The cost of external training provision is high.
- d. The lack of external training programmes that are tailored to the specific needs of small businesses.
- e. Small business owners have a negative attitude towards employee training i.e. they lack awareness of the importance of training for the small firms success.
- f. The lack of awareness by the entrepreneurs of the training opportunities which are available.
- g. They fear that the trained employee will be poached.
- h. There is also a lack of employee desire for training and learning.
- i. The quality of external training vendors is poor and,
- j. Most small businesses pursue a low cost strategy to allow for the training of staff.

Coetzer, Redmond & Sharafizad (2012) concurs by stating that small businesses are considerably less likely to provide formal training and development for their employees than larger businesses due to the above reasons. They highlight that three of the most important factors or barriers were cost of training, time constraints and lack of trainee cover.

Consequently, this hinders the small firms' progress towards a sustainable competitive advantage as well as innovation in the small business.

On the other hand, Nkirima (2010) in his study identified some challenges that could be faced by training institutions providing entrepreneurship education and training which include the entrepreneurship course being too general, the entrepreneurship course being too theoretical and lacking in practical experience, financial strain, the lack of role models in entrepreneurship, training of instructors and the problem in testing the subject. He found that the course could be too general if it was not adapted to the various areas of specialization for the trainees. It could be too theoretical if it did not incorporate people who are in business in the discipline the trainees were pursuing in the training sections so as to share experiences and make it more practical. Their success stories could enable the students to view the subject differently. Furthermore, the practicing entrepreneur knew what the anticipating trainees needed to be aware of.

In terms of financial strain, this could be the case if the entrepreneurship course received the same funding like any other courses offered by the training institution which made it difficult for the trainees to go out to see entrepreneurs in practice or even start model businesses for practical learning purposes. Further, it could be a challenge if the trainees did not have enough role models to encourage them and motivate them to become entrepreneurs as themselves. These role models could help in demystifying the field of entrepreneurship. It was also observed that if the instructors had little training in the entrepreneurship discipline and were handling other subjects on top of the entrepreneurship at the training institution this could create problems in the delivery of entrepreneurship education and training. The problem could be worsened by the fact there were few entrepreneurship instructors compared to the number of students studying at the training institutions.

Finally, there was the problem of testing the entrepreneurship course or subject. The entrepreneurship instructors were not well prepared in the techniques for testing the trainees' mastery of the subject of entrepreneurship and the tests and examinations were not enough to tell whether trainees understood or whether they had just memorized notes. Added to this was the fact that the class room structure was not set up for hands on learning and testing as well.

### **2.8.2 The Impact of Entrepreneurship Education and Training**

Sandhu, Hussain & Matlay (2012) indicate that entrepreneurship education and training is increasingly available as modules and courses delivered in further education, on site by commercial providers and even free as online learning. They cite the impact of entrepreneurship education and training as being as follows;

- a. Facilitating the acquisition, validation and management of the relevant knowledge amongst the small business owners and facilitating their access to external finance and business networks.
- b. It contributes to better small business management and can also assist with issues relating to succession and ownership transaction in family firms.
- c. It provides better access to external funding as well as effective management of internal resources and ensures the survival and growth of small family businesses.
- d. It can contribute significantly to conflict resolution and mediate between family members as well as ensure fairness and dignity at the workplace in small, medium and large family business
- e. It helps the entrepreneurs to take advantage of the national and international markets which are connected through enhanced technology.
- f. It resolves the financial education and training gap amongst family firms which limits their growth and profit potential and could be a major source of business failure

Mueller, Volery & Siemen (2012) envision the typical start-up behaviours to include investing personal capital, developing a prototype, defining an opportunity, organizing a founding team, forming a legal entity, installing a business phone, purchasing major equipment, opening a bank account, and asking for funding all of which require entrepreneurship education and training. They also found that later stage entrepreneurs who had significantly higher levels of education, were more experienced, worked harder and were deeply involved in both strategic planning and operational decision-making processes.

### **2.9 Summary**

This chapter has provided the conceptual framework for the study. It has defined the entrepreneur and the entrepreneurial traits or characteristics which can be nurtured by entrepreneurship education and training. The topical issues relevant to entrepreneurship such human capital and youth development have been explored as well as the impact of



entrepreneurship education and training. The question whether entrepreneurs can be created by entrepreneurship education and training or not has been examined. The entrepreneurship education offered at tertiary level has also been explored. Finally, the teaching methods for entrepreneurship education have been discussed; the roles of the teacher or lecturer in entrepreneurship education and training including the barriers and challenges to entrepreneurship education and training have also been examined.

The following chapter discusses the methodology that was used in conducting the study.

## **CHAPTER THREE**

### **Research Methodology**

#### **3.1 Introduction**

Research must be designed in such a way that the necessary data are collected and analysed in order to arrive at the solution to the problem that gave rise to the research project. Sekaran & Bougie (2013) define a research design as a blue print for the collection, measurement, and analysis of data, based on the research questions of the study. The design of the study focussed on three main approaches;

- a. Accessing the available and relevant data.
- b. Accessing the secondary data sources.
- c. Designing the survey questionnaire.

This chapter, therefore, states the objectives of the study. It defines the participants and location of the study. It explains the philosophy behind the research design, the quantitative research and the data collection methods that were used in gathering data for the study before highlighting the research design and analysis of the data collected.

#### **3.2 Aim and Objectives of the Study**

A clear understanding of the study aims and objectives assists in both determining the appropriate sampling design and evaluation of the likelihood of achieving the desired information.

##### **3.2.1 Aim of the Study**

The overall aim of the study was to undertake an investigation into the provision of entrepreneurship education and training in tertiary education and training institutions in Malawi.

##### **3.2.2 Objectives of the study**

In order to achieve the aim of the study, the specific objectives of the study were phrased as follows:

- a. To determine the entrepreneurship education and training programmes or courses that are currently being offered in tertiary education and training institutions in the country.
- b. To profile the extra-curricular entrepreneurial initiatives in the tertiary education and training institutions under study.
- c. To examine the curriculum, teaching and assessment methods as well as the learning outcomes of entrepreneurship education and training in the tertiary education and training institutions under study.
- d. To identify the challenges faced by the tertiary education and training institutions in offering entrepreneurship education and training programmes or courses alongside other subjects taught in the education and training institutions.

### **3.3 Participants and Location of the Study**

The study was conducted in Malawi and a total of twenty-one education and training institutions were involved in the study. The selected tertiary education and training institutions were restricted to only those which offer courses or subjects which require the student to have a minimum of the Malawi School Certificate of Education which is equivalent to 'O' Level as programme entry requirement and were fully accredited either by the Malawi Government's Ministry of Education and Technology, the National Council for Higher Education or the Technical, Entrepreneurial, Vocational and Educational Training Authority (TEVETA) of the Ministry of Labour.

The education and training institutions were selected based on their long history as well as credibility in providing tertiary education and training services in Malawi. Also, the selection was based on the fact that the institutions underwent a rigorous accreditation process with the National Council for Higher Education and the Technical, Entrepreneurial, Vocational and Educational Training Authority (TEVETA) of the Ministry of Labour for them to gain legitimacy and be allowed to offer their services to the Malawi public.

### **3.4 Research Philosophy and Approach**

Sekaran & Bougie (2013) argued that any form of research is grounded on the beliefs about the world around us and the things that can be discovered possibly by research. They stated that realism is an epistemological position which relates to scientific enquiry. According to Saunders, Lewis & Thornhill (2012) realism as an epistemological position postulates that

what the senses show us as reality is the truth. Consequently, objects are said to have an existence independent of the human mind.

In this sense, realism as a branch of epistemology, by assuming a scientific approach to the development of knowledge, shows some similarities with positivism. This assumption underpins the data collection and the understanding of the collected data in a research study. Furthermore, critical realists argue for a multi-level study where each level is capable of changing the researchers' understanding of that which is being studied (Saunders, Lewis & Thornhill, 2012).

Also, business and management research lends itself more to a critical realist epistemology by arguing that researchers are only able to understand what is going on in the social world through the understanding of the social structures that have given rise to the phenomena that they are trying to understand. Hence, what is visible to the human eye is only part of the bigger picture.

Contrastingly, ontology is normally concerned with the reality and its nature. It has two aspects namely objectivism and subjectivism. On its part, objectivism argues that social entities exist in reality outside the social actors while, on the other hand, subjectivism states that social phenomena originate from the perceptions and consequent actions of the social actors concerned with their existence. It is associated with constructionism which holds the view that reality is socially constructed. However, subjectivism is a continual process in that through the process of social interaction the social phenomena are said to be in a constant state of changing.

A research paradigm is a way of examining social phenomena leading to a gain of a particular understanding from which specific understandings of the phenomena are obtained as well as explanations attempted (Saunders, Lewis & Thornhill, 2012). Objectivism as an ontological position operates within the functionalist paradigm and is more concerned with a rational explanation of why a particular problem is occurring and developing a set of recommendations to resolve the identified problem.

For purposes of the research study, a functional paradigm which is based on the ontological position was adopted because it provided a way of understanding the research subject, providing a rational explanation for the increased small business failure rate and lack of

entrepreneurship spirit in Malawi as well as providing recommendations to mitigate the situation.

### **3.5 Quantitative Research**

Research has been defined as an organised, systematic, data-based, critical and objective inquiry into a problem that requires a solution (Sekaran & Bougie, 2013). Research can be basic or applied research though both can be carried out in a scientific way. Applied research is carried out with the intention of applying the results of the findings to solve a specific problem while basic research is undertaken with the sole purpose of generating a body of knowledge by attempting to understand certain problems that occur in society. Furthermore, scientific research focuses on solving a problem and follows a step-by-step logical, organised and rigorous methodology in problem identification, data gathering, data analysis and drawing conclusions from the data, and it tends to be objective in its approach.

Quantitative research is a type of scientific research. It involves the collection of numerical data. In general terms, scientific research consists of an investigation that:

- a. Seeks answers to a question.
- b. Systematically uses a predefined set of procedures to answer the question.
- c. Collects data.
- d. Produces findings that were not determined in advance.
- e. Produces findings that are applicable beyond the immediate boundaries of the study.

The research methodology for this study, therefore, was quantitative in nature and involved the collection of numerical data which was then analysed in order to draw conclusions about the research study.

In addition to the above, it sought to understand a given research problem or topic from the perspectives of the population involved. Its purpose was descriptive as it investigated and described the provision of entrepreneurship education and training in Malawi.

### **3.6 Data Collection Methods**

In a research, the data are gathered from various sources for the purpose of answering the research questions. The information sources that are used in a research and the manner in which the data are collected may have a huge impact on the effectiveness of the study (Sekaran & Bougie, 2013). For the purpose of this study, the data collection methods used

were a combination of a review of secondary data sources such as newspaper advertisements of the selected tertiary education and training institutions, journal articles websites reviews and where possible documents reviews i.e. annual training calendars, prospectuses and a survey.

### **3.6.1 Secondary Data Sources**

Secondary data is information which is gathered from the sources that already are in existences and these sources could include records of companies, archives, government publications, the media, websites, the internet and others (Sekaran & Bougie, 2013). Secondary data sources have been held to provide a lot of information for research and problem solving. The use of secondary data sources should facilitate time and costs savings in the conduct of the study.

The use of secondary data sources as a data collection method in the study was supported by the following prior studies:

- a. In order to investigate entrepreneurship course offerings and the existence of entrepreneurship centres in business administration/management curricula, Kabongo & Okpara (2010) conducted a survey of online course catalogues in a sample of higher education institutions in the sub-Saharan Africa during the 2007-2008 academic years. Their study relied exclusively on the secondary data available from web sites. Despite other challenges, the data they collected allowed them to track and document the number and nature of courses offered in entrepreneurship in the region.
- b. Similarly, Pittway & Edwards (2012) used a random sampling method to conduct their research on assessment practices in entrepreneurship education. Firstly, they conducted a random search for course outlines and syllabi that were published and available on the internet. Secondly, they explored randomly, accredited schools and searched their university web pages for published course outlines and syllabi. Thirdly, entrepreneurship programmes were identified that were highly regarded and cited in the Entrepreneur Magazine/Princeton Review 2009 list of entrepreneurship programmes. Fourthly, the online social networks (LinkedIn and Facebook) were used to invite connected educators to provide samples of their course outlines (mainly UK focused) for the research and to invite other colleagues to contribute further materials

In this regard, the secondary data collection methods that were used in the study are discussed in the sections below.

### **3.6.1.1 Newspaper Advertisements Review**

Most of the tertiary education and training institutions in Malawi recruit their students by placing advertisements in the main newspapers. Since the academic year for tertiary education begins in January every year, the advertisements are placed in the months of November and December of the preceding year. In order to attract the students the advertisements normally carry the qualifications being offered by the advertiser and by reviewing the advertisements the researcher was able to collect data that addressed some of the research questions in the study. A similar data collection method was used by Pittway & Edwards (2012) where the researchers used professional newsletters to invite educators to send sample syllabi and course outlines to the researchers to further contribute data sources for the research. On their part, Draycott & David (2011) used desk research in their review which aimed at revealing whether entrepreneurship education had developed a distinctive pedagogy which could be assessed for educational impact.

For the purpose of the study, newspaper advertisements of the tertiary education and training institutions were extracted for the months of November and December, 2013 during which period the institutions were recruiting students for the 2014 academic year. The first semester starts in January of every year. The newspaper advertisements also provided most of the websites for review.

### **3.6.1.2 Websites Review**

Most of the tertiary education and training institutions have websites which carry information about the institution, the academic staff, the qualifications they are offering and any other updates for the students and the general public. By reviewing the website information, the researcher collected data that answered some of the research questions in the study. Kabongo & Okpara (2010) relied exclusively on secondary data available from web sites in conducting a similar study.

Having extracted the websites from the newspaper advertisements, the tertiary education and training institutions' websites were reviewed to identify whether entrepreneurship was offered as a programme or course by the institution.

### **3.6.1.3 Documents Review (Annual Training Calendars, Prospectuses, etc.)**

Finally, where the tertiary education and training institution produced annual training calendars, prospectuses, brochures etc. these also provided data necessary for the study. However, the assumption was that the tertiary education and training institution indeed produced such documents which were also up-to-date and detailed in terms of content. Nkirima (2010) used document review to select the respondents for study and reviewed the course contents to identify respondents for interviewing.

In this regard, e-mails were sent to the tertiary education and training institutions requesting for the prospectuses or brochures and this only applied to institutions that had indicated the contact details i.e. e-mail addresses in the newspaper advertisements. Only three prospectuses were available for review. This was understandable due to the fact that most of the tertiary education and training institutions relied on newspaper advertisements to recruit students, hence, saw no need to produce prospectuses or brochures.

### **3.6.2 Survey**

Surveys are utilised in the conduct of exploratory, descriptive and causal researches to collect data about people, events and situations and the method allows for the collection of quantitative and qualitative data on the many types of research questions (Sekaran & Bougie, 2013). Most of the surveys that are conducted are one-time surveys and the survey instrument has questions that are arranged into self-administered questionnaires which the respondent can complete on her or his own either through the computer or on paper.

The survey questionnaires can be administered through the post, e-mail, by telephone, face to face, group distribution and individual contribution. The choice of the methods to use to administer the survey face-to-face or by telephone depends on the likely duration of administering it, the convenience of both the parties and the geographical factors. In a face-to-face survey, the researcher is physically present to ask the survey questions and to assist the respondent in answering them. The use of the telephone is suitable for respondents that are spread over a wide geographical area and the information needs to be obtained quickly (Sekaran & Bougie, 2013).

The advantages and disadvantages of using a face-to-face survey are identified as follows:

- a. Advantages



- i. The researcher has the opportunity to clarify the questions as necessary and is able to ensure that the questions are well understood through repetition or rephrasing the questions.
  - ii. The nonverbal cues from the respondent can easily be picked by the researcher.
  - iii. The researcher is able to pick any discomforts, stress or problems which the respondent experiences through frowns, nervous tapping and other body language that may be unconsciously exhibited by the her or him
  - iv. A face-to-face survey allows the researcher to have a high degree of control over the data collection process and environment.
- b. Disadvantages
- i. The interviewee may feel uneasy about the anonymity of the responses.
  - ii. The respondents may be geographically dispersed making it expensive for the research to be conducted.
  - iii. There is a cost to be incurred in training the interviewers to minimise interviewer bias

The advantages and disadvantages of using the telephone survey are in turn given below:

- a. Advantages
- i. A lot of participants in the study who are different can be reached nationally or internationally in a relatively short period.
  - ii. It eliminates some of the discomfort that the respondents may feel in facing the interviewer.
- b. Disadvantages
- i. The respondent could unilaterally end the interview without warning or explanation by hanging up the phone.
  - ii. The researcher is unable to see the respondent in order to read the nonverbal cues.

### **3.7 Research Design and Methods**

The quality of a research study will always depend on the way the researcher makes a choice on the appropriate design alternatives while taking into account the specific purpose of the study. This in turn implies that the researcher should pay close attention to the sampling, measurement, data collection and analysis methods in the research.

### **3.7.1 Research Instrument**

The research instrument which was used in the research study was a survey questionnaire which was administered through e-mails and personally. This occurred after conducting a review of the secondary sources such newspaper advertisements, prospectuses and the tertiary education and training institutions websites which provided pertinent information for the study. Further details regarding the research instrument are discussed below.

#### **3.7.1.1 Survey Questionnaire**

A questionnaire contains predetermined written questions and the respondents are required to record their answers within the already defined alternatives, and normally are efficient as a data collection method where the research study is descriptive or exploratory. However, the challenge is that questionnaires introduce the risk of non-response and non-response error to the study.

In this respect, a survey questionnaire which fitted seven pages and consisted of twenty-six questions was designed. The questionnaire was divided into ten themes:

- a. Part A – This part sought background information from the respondent such as gender, position held at the institution, highest qualifications, teaching experience and previous business experience.
- b. Part B – The part was designed to illicit institutional information and establish whether entrepreneurship was offered by the tertiary education and training institution.
- c. Part C - The part was designed to establish the entrepreneurship education and training programmes or courses which were being offered in the selected tertiary education and training institution.
- d. Part D – This part was intended to establish the availability of entrepreneurship centres in the tertiary education and training institutions understudy as well as the nature of activities that were being carried out at such centres.
- e. Part E – The part was designed to establish the aims and learning outcomes of the entrepreneurship education and training which was being offered by the tertiary education and training institution. It also sought the content of the entrepreneurship offerings by the tertiary education and training institutions understudy.

- f. Part F -The part was aimed at describing the teaching methods which were used in delivering entrepreneurship education and training in the education and training institutions under study
- g. Part G – This part was designed to obtain information on the assessment methodologies that used to obtain feedback from the students studying entrepreneurship in the institutions under study.
- h. Part H- This part sought to identify the challenges faced by the education and training institutions in offering entrepreneurship education and training programmes or courses alongside other subjects taught in the education and training institutions.
- i. Part I- The part was designed to obtain information on whether the tertiary education and training institutions offering entrepreneurship education and training measured the impact of such education and training as well establish the mechanism they used in tracking whether the graduates established their own businesses.
- j. Part J- This was the final part of the survey questionnaire which aimed at obtaining information on whether government education policy provided enough support to encourage entrepreneurship education and training. It also offered an opportunity to the respondent to suggest policy changes that would encourage entrepreneurship education and training in the country.

Furthermore, the questionnaire was personally administered by the researcher or sent by electronic mail where the respondents completed them at their convenience and at their pace.

The benefits of a personally administered questionnaire are:

- a. The researcher is able to collect all the completed responses within a short period of time.
- b. The researcher is also able to clarify the doubts which the respondents may have on the spot.
- c. The researcher has the opportunity of introducing the research topic and motivates the respondent to provide honest responses.
- d. When administered to a large number of individuals it is less expensive and consumes less time than interviewing.

The major disadvantage of mail and electronic questionnaires is that the return rate is usually very low and the doubts which the respondents have cannot be clarified. This makes it difficult to establish the representativeness of the sample because the respondents who return

their filled questionnaires may not all represent the population that they are supposed to (Sekaran & Bougie, 2013).

Piperopoulos (2013) used a multi-method of gathering data in order to achieve the research objectives and the analysis approach was employed to examine the hypothesis. The research entailed the collection of both quantitative and qualitative data, including survey questionnaires, in-depth and semi-structured interviews, and analysis of secondary data sources.

### **3.7.2 Study Population**

Sekaran & Bougie (2013) define the population as the entire group of people, events or things which are of interest to the researcher and state that a sample is the subset of the population and comprises the members that are selected from it. They explain that non-probability sampling is a sampling technique in which the elements in the population under study do not have set probabilities that are attached to their being chosen as sample subjects (Sekaran & Bougie (2013). It involves the researcher using inferences, judgement and interpretation in drawing up the sample frame.

The two non-probability sampling techniques which can be used in selecting a sample for a research study are convenience sampling and purposive sampling. Convenience sampling involves the collection of information from the elements of the population who are conveniently available to provide it.

Purposive sampling is normally confined to specific research participants who can provide the desired information because they are the only ones who have it or because they conform to set criteria established by the researcher (Sekaran& Bougie, 2013).

According to Halmiton (2011), a purposive sample is determined by the experience of the processes being studied that any particular individual or group may be able to draw upon. In this regard, the participants for the study are selected on the basis of being “information rich” about issues related to the purpose of the research study. Therefore, it is the research study and its purpose that drives who and what should be included in the study.

Similarly, Lourenco & Jayawarna (2011) followed a purposive and convenience sampling strategy in selecting the sample for study which was non-probabilistic due to the nature of the

study design. They noted that in the field of education research, convenience sampling was the dominant approach as well as a common strategy used in many research.

On the other hand, Sandhu, Hussain & Matlay (2012) used the purposive sampling on the basis of being information rich about issues related to the purpose of their research study and the research method selected for the study involved a survey based upon a semi- structured questionnaire which was sent to the selected sample.

Also, Nkirima (2010) used purposeful sampling to select the population for study based on prior investigation done to establish the role each played in the implementation of training programmes under study.

However, it should be emphasized that when the population of study is a small one, the sample survey becomes of no use.

In contrast, therefore, a complete study of all the items in a population is referred to as a census inquiry. It is presumed that in such an inquiry, where all items of the population are covered, there is no element of chance left. Accordingly, it ensures that the highest accuracy is obtained in the research results.

The major drawback of the census inquiry is that it is not possible to check the element of bias except through re-survey. It also involves a great deal of time, costs and energy on the research study. In addition, it is difficult to use the method when the field inquiry is large because of the resources needed to undertake the research study. In this regard, the research study used the census method in generating the sample of tertiary education and training institutions for study as the population of study was small.

The study entailed investigating the provision of entrepreneurship education and training in tertiary education and training institutions in Malawi. The criteria set for the study was that only the tertiary education and training institutions that are accredited by the Ministry of Education and Technology, the National Council for Higher Education or TEVETA were selected for the study.

Thus, a total of twenty-one accredited tertiary education and training institutions were involved in the study (Table 3.1). The list of the tertiary education and training institutions for the study was obtained from the newspaper reviews, websites reviews and the general knowledge of the researcher.

**Table 3.1 List of Malawi Government, NCHE & TEVETA Accredited Tertiary Education and Training Institutions and Universities**

Number	Institution/University	Website
1.	The Polytechnic	www.poly.ac.mw
2.	Management Development Centre	www.poly.ac.mw/centre/mdc
3.	Malawi College of Accountancy	www.mca.ac.mw
4.	Malawi University of Science & Technology	www.must.ac.mw
5.	Malawi Institute of Management	www.mim.co.mw
6.	Exploits University	www.exploitsuniversity.com
7.	Lilongwe University of Agriculture and Natural Resources	www.bunda.luanar.mw
8.	Mzuzu University	www.mzuni.ac.mw
9.	Catholic University	www.cunima.ac.mw
10.	Chancellor College	www.chanco.unima.mw
11.	Blantyre International University	www.biu.ac.mw
12.	Skyway University	www.skywayuniversity.com
13.	Malawi Adventist University	www.ueab.ac.ke
14.	Lilongwe University	www.lilounive.com
15.	Columbia Commonwealth University Malawi	www.ccwum.org
16.	Stanford University	www.stanfordmw.com
17.	Livingstonia University	www.ulivingstonia.com
18.	Natural Resources College	www.nrc.mw
19.	DMI-St. John The Baptist University	www.dmisjbu.edu.mw
20.	Malawi Assemblies of God University	www.maguniversity.org
21.	Pentecostal Life University	www.plu.mw

The Polytechnic and Chancellor College of the University of Malawi were included in the sample for study because of the nature of the programmes which they offer as opposed to the Kamuzu College of Nursing and the College of Medicine. Also, since the University of Malawi is a federal university, the constituent colleges have autonomy in terms of the

programmes or courses they offer. The same applied to the Management Development Centre of the Polytechnic which was treated as a separate entity for purposes of the study because it has autonomy to offer its own programmes or courses separate from the Polytechnic.

Furthermore, for the purpose of the research study, the tertiary education and training institutions were categorised by ownership into public universities, private universities and others. The ‘Others’ category was public tertiary education and training institutions which were not public universities but are regarded as higher education institutions and are accredited to offer masters degrees, undergraduate degrees and diplomas by the accreditation authorities (Table 3.2).

**Table 3.2 Categorisation of Tertiary Education and Training Institutions under Study**

<b>Public Universities</b>	<b>Private Universities</b>	<b>Others</b>
Chancellor College	Blantyre International University	Malawi Institute of Management
Lilongwe University of Agriculture and Natural Resources	Catholic University	Malawi College of Accountancy
Mzuzu University	Columbia Commonwealth University Malawi	Management Development Centre
Malawi University of Science & Technology	DMI-St. John The Baptist University	Natural Resources College
The Polytechnic	Exploits University	
	Lilongwe University	
	Malawi Assemblies of God University	
	SDA- Lakeview University/Malawi Adventist University	
	Skyway University	
	Stanford University	
	Livingstonia University	
	Pentecostal Life University	

The above list excluded all tertiary education and training institutions which were not accredited by the relevant accreditation authorities.

### **3.7.3 Pretesting and Validation**

This section discusses the validity and reliability of the study.

#### **3.7.3.1 Validity**

The use of the survey questionnaire was tested on three academics who were enlisted to complete the questionnaire. This ensured that the questions were clear to the respondents and that they were understood by them. This enabled the attainment of the construct validity which testifies to how well the results obtained from the use of the measure fit the theories around which the test is designed (Sekaran & Bougie, 2013).

#### **3.7.3.2 Reliability**

A measure is said to be reliable if it can provide consistent results. The reliability of the measure is the extent to which the instrument is error free or without bias thereby ensuring consistent measurement across time and the various items in the instrument (Sekaran & Bougie, 2013). It is an indication of the stability and consistency with which the instrument measures the concept. In the case of the study, the same survey questionnaires were administered to the respondents despite the uncontrollable testing conditions and the state of the respondents themselves.

### **3.7.4 Administration of the Questionnaire**

For the tertiary education and training institutions which had websites and had indicated the academic staff with their e-mail addresses, the staff involved in entrepreneurship education and training was sent the survey questionnaire electronically. This ensured that the identified respondents who were dispersed in a wide geographical area were covered in the survey.

However, for those institutions which did not indicate the academic staff on their websites, the researcher followed up with the institutions to obtain the contact details of the staff involved in entrepreneurship education and training in order to administer the questionnaire personally. This enabled the collection of the completed responses within a short period of time though it introduced bias where the researcher was required to explain some of the questions to the respondents. The concurrent use of the two methods of questionnaire



administration namely electronic mails and personal questionnaire administration was designed to ensure that a greater number of respondents were reached and involved in the study given the low penetration rates of internet in Malawi and the time constraints faced by the researcher.

Further, the eighteen respondents from the twenty-one institutions were informed before taking the survey about the aims and objectives of the study through a separate letter attached to the survey which assured the respondent of anonymity and advised that their participation was completely voluntary and that they had the option to withdraw at any time.

### **3.8 Analysis of Data**

The study was descriptive in nature and its purpose was to describe the provision of entrepreneurship education and training in Malawi as a country. Descriptive studies require the researcher to have a clear picture of the phenomena on which he or she wishes to collect data prior to the collection of the data (Saunders, Lewis & Thornhill, 2012). In this regard, the preliminary work was undertaken as indicated in 3.6.1.1; 3.6.1.2 and 3.6.1.3 above in order to gain an understanding of what was occurring, assess the magnitude of the situation and gain acquainted with the situation.

Consequently, the study used descriptive statistics to analyse and present the data. Descriptive statistics are methods of organising, summarising and presenting data in a convenient and informative way (Keller, 2012). The data are arranged, summarised and presented in such a way that useful information is produced. These methods include graphical techniques that allow the presentation of data in ways that make the data easy for the reader to extract useful information.

Further, the data analysis involved the counting of the frequency and computing the percentage that each value of the data collected was representing. The collected data was then summarised in tables which presented the categories of the data obtained and their counts in a frequency distribution. The graphical techniques were used to present a picture of the data and these included bar charts.

In essence, the bar chart was used to display the frequencies. The reason for the use of the bar charts was to enhance the readers' ability to grasp the substance of the data collected and presented in the research study.

The other form of descriptive statistics utilises numerical techniques to summarise data and describes the different features of the data. However, it should be noted the actual technique used in arranging, summarising and presenting the data depended on what specific information the researcher or reader wanted to extract (Keller, 2012).

### **3.9 Ethical Issues**

According to Sekaran & Bougie (2013) ethics refers to a conduct or expected societal norms of behaviour while conducting research and this applies to the organisation as well as the members who have sponsored the research, the person undertaking the research and the respondents who provide the data for the research.

Hence, the following ethical issues were adhered to in conducting the research study:

- a. Privacy of respondents – the researcher ensured that the privacy of all the individuals participating in the research was respected.
- b. Confidentiality – the data collected was only used for the purpose of the research and was treated with due confidentiality
- c. Behaviour and objectivity of the researcher – objectivity was ensured to avoid bias.
- d. Voluntary nature of respondents – the respondents gave consent before participating in the research study and they were given right to withdraw at any time during the research study.

### **3.10 Summary**

The chapter has explained the research methodology which was used in conducting the study. It has highlighted the aim and objectives, the participants, and location of the study. It has explained the philosophy behind the research design and the nature of the research which is quantitative before exploring the data collection methods which were used in the study. The advantages and disadvantages of the face-to-face and telephone survey data collection methods have been given. The research instrument for the study which is a survey questionnaire has been explained including the purposive sampling method as contrasted to census method of recruiting participants for the study. The research used the census method to recruit research participants for study. The survey questionnaire was pretested and validated by having three academics take it and the feedback helped in the review of some of the questions in the survey. The survey was administered electronically and personally on the respondents before the data were analysed using descriptive statistics.

The next chapter presents the findings of the study.

## CHAPTER FOUR

### Presentation of Results

#### 4.1 Introduction

In the previous chapter, the research methodology was discussed and this formed the basis for the presentation of the data in this chapter. Consequently, this chapter will present the data in the form of tables and graphs or charts with the intention of discussing the results in the next chapter. The data gathered will be used to determine the provision of entrepreneurship education and training in Malawi.

#### 4.2 Results of the Secondary Data Sources Review

The results of the secondary data sources review are first presented in this section.

##### 4.2.1 Entrepreneurship Programmes and Courses

The newspaper advertisements review results are presented first.

##### 4.2.1.1 Newspaper Advertisements Review

Newspaper advertisements for a period of two months, that is, November and December 2013 were reviewed. A total of twenty-one tertiary education and training institutions advertised during the period to recruit students in the various programmes and courses they were offering for the 2014 academic year. Of the twenty-one tertiary education and training institutions that advertised for their programmes during the period, eighteen were the accredited institutions that were in the study sample (Table 4.1).

**Table 4.1 List of Tertiary Education and Training Institutions which Advertised their Programmes or Courses and are in the Sample Study**

<b>Public Universities</b>	<b>Private Universities</b>	<b>Others</b>
Chancellor College	Blantyre International University	Malawi Institute of Management
Malawi University of Science and Technology	Catholic University	Malawi College of Accountancy
The Polytechnic	Columbia Commonwealth	Management Development

	University Malawi	Centre
	DMI-St. John The Baptist University	Natural Resources College
	Livingstonia University	
	Lilongwe University	
	Malawi Assemblies of God University	
	Malawi Adventist University	
	Skyway University	
	Stanford University	
	Pentecostal Life University	

The results indicated that seven of the twenty-one tertiary education and training institutions which are under study and advertised their programmes or courses had an entrepreneurship programme or course in their offerings (Table 4.2).

**Table 4.2 Tertiary Education and Training Institutions which Advertised an Entrepreneurship Programme or Course**

<b>Public Universities</b>	<b>Private Universities</b>	<b>Others</b>
Malawi University of Science and Technology	Blantyre International University	Malawi Institute of Management
The Polytechnic	Stanford University	Malawi College of Accountancy
	Pentecostal Life University	

#### **4.2.1.2 Websites Review**

A total of nineteen websites representing 90.5% of the twenty-one tertiary education and training institutions under study were available for review. The tertiary education and training institutions that had websites available are depicted in Table 4.3

**Table 4.3 Tertiary Education and Training Institutions with Websites**

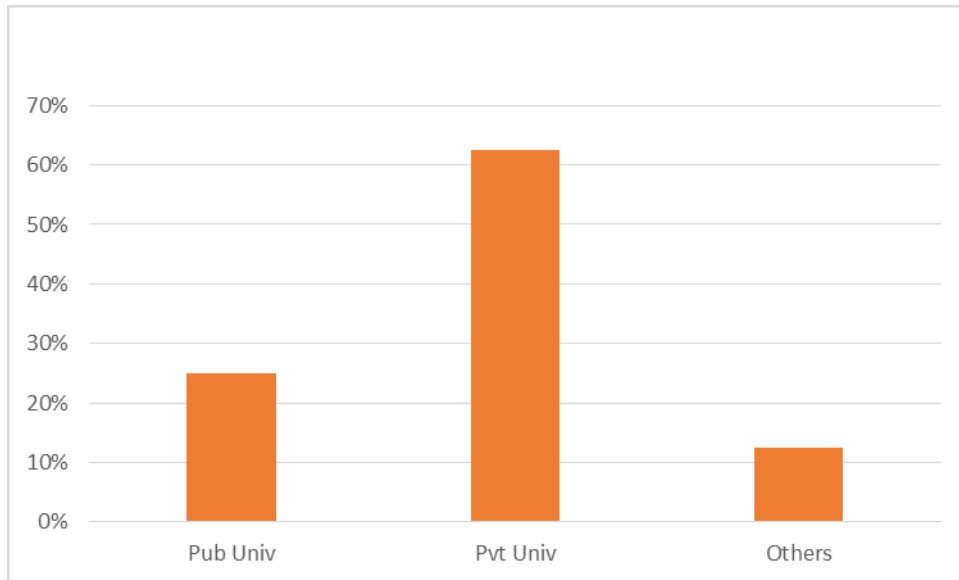
<b>Public Universities</b>	<b>Private Universities</b>	<b>Others</b>
Chancellor College	Blantyre International University	Malawi Institute of Management
Lilongwe Univ. of Agric. and Natural Resources	Catholic University	Malawi College of Accountancy
Mzuzu University	DMI-St. John The Baptist University	Management Development Centre
The Polytechnic	Exploits University	Natural Resources College
	Livingstonia University	
	Lilongwe University	
	Malawi Assemblies of God University	
	Malawi Adventist University	
	Stanford University	
	Skyway University	
	Pentecostal Life University	

After reviewing the websites of the nineteen tertiary education and training institutions indicated in Table 4.3 the results showed that eight of them had an entrepreneurship programme or course in their offerings. The eight tertiary education and training institutions whose websites showed an entrepreneurship offering are indicated in Table 4.4 below.

**Table 4.4 Tertiary Education and Training Institutions' Websites with an Entrepreneurship Programme or Course**

<b>Public Universities</b>	<b>Private Universities</b>	<b>Others</b>
Lilongwe Univ of Agric & Natural Resources	Blantyre International University	Management Development Centre
The Polytechnic	Exploits University	
	Malawi Adventist University	
	Stanford University	
	Pentecostal Life University	

The Fig 4.1 below shows the percentage distribution of the tertiary education and training institutions of the eight institutions with websites which indicated an entrepreneurship programme or course.



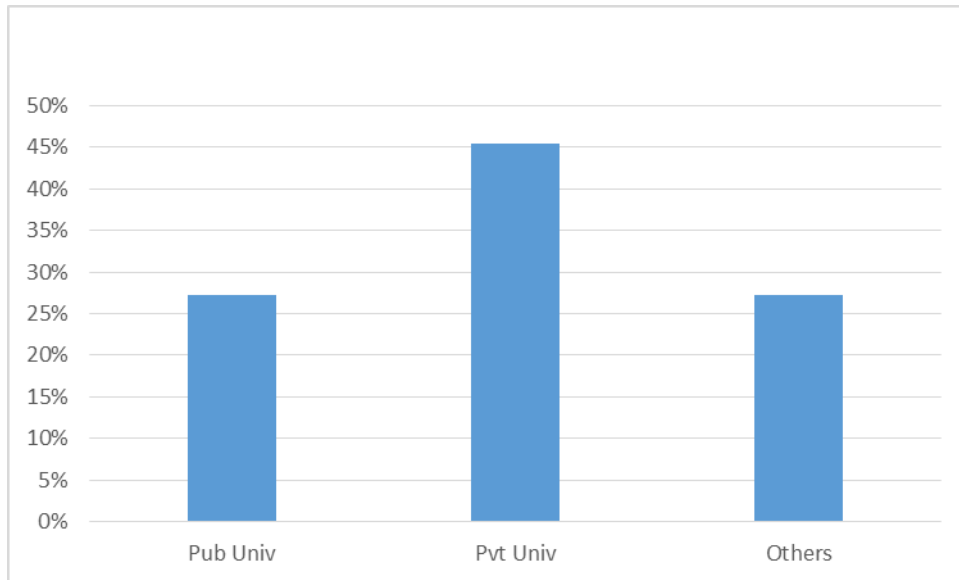
**Figure 4.1 Percentage Distributions of the Eight Tertiary Education and Training Institutions with Websites which had an Entrepreneurship Programme or Course**

In total, the results of secondary data review showed that 52.4 % of the twenty-one tertiary education and training institutions under study offered some form of entrepreneurship education either as a full programme or as a course embedded in a degree or diploma programme. The list of the tertiary education and training institutions is given in Table 4.5

**Table 4.5 List of Tertiary Education and Training Institutions Offering Entrepreneurship Education and Training in Malawi as per Secondary Data Sources Reviewed**

<b>Public Universities</b>	<b>Private Universities</b>	<b>Others</b>
Lilongwe Univ. of Agric. and Natural Resources	Blantyre Intern. University	Malawi Institute of Management
Malawi Univ. of Sc.& Tech.	Exploits University	Malawi College of Accountancy
The Polytechnic	Malawi Adventist University	Mgt. Development Centre
	Stanford University	
	Pentecostal Life University	

The distribution of the entrepreneurship education and training by type of tertiary education and training institution after review of secondary data sources is demonstrated in Fig. 4.2 below;



**Figure 4.2 Breakdown of the Percentage of the Tertiary Education and Training Institutions Offering Entrepreneurship Education and Training in Malawi after Secondary Data Sources Review**

### 4.3 Survey Results

The survey was conducted among sixteen of the twenty-one tertiary education and training institutions under study representing a response rate of 76.2% and a total of eighteen respondents completed the survey questionnaires. The survey respondents from the tertiary education and training institutions were distributed as follows in terms faculty, school or department:

**Table 4.6 List of Faculties/Schools/Departments of Tertiary Education and Training Institutions from which the Respondents were drawn**

Faculty/School/ Department	Number of Respondents	Percentage
Administration	4	22.2
Commerce	7	38.9
Management Studies	2	11.1
Engineering	1	5.6



Education	1	5.6
Social Development	1	5.6
Development Studies	1	5.6
Political & Admin. Studies	1	5.6

In terms of the positions held by the respondents within the faculty, school or department the results were as follows:

**Table 4.7 Positions Held by Respondents Involved in Entrepreneurship Education and Training**

<b>Position held</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Lecturer	9	50
Senior Lecturer	2	11.1
Head of Department	3	16.7
Others	4	22.2

Where the respondent had indicated two positions, that is, Senior Lecturer or Lecturer and Head of Department which meant that he or she was involved in teaching as well as being Head of Department, the latter senior position applied. There were three respondents who were both Senior Lecturer or Lecturer and Heads of Department. The 'others position' meant that the respondent held an administrative position at the institution but was also involved in teaching.

The results showed that 77.8% of the respondents were full-time employees of the tertiary education and training institutions under study while 16.7% worked as part-timers and 5.6% were other employees. 16.7% of the respondents had PhDs, 66.7 % Masters and 16.7% a bachelor's degree.

Also, 27.8% of the respondents had 1-3years of teaching experience, 16.7 % 4-6years teaching experience, 16.7% 7-9 teaching experience and 38.9% over 10 years teaching experience. In terms of gender, 94.4 % of the respondents were males and 5.6% females.

As regards to the business experience of the respondents, the survey results were as follows:

**Table 4.8 Business Experience of Lecturers Involved in Entrepreneurship Education and Training**

<b>Business Experience</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Been involved in business start-up	5	27.8
Been a manager in a new/young business	2	11.1
Been a mgr in medium-sized/ large bus.	3	16.7
Been involved in business start-up + been a manager in new / young business + been a manager in a medium sized/ large business	2	11.1
Been involved in business start-up + been a manager in new /young business	2	11.1
Been involved in business start-ups + been a manager in a medium/ large business	1	5.6
Been none of the above	3	16.7

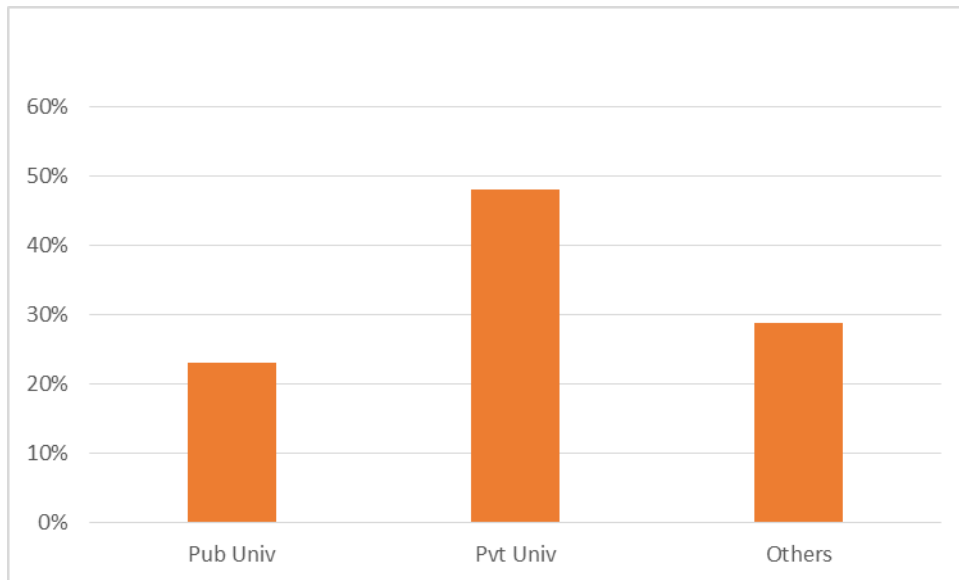
Cumulatively, it can be seen that 55.6% of the respondents had been involved in a start-up business while 33.3% of the respondents had been a manager in a new or young business.

The results of the survey relating to the specific objectives of the study are now presented below.

#### **4.3.1 The Entrepreneurship Education and Training Programmes or Courses on Offer.**

Of the eighteen respondents who completed the questionnaires, sixteen respondents representing 88.9% informed that their tertiary education and training institution offered entrepreneurship as a programme or course. At the tertiary education and training institutional level, of the twenty-one institutions understudy, fourteen representing 66.7% offered entrepreneurship as a programme or course.

In this regard, 40% of the public universities had an entrepreneurship offering while 83.3% of the private universities offered entrepreneurship as a programme or course and 50% of the other institutions also were found to have entrepreneurship programmes or courses. Graphically this is shown in Fig 4.3 below:



**Figure4.3 Distributions of Entrepreneurship Education and Training in the Tertiary Education and Training Institutions under Study by Percentage**

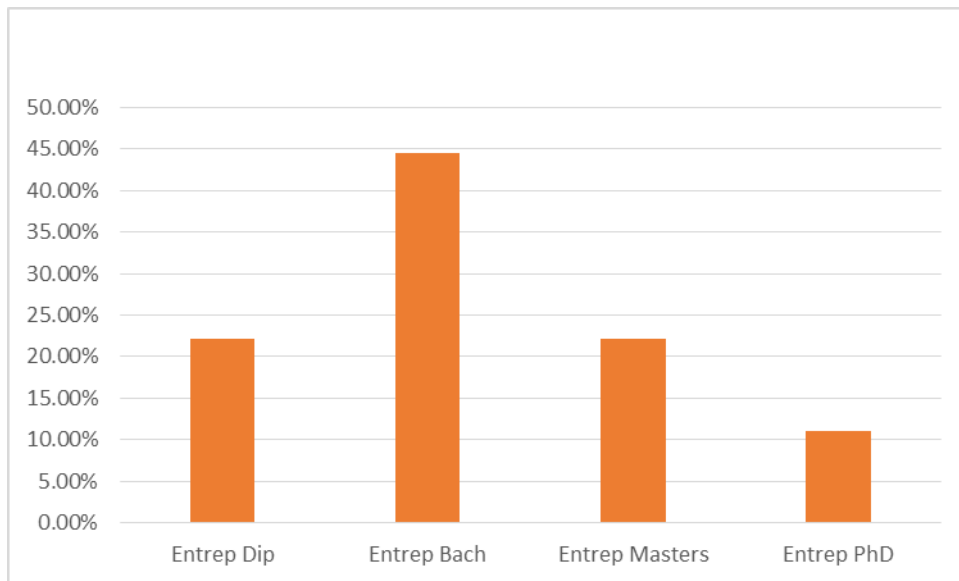
Interestingly, 100% of the private universities that were surveyed had an entrepreneurship offering either as a full programme or course with 40% of them having full entrepreneurship programmes. The full entrepreneurship programmes offered by the private universities are detailed as follows:

**Table 4.9 List of Entrepreneurship Programmes Offered in Private Universities which were Surveyed**

Private University	Entrepreneurship Programme
Pentecostal Life University	Diploma in Entrepreneurship Bachelors in Entrepreneurship Masters in Entrepreneurship PhD programme in Entrepreneurship
Stanford University	Bachelors in Entrepreneurship Masters in Entrepreneurship
Skyway University	Diploma in Entrepreneurship

	Bachelors in Entrepreneurship
Lilongwe University	Bachelors in Entrepreneurship

Thus, the survey results indicated that there were two full entrepreneurship diplomas, four bachelor's degrees, two master's degree programmes and one PhD programme available out of the nine full entrepreneurship education programmes on offer in Malawian private universities. Diagrammatically this is demonstrated in Fig 4.4



**Figure 4.4 Distributions of Entrepreneurship Programmes in Malawi by Percentage**

The public universities which offered entrepreneurship had the entrepreneurship covered in other courses which focused on business or entrepreneurship which was taught in one or more dedicated courses both as a core module. Only one of the 'other institutions' had a full entrepreneurship programme on offer.

In general, fourteen respondents i.e. 66.7% indicated that entrepreneurship was covered in other courses that focussed on business of which seven i.e. 50% informed that the entrepreneurship course was a core module while only three indicated that it was an elective course. Nine respondents i.e. 50% informed that entrepreneurship was taught in one or more dedicated courses and five i.e. 55.6% indicated that the entrepreneurship course was a core module while only one indicated that it was an elective module.

The other subjects that were taught in the tertiary education and training institutions apart from entrepreneurship are:

**Table 4.10 Subjects which were taught in the Tertiary Education and Training Institutions under Study apart from Entrepreneurship**

<b>Subject</b>	<b>Percentage by respondent</b>
Business Management	83.3
Accounting	72.2
Economics	72.2
Financial Accounting	66.7
Innovation	22.2
New Venture Creation	22.2
Marketing	22.2
Business Policy	5.6
Agribusiness Finance	5.6
Business & Commercial Law	5.6
Organisation Behaviour	5.6
Human Resource Management	5.6
Business Mathematics	5.6
Public Finance	5.6
Community Development	5.6
Project Planning, Monitoring & Eva	5.6

#### **4.3.2The Extra-curricular Entrepreneurial Initiatives in the Tertiary Education and Training Institutions.**

The results showed that there were only two tertiary education and training institutions which carried out extra-curricular entrepreneurial activities. This represents 0.9% of the total institutions understudy. The entrepreneurial activities were mostly being carried out by the respective faculties, schools and departments and they included business plan competitions, entrepreneurship clubs, guest speakers, campus-based start-ups, business networking functions, start-up initiatives, entrepreneurship days/weeks, workplace exposures and community engagements.

### 4.3.3 The Entrepreneurship Curriculum Used.

According to the survey results, the topics that were covered in the entrepreneurship offerings were as follows;

**Table 4.11 Topics Covered in Entrepreneurship Offerings**

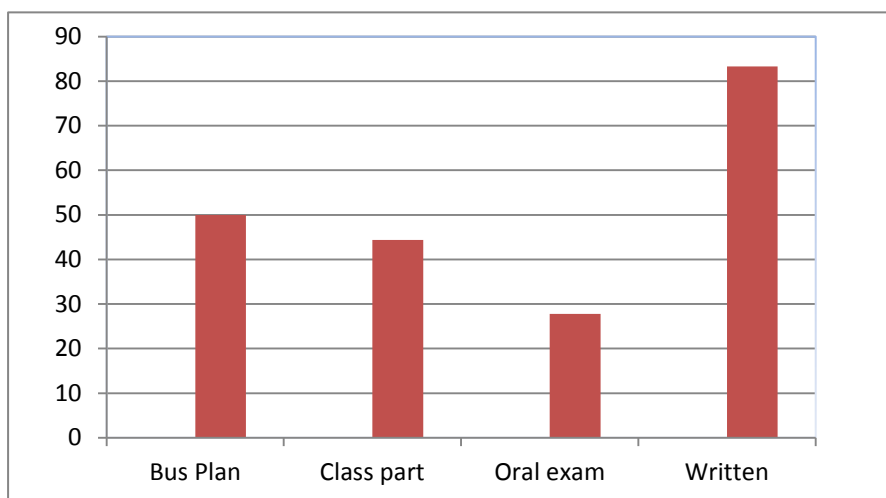
<b>Topic</b>	<b>Percentage of Respondents</b>
Entrepreneurship	83.3
Small Business Management	77.8
Entrepreneurial Marketing	72.2
Small Business Strategy	72.2
Small Business Finance	66.7
New Venture Creation	55.6
Creative Thinking	55.6
Technology & Innovation	55.6
Venture Capital	44.4
Family Business	44.4
New Product Development	44.4
Franchising	33.3

The other topics which were cited by the respondents include Service Excellency, Visioning, People and Organisation, Finance & Accounting for Engineers, Dynamics of Business and Marketing and Sales.

### 4.3.4 The Teaching and Assessment Methods.

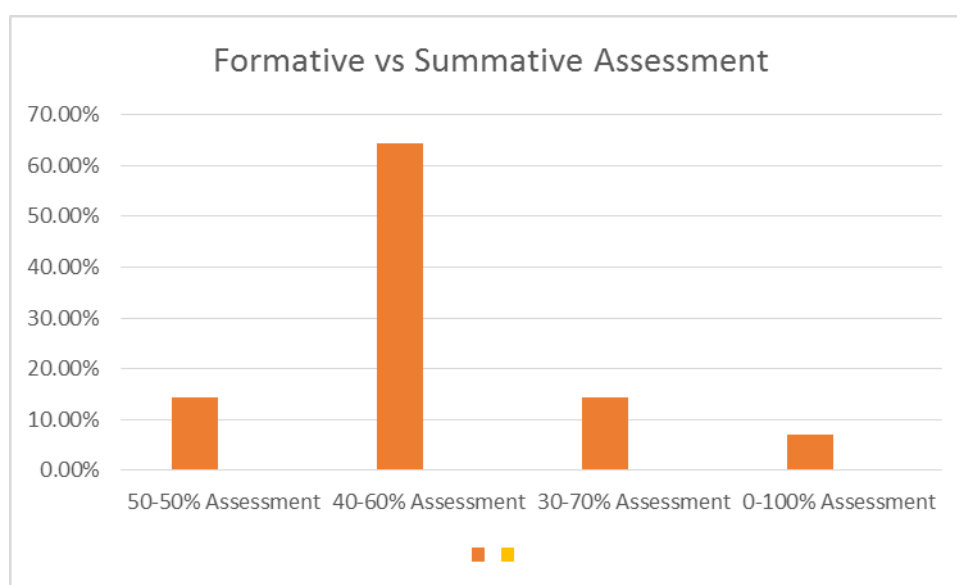
The most common method of teaching entrepreneurship as per the respondents rating was lectures followed by case studies. Seminars, setting up of business and interviews with real entrepreneurs were rated at three while workshops and guest speakers were placed at four, study visits at five, counselling/mentoring at six , business games and action-learning at seven the least being games at eight.

In terms of assessment methods, 50% used the business plan, 44.4% class participation, 27.8% oral examinations and 83.3% written end of course examinations. Diagrammatically this is be demonstrated in Fig 4.5 below;



**Figure 4.5 Graph of Assessment Methods used in Entrepreneurship Education and Training**

The weighting of the assessment of the module were determined as formative assessment and summative assessment. However, 14.3% used 50% formative assessment and 50% summative assessment while 64.3% used the 40% formative assessment and 60% summative assessment. On the other hand, 14.3% used 30% formative assessment and 70% summative assessment while only 7.1% used the 100% summative assessment. Fig 4.6 shows the assessment distributions.



**Figure 4.6 Graph showing the Weighting of Assessment of Entrepreneurship Modules**

### 4.3.5 The Learning Outcomes of the Entrepreneurship Education and Training.

The respondents were also asked to rank the primary aims of the entrepreneurship offerings delivered by their respective tertiary education and training institutions in the order of importance. Altogether, 55.6% of the respondents ranked the entrepreneurship offering as being aimed at educating the students for entrepreneurship (to create an entrepreneur) as being very important. In total, 27.8% of the respondents ranked the entrepreneurship offering as aiming at educating the student about entrepreneurship (to obtain a general understanding of entrepreneurship) as very important while another 55.6% ranked the entrepreneurship offering as being aimed at educating the student in entrepreneurship (to make students become more entrepreneurial i.e. innovative and take responsibility about their career lives) as very important. Some, 33.33% of the respondents ranked the aim of the entrepreneurship offering as being aimed at educating the student through entrepreneurship (to help students acquire business skills or competences) as very important. The rankings are summarised in the table below;

**Table 4.12 Percentages of Respondents that ranked the Aims of the Respective Tertiary Education and Training Institutions Entrepreneurship Offerings**

Aim of Entrepreneurship Offering	Rankings			
	Very important	Important	Not that important	Least important
Educate for entrep.	55.6	5.6	5.6	11.1
Educate about entrep	27.8	38.9	5.6	11.1
Educate in entrep.	55.6	27.8	-	-
Educate through entrep.	33.3	38.9	11.1	-

### 4.3.6 The Challenges faced by Tertiary the Education and Training Institutions in offering Entrepreneurship Education and Training Programmes or Courses

The survey also sought to elicit information on the challenges which impact on the effective delivery of entrepreneurship education and training in Malawi and among the tertiary education and training institutions. The responses were varied with the majority of the respondents 72.2% citing the lack of partnership with industry as a major limitation to the



effective delivery of entrepreneurship education in the country. Other respondents (55.6%) mentioned the lack of finance to support the entrepreneurship education; 33.3% cited the lack of support (internal and external); 27.8% attributed the challenges to the lecturer inexperience and training; another 27.8% cited inadequate curriculum as a challenge while 16.7% of the respondents both stated poor infrastructure and the lack of interest from the students as some of the challenges facing the delivery of entrepreneurship education and training at faculty, school or departmental level.

#### **4.3.7 Other Survey Findings**

The results of the survey are presented in this section.

##### **4.3.7.1 Impact of Entrepreneurship Programme or Course Measurement**

The respondents were asked to provide information on whether their tertiary education and training institutions measured the impact of the entrepreneurship programme or course which they offered and 40% of the respondents answered in the affirmative while 60% informed that they did not measure its impact. The methodologies used in measuring the impact of the entrepreneurship programmes or courses which were given by the respondents included:

- a. Following up on the graduates to establish how the entrepreneurship education and training had helped them.
- b. Setting up real businesses from the Business Plans.
- c. Assessment of the number of graduates who had started their own businesses and those employed.
- d. Use of employer and industry feedback.

Furthermore, some 46.7% of the respondents stated that their tertiary education and training institution had a mechanism for tracking or monitoring whether the students actually started their own business after completing the entrepreneurship programme or course. However, the mechanisms used for tracking were rather crude and were given by the respondents as follows:

- a. Use of questionnaires.
- b. Follow-up methods.
- c. Graduates submitting progress reports and challenges faced by the business.
- d. Tracer studies.

- e. Tracking the performance of the business on the market.
- f. Maintaining communication with the graduates for feedback.

#### **4.3.7.2 Government Education Policy and Entrepreneurship**

On the question whether or not the government policy provided enough support to encourage entrepreneurship education and training 35.3% of the respondents were of the view that the government education policy provided enough support while 64.7% of the respondents were of the contrary view. The 35.3% respondents who felt that government education policy provided enough support to encourage entrepreneurship education and training explained their position as follows:

- a. The government having noted the increase in unemployment in the country including that of graduates has turned its focus on training graduates not to be employed but to employ others.
- b. By providing a flexible policy that allows financial institutions to give small businesses loans e.g. through the reduction of interest rates.
- c. The government is currently developing a policy to support entrepreneurship.
- d. The government has established training institutions through the TEVETA.
- e. The government has amended the Companies Act reducing the number of directors needed to set up a limited company.

To this end, the following policy changes to encourage entrepreneurship education and training in the country were recommended by the respondents:

- a. Introduce compulsory entrepreneurship education in all public universities in the country.
- b. Rather than concentrating on producing graduates to be employed, the government should change its policies regarding the goals of education in the country.
- c. The government should train more teachers or lectures in entrepreneurship education.
- d. There must be a policy that facilitates the linking of the colleges with the financial institutions which are endorsed by government.
- e. Giving financial resources to fresh graduates for business start-ups.
- f. Entrepreneurship should be incorporated in all university courses as a module.
- g. Inclusion of entrepreneurship as course in the curricula of both public and private universities.

- h. The government should come up with a deliberate policy on financial support to start-ups.
- i. There must be flexibility in interest rates by financial institutions.
- j. The government should introduce a policy that encourages the teaching of entrepreneurship in universities and at secondary school level.
- k. Entrepreneurship education should start from primary school education especially senior primary school i.e. grades 6-8

#### **4.4 Summary**

The review of primary data sources indicated that 52.4% of the tertiary education and training institutions in Malawi offered entrepreneurship education and training. Of these tertiary education and training institutions, 14.3% were public universities, 23.8% were private universities and 14.3% were other institutions which were neither public universities nor private universities.

However, the survey results gave a clearer picture of the availability entrepreneurship education and training in Malawi. The survey results showed that 66.7% of the tertiary education and training institution surveyed offered entrepreneurship education and training. A total of sixteen tertiary education and training institutions were surveyed and 40% of the public universities compared to 83.3% of the private universities had an entrepreneurship offering. The other institutions which were neither public nor private universities had 50% of them offering entrepreneurship education and training. The survey also yielded information on entrepreneurship support available in the tertiary education and training institutions under study, the curriculum being used, the teaching methodologies , assessment methods, challenges being faced in offering entrepreneurship education and training and finally the policy changes that need to be undertaken by government to encourage entrepreneurship in Malawi.

The next chapter discusses the research findings.

## **CHAPTER FIVE**

### **Discussion of the Results**

#### **5.1 Introduction**

The previous chapter presented the research findings of the study. This chapter will examine the research findings in relation to the conceptual framework of the study.

It discusses the entrepreneurship education and training in Malawi in relation to the research findings before examining the primary aims and teachings methods that are applicable in Malawi. Furthermore, the available entrepreneurship curriculums are explored before explaining the need for continued entrepreneurship education and training in the country. The chapter highlights the experience which the lecturers teaching entrepreneurship have before looking at the entrepreneurship support which is available in the tertiary education and training institutions which were under study. Finally, it discusses the challenges which are encountered in the delivery entrepreneurship education and training in the country.

#### **5.2.1 Entrepreneurship Education and Training in Malawi**

The review of the secondary data sources showed that 52.4% of the tertiary education and training institutions offered entrepreneurship education and training while the survey results increased this by 14.3% to 66.7%. The entrepreneurship programmes that were available ranged from a diploma to bachelors, masters and a PhD programme. These full programmes were only available in the private universities. The public universities were only inclined to have an entrepreneurship course which was embedded into a programme which was being offered such engineering, business administration and others. The difference between the public and private universities in terms entrepreneurship offerings can be explained by the fact that public universities are bureaucratic in nature and their agenda is mostly driven by government which provides most and in the case of Malawi, all of the funding. This makes public universities appear to be slow in adapting to change.

The private universities have been quick to utilise the policy of the Malawi government to increase the number of students entering higher education institutions by liberalising the higher education sector by being innovative through the introduction of entrepreneurship education programmes that enable the students to acquire entrepreneurial skills. The survey

results showed that 100% of all the private universities surveyed offered an entrepreneurship programme or course and that 40% of the private universities offered a full entrepreneurship programme. As Maritz & Brown (2013) have stated the major goal of such programmes is to increase the quantity and quality of the entrepreneurs, influence the entrepreneurial behaviour, entrepreneurial tendency and entrepreneurial outcomes. Jorge-Moreno, Castillo & Triguero (2012) also showed that the students who took a major in entrepreneurship revealed a greater interest in becoming entrepreneurs and acted more entrepreneurial than the other students in taking up the challenge to start-up a new business.

On the other hand, it could be argued that the most basic objective of entrepreneurship education is awareness education which should aim at increasing the quantity of people who have the knowledge of entrepreneurship so that they might consider self-employment as an option while the second objective should be education for start-ups which should aim at preparing the individual to be the owner of a new business or venture. The public universities could fall in this category as they only offered entrepreneurship courses embedded in full programmes in order to help their graduates consider self-employment after graduating.

Furthermore, the survey results indicated that none of the public universities offered a full entrepreneurship programme. Only two public universities in Malawi, The Polytechnic and Lilongwe University of Agriculture and Natural Resources offered engineering as a programme and the survey found that these engineering students were also being taught entrepreneurship as a core module. However, at the Polytechnic, entrepreneurship as a course was found to be offered in the MBA programme apart from being offered in the undergraduate programmes. However, the secondary data review revealed that one public university, Malawi University of Science and Technology had advertised for a Postgraduate Diploma in Entrepreneurship and a Masters in Innovation both of which were set to commence in March, 2014.

In summary, entrepreneurship education and training was more prevalent in private universities than public universities. However, this trend should change as more public universities are realising the need for training their graduates in entrepreneurship. This trend was already foreseen by Jones & Matlay (2011) who acknowledged a growing recognition of the increasing demand for entrepreneurship education as well as efforts to increase the supply of entrepreneurship education at a variety of education levels below and above that of higher education.

Similarly, Mwasalwabi (2010) identified the target groups for the entrepreneurship programmes as being among others;

- a. The university business students who include the students who learn with the aim of becoming entrepreneurs and those merely who seek advanced theoretical knowledge about entrepreneurship.
- b. Non-business students and other vocational disciplines like engineering.

The research findings also agree with what Mwasalwabi (2010) had argued that entrepreneurship programmes targeted the university business and non-business students among others. The private universities being new in the higher education sector were mainly offering business study subjects and were found to have the most of entrepreneurship education. This confirms what Nkirima (2010) argued that it is possible for a person to learn and experientially acquire entrepreneurial skills through business education. He had further argued for the integration of entrepreneurship education into the vocational training system as well as the embedding of entrepreneurship education in the formal education system in order to foster entrepreneurial skills and attitudes.

### **5.2.2 Aims and Teaching Methods of Entrepreneurship Education and Training in Malawi**

The primary aim of any entrepreneurship education could be to educate the student for entrepreneurship(create an entrepreneur), educate the student about entrepreneurship( to obtain a general understanding of entrepreneurship), educate the student in entrepreneurship( to make the student become more entrepreneurial i.e. innovative and take responsibility about his or her career life) and to educate the student through entrepreneurship( to help the student acquire business skills or competencies) (Mwasalwabi, 2010). The survey respondents showed a clear understanding of the primary aims of their entrepreneurship offerings and 56.6% indicated that their offering was intended to create an entrepreneur, another 56.6% showed that their offering was intended to make the student become more entrepreneurial, 33.3% indicated that their offering was aimed at helping the student acquire business skills or competences. To this end, it can be argued that 56.6% of the entrepreneurship education and training on offer in the country has the following major primary aims in the order of importance:

- a. To create an entrepreneur

- b. To make the student become more entrepreneurial
- c. To help the student acquire business skills or competences
- d. To help the student obtain a general understanding of entrepreneurship.

This finding should lead to the increase in the number of small businesses which are created in the country. It is supposed to translate also in the increased survival rate of the small businesses which are created by the trained entrepreneurs.

However, the primary aims of the entrepreneurship education were not supported by the teaching methodologies that were found in the survey. Balan & Metcalfe (2012) have indicated that while lecture-based education has its place in the curriculum, the training of future entrepreneurs should also include interactive and action-oriented methods. This position was also reinforced by Pelteir & Scovotti (2010) who stated that traditional classroom-based instructional methods alone are insufficient to adequately prepare students to deal with the complexities of creating and running new business enterprises.

The research found that the most common method of teaching entrepreneurship as per the respondents rating was lectures followed by case studies. Seminars, setting up of business and interviews with real entrepreneurs were rated at three while workshops and guest speakers were placed at four, study visits at five, counselling/mentoring at six , business games and action-learning at seven the least being games at eight. The use of business games, action-learning and games were ranked the lowest by the respondents in the teaching of entrepreneurship yet these are the most interactive and action-oriented methods of entrepreneurship teaching. This could be explained by the fact that most of the universities under study lacked resources to invest in these methods of teaching which require some capital outlay in the form of computers and software systems as well as teacher training in their use.

However, each educator is required to determine the objectives for their students and for the course, and thus, the particular teaching methods to be used. In other words, the appropriate teaching methods should take both the teaching objectives into account as well as the particular profile of students with their personal motivations for studying entrepreneurship. It has been argued that it is helpful to use the teaching methods to stimulate creativity, imagination and risk taking which involves the teaching staff and students learning together and using realistic scenarios.

Thus, of the six teaching methods which were identified by Balan & Metcalfe (2012) only one was found to be in use by the respondents namely entrepreneur presentations. The method involved inviting practising entrepreneurs to give accounts of their business experiences during classroom sessions. The research findings were similar to what Mwasalwabi (2010), Ahmad (2010) and Maritz & Brown (2013) had stated in their papers. They had argued that the most used teaching methods for entrepreneurship education and training included lectures and case studies while the less used methods were business/computer or game simulations, role models or guest speakers, project works, workshops, creating real small business ventures, presentations and study visits.

On their part, Maritz & Brown (2013) found that the traditional teaching methods included such methods as lectures, seminars, workshops, and case studies and these were the most common methods used in delivering entrepreneurship education followed by business simulation, workshops, counselling/mentoring, study visits, setting up a business, games, and practical training. The survey results confirmed these findings as lectures and case studies were rated highly by the respondents than the other teaching methods.

Even the assessment methods were observed not to support the first two primary aims of the entrepreneurship education and training. The survey results showed that the assessment methods that were in use were 50% the business plan, 44.4% class participation, 27.8% oral examinations and 83.3% written end of course examinations. The business plan developed by the students should translate into an actual business being set up by the student yet only 50% of the respondent tertiary education and training institutions used it as an assessment instrument while 83.3% of the respondents relied on the written end of course examination. Thus, as Taatila (2010) stated in order to increase the number of academically educated entrepreneurs the education methods need to be adjusted accordingly.

### **5.2.3 The Entrepreneurship Curriculum Being Taught in Malawi**

Arthur & Hisrich (2012) argued that the entrepreneurship education programme should aim at fostering a wide range of skills such as creative thinking, teamwork, financial and risk management. On his part, O'Dwyer, Riskey & Ledwith (2010) stated that the entrepreneurship education programmes were required to focus predominantly on developing key competencies such as opportunity recognition, resource acquisition and management, financial management and control, marketing and sales and the nurturing of individual student's experiential learning in a range of practical contexts.



On their part, Pelteir & Scovotti (2010) indicated that the skill sets of communication, creativity, critical thinking, leadership, problem solving, negotiation and time management were important to an entrepreneur in addition to entrepreneurial opportunity discovery, marketing, economics, finance, accounting, management, global markets, legal, business plans and human resources.

Kabongo & Okpara (2010) stated that a course with an entrepreneurship component is one that exposes students to any or all of the seven areas of entrepreneurship knowledge and skills- building which include negotiation, leadership, new product development, creative thinking and exposure to technological innovation, sources of venture capital, idea protection, ambiguity tolerance and entrepreneur career option.

Mwasalwabi (2010) stated that the common subjects to be taught in the entrepreneurship education programmes should include resource marshalling and finance, marketing and salesmanship, business planning, managing growth, organisation and team building, new venture creation, SME management, risk and rationality, legal issues, management of innovation and technology, family business, franchising, communication and problem solving skills.

In this regard, the survey results indicated that the following topics were covered in the entrepreneurship offering in the tertiary education and training institutions in Malawi; Entrepreneurship 83.3%, Small Business Management 77.8%, Entrepreneurial Marketing 72.2%, Small Business Strategy 72.2%, Small Business Finance 66.7%, New Venture Creation 55.6%, Creative Thinking 55.6%, Technology & Innovation 55.6%, Venture Capital 44.4%, Family Business 44.4%, New Product Development 44.4%, and Franchising 33.3%. All these topics were identified by Arthur & Hisrich (2012), O'Dwyer et al (2010), Pelteir & Scovotti (2010), Kabongo & Okpara (2010), and Mwasalwabi (2010) as being important in any entrepreneurship education and training programme as they developed entrepreneurial skills in the students.

The other subjects which were offered by the tertiary education and training institutions apart from entrepreneurship included Business Management 83.3%, Accounting 72.2%, Economics 72.2%, Financial Accounting 66.7%, Innovation 22.2%, New Venture Creation 22.2%, Marketing 22.2%, Business Policy 5.6%, Agribusiness Finance 5.6%, Business & Commercial Law 5.6%, Organisation Behaviour 5.6%, Human Resource Management 5.6%, Business Mathematics 5.6%, Public Finance 5.6%, Community Development 5.6%, and

Project Planning, Monitoring & Evaluation 5.6%. These subjects which are part of business education could also help in developing entrepreneurship skills (Nkirima 2010). However, for such education to be relevant there is a need to understand the target audience for the entrepreneurship education, their unique educational objectives and learning styles and the types of content which needs to be covered for each audience and the specific teaching methods which would meet their educational goals (Sowmya, Majumdar & Gallant, 2010).

The other topics that were cited by the respondents included Service Excellency, Visioning, People and Organisation, Finance & Accounting for Engineers and Dynamics of Business. These topics could be said to be unique to Malawi as the above authors never identified them as topics in entrepreneurship. As Farashah (2013) stated the content and structure of the entrepreneurship education and training in each country should be tailored to the cultural characteristics of that country. Also, Jorge-Moreno, Castillo & Triguero (2012) advised that each country should provide a customised entrepreneurship education which fosters entrepreneurship considering their unique cultural context.

#### **5.2.4 The Need for Entrepreneurship Education and Training in Malawi**

The knowledge which the students acquire from their studies of entrepreneurship forms the human capital that is needed for the development of new businesses. The human capital includes the formal education and the practical experience that the person possesses. The formal education is attained from the students learning the theory of entrepreneurship which as the survey results showed is delivered through lectures and case studies. The practical experience is acquired through other forms of teaching which were identified in the survey and other literature as setting up of real businesses, seminars, interview with real entrepreneurs, study visits, guest speakers and workshops. Ulvenblad, Berggren & Winborg (2013) argued that there is a positive relationship between human capital and new business development. Jorge-Moreno, Castillo & Triguero (2012) stated that education has the effect to change and contribute to the formation of entrepreneurship. Also Volery, Muller, Oser, Naepflin & de Rey (2013) argued that when identifying opportunities for entrepreneurial ventures, one's existing knowledge base is crucial to opportunity identification because it serves as a base for interaction with new experiences, which in turn is used as a foundation to interpret and understand new stimuli. Hence, formal entrepreneurship education is one component of human capital that may assist in the accumulation of knowledge useful to entrepreneurs.

Thus, the topics that are covered in the entrepreneurial offering as identified by the survey as well as the other subjects that are taught by the tertiary education and training institutions apart from entrepreneurship all should be able to contribute to the human capital necessary for business development in the country. With 66.7% entrepreneurship education and training availability in the tertiary education and training institutions, it can be argued that Malawi is moving in the right direction in terms of developing its entrepreneurship human capital. However, Jones (2010) cautioned on the proliferation of entrepreneurship education in the domains of higher institutions of learning without consideration of the value of such education to society and its focus.

### **5.3 The Experience of Lecturers Teaching Entrepreneurship in Malawi**

Entrepreneurship in Malawi has shown a significant development as evidenced by the business experience of the lecturers teaching entrepreneurship in Table 4.8. 55.6% of the lecturers involved in entrepreneurship education and training had been involved in start-up businesses which helped them to bring to the class real SME business experience. The lecturers demonstrated a desire to share their entrepreneurial experience with the students thereby helping in the development of entrepreneurship in the country. This helps in transferring practical entrepreneurial skills to the student. In other words, instead of concentrating on the theory of entrepreneurship, the experienced lecturer was able to share with the students of entrepreneurship practical insights regarding start-ups, venture creation, business management skills etc. The business experienced lecturers also acted as effective role models for the inexperienced entrepreneurship students

This finding agreed with Lepisto & Ronkko (2012) who argued that entrepreneurship teachers needed to emphasise active learning and the provision of new out-of-classroom experiences to students in their delivery of entrepreneurship education and training.

Othman, Hashim & Wahid (2012) also stated that teachers who lacked the relevant experience in entrepreneurship always struggle to deliver adequate information to the participant or student. They further argued that the lecturers had a role to play in fostering interest in and developing the entrepreneurial thinking and attitude in the students. In this regard, it was crucial that the lecturers demonstrated entrepreneurial thinking and were creative, innovative, and committed to the success of the entrepreneurial projects initiated by or for the students in delivering entrepreneurship education and training in the institutions they worked for.

However, the survey found that 16.7% of the respondents had PhDs, 66.7 % Masters and 16.7% a bachelor's degree. These results showed that there are very few lecturers involved in entrepreneurship education and training who have doctoral academic qualifications just as there were also a few under qualified lecturers involved in entrepreneurship education and training. Even if the percentage of the lecturers who were involved in start-up business is slightly higher at 55.6%, they could have difficulties in explaining and imparting their knowledge to students if they were not appropriately qualified. Of course, this could be compensated for by the fact that 77.8% of the respondents were full-times employees of the tertiary education and training institutions under study while 16.7% worked as part-timers and 5.6% were other employees. This guaranteed some commitment by the lecturers to the institutions they worked for as permanent employees.

#### **5.4 Entrepreneurship/Enterprise Support in the Tertiary Education and Training Institutions in Malawi**

Drew (2011) noted that many colleges had entrepreneurship centres as part of their outreach and regional economic development mission. These centres or institutes acted as a catalyst or focus for an important future-directed activity and many such centres were established and supported with funds from public and private sources. A centre could focus on teaching, research or outreach, and attune its own mission to the mission of the school and university of which it was a part. Establishment of a “centre of excellence” was a common mechanism for promoting faculty expertise and institutional core competencies in particular areas and in this case entrepreneurship.

Kabongo & Okpara (2010) agreed that entrepreneurship centres provided services aimed at developing and enhancing entrepreneurial activities among students and promoting external outreach activities.

The survey results showed that there were only two tertiary education and training institutions that carried out extra-curricular entrepreneurial activities. This represented 0.9% of the total institutions under study. The entrepreneurial activities were mostly being carried out by the respective faculties, schools and departments and they included business plan competitions, entrepreneurship clubs, guest speakers, campus based start-ups, business networking functions, start-up initiatives, entrepreneurship days/weeks, workplace exposures and community engagements. The centres were either internally funded by the respective universities or were funded by a donor.

The none existence of entrepreneurship centres in other universities could be attributed to lack of funding, non-awareness of the important role which such centres play in entrepreneurship development or sheer lack of interest by the lecturers involved in entrepreneurship education and training.

### **5.5 Challenges Encountered in the Delivery of Entrepreneurship Education and Training in Malawi**

Nkirima (2010) in his study identified eight challenges that could be faced by training institutions providing entrepreneurship education and training six of which are the entrepreneurship course being too general, the entrepreneurship course being too theoretical and lacking in practical experience, financial strain, lack of role models in entrepreneurship, training of instructors, and the problems in testing the subject.

The research findings somehow agreed with what Nkirima (2010) identified as being the challenges that faced the training institutions in delivering entrepreneurship education and training. For instance, the study found that the lack of finance was a major challenge in the delivery of entrepreneurship education and training in Malawi. Most of the respondents explained that they could not use some of the teaching methods like seminars, workshops, study visits, setting up of a business, business simulations and games because these methods required money to undertake. Also the lack of finance could be linked to the challenge of poor infrastructure like proper classrooms for the delivery of entrepreneurship education and training. It could also be linked to the challenge of inadequate curriculum for to develop a curriculum requires financial resources. The same could apply to the challenge of lecturer inexperience and training in that the tertiary education and training institutions would require financial resources to train the lecturers to PhD or Masters Level in order for them to acquire the relevant skills needed for the delivery of entrepreneurship education and training.

The unique challenges which were identified in the study were the lack of support both internal and external, the lack of partnership with industry and the lack of interest from the students. The lack of internal support could be in the form of management buy-in of the entrepreneurial extra-curricular activities necessary in entrepreneurship education and training, the introduction of full entrepreneurship programmes especially in the public universities, the implementation of new and diverse entrepreneurship teaching methodologies, the training and development of entrepreneurship lecturers, the review of the

primary aims of entrepreneurship education and many other activities which are related to entrepreneurship education and training which require management support.

On the other hand, the lack of external support could be attributed to the lack of partnership with industry and the lack of government policy which encouraged entrepreneurship education and training. The survey found that 35.3% of the respondents were of the view that the government education policy provided enough support while 64.7% of the respondents were of the contrary view on the question whether or not the government policy provided enough support to encourage entrepreneurship education and training. The availability of a government policy on entrepreneurship could provide proper guidance on the delivery of entrepreneurship education and training to the tertiary education and training institutions in terms of the aims and objectives of such education and training.

## **5.6 Summary**

This chapter has discussed the entrepreneurship education and training in Malawi in relation to the research findings before examining the primary aims and teachings methods that are applicable in Malawi. The survey indicated that there was barely enough entrepreneurship education and training in the country both at programme and course levels. The primary aim was to create an entrepreneur though this did not match with the main teaching methodologies. Furthermore, the available entrepreneurship curriculum has been explored before explaining the need for continued entrepreneurship education and training in the country. In this regard, the entrepreneurship curriculum was found adequate for developing entrepreneurial skills in the students or trainees at tertiary education and training level. The chapter has also highlighted the experience which the lecturers teaching entrepreneurship possess before looking at the entrepreneurship support which is available in the tertiary education and training institutions which were under study. It has argued that the experience which the lecturers who are teaching entrepreneurship have, should help them in the delivery of entrepreneurship education and training in the tertiary education and training institution they work. Finally, it has discussed the challenges which are encountered in the delivery of entrepreneurship education and training in the country. The challenges identified and discussed can only be resolved with concerted and co-ordinated effort from the tertiary education and training institutions and government.

## **CHAPTER SIX**

### **Recommendations and Conclusion**

#### **6.1 Introduction**

The previous chapter discussed the research findings by examining the relationship between the theory of entrepreneurship education and training and what the survey results established as holding for Malawi.

This chapter will examine whether the research problem has been resolved through the survey results as well as the implications of the research. It will also offer recommendations as to what needs to be done to improve the provision of entrepreneurship education and training in the tertiary education and training institutions in the country before providing recommendations for future studies.

#### **6.2 The Research Problem and its Solution**

The research study sought to determine the landscape of entrepreneurship education and training in Malawi by establishing the entrepreneurship education and training programmes or courses which are offered in tertiary education and training institutions in the country, profiling the extra-curricular entrepreneurial initiatives in the tertiary education and training institutions under study, examining the curriculum, teaching and assessment methods as well as the learning outcomes of entrepreneurship education and training in the tertiary education and training institutions under study, and by identifying the challenges faced by the tertiary education and training institutions in offering entrepreneurship education and training programmes or courses alongside other subjects taught in the education and training institutions. The survey results showed that 66.7% of the tertiary education and training institution survey offered entrepreneurship education and training and 40% of the public universities compared to 83.3% of the private universities had an entrepreneurship offering. The other institutions which were neither public nor private universities had 50% of them offering entrepreneurship education and training. It also established that 55.6% of the entrepreneurship education and training which was being offered was intended to either create an entrepreneur or to make the students become more entrepreneurial i.e. innovative and take responsibility about their career lives. Similarly, 55.6% of the lecturers who were

involved in entrepreneurship education and training had been involved in a start-up business while 33.3% of the respondents had been a manager in a new or young business which meant that their experience in start-ups was being made available to the students to enhance learners' experience. The entrepreneurship curriculum was similar to what was provided for by other researchers in entrepreneurship education and training.

However, the provision of entrepreneurship education and training was not without challenges. The challenges faced by the tertiary education and training institutions in delivering entrepreneurship education and training included the lack of internal and external support, the lack of finance, inadequate curriculum, the lack of partnership with the industry and the lack of interest from the students themselves. These challenges could either be resolved by government policy interventions, for example, inadequate curriculum and the lack of finance or by the tertiary education and training institutions themselves, for instance, the lack of internal and external support, the lack of partnership with industry and the lack of student interest in entrepreneurship.

### **6.3 Implications of the Research**

The research has documented the landscape of entrepreneurship education and training in Malawi, the extra-curricular entrepreneurial initiatives, the curriculum, teaching and assessment methods as well as the learning outcomes of entrepreneurship education and training in the tertiary education and training institutions under study in particular and Malawi in general. It has identified the challenges faced by the tertiary education and training institutions in offering entrepreneurship education and training programmes or courses alongside other subjects taught in the education and training institutions.

In this regard, it concludes by highlighting the need for co-ordinated effort in order to improve the entrepreneurship education and training which is available in the country. The Malawi government needs to provide leadership in this area by introducing a clear policy on entrepreneurship which incorporates input from all the stakeholders involved in entrepreneurship development. To achieve this, there is need for holding an entrepreneurship development national conference to discuss the current practices of entrepreneurship and map out the way forward. The tertiary education and training institution which have been involved in the study would then have a platform to discuss further their entrepreneurship education and training thereby consolidating the research findings while enriching and informing the entrepreneurship development policy.



## **6.4 Recommendations**

Following the research findings, it is recommended as follows:

- a. There is a need to introduce entrepreneurship education and training early in the Malawian education system at secondary school level or senior primary school level in order to make the students more enterprising in their lives.
- b. The government needs to train more entrepreneurship teachers for effective delivery of entrepreneurship education and training.
- c. There is a need to make entrepreneurship education and training mandatory in both public and private universities just like it is with HIV-AIDS education.
- d. The Malawi government should quicken the development and implementation of the entrepreneurship development policy that promotes entrepreneurship education and training.
- e. There is need for increased investment in entrepreneurship education and training through infrastructure and human resources development as well as increased financing for entrepreneurship education and training programmes either by the government or respective tertiary education and training institutions.
- f. The tertiary education and training institutions need to coordinate and conduct annual entrepreneurship workshops, seminars, conferences and symposiums in order to share practices and increase awareness of the role of entrepreneurship education and training in the development of entrepreneurial mind-sets and attitudes.
- g. There is need for the introduction of mandatory entrepreneurship education and training in other training and vocational colleges such as technical colleges, teacher training colleges and agricultural colleges.
- h. In order to prepare the student for entrepreneurship the entrepreneurship education and training should be designed with the primary aim of creating an entrepreneur of the student.

## **6.5 Recommendations for Future Studies**

The limitations of the study have been highlighted in 1.7 above and given these limitations the following recommendations are given regarding future studies:

- a. Specific studies are recommended on entrepreneurship education and training in public universities given that these universities admit more students and have more

faculties, schools or departments as well as programmes than private universities which are fairly recent.

- b. Further studies into the measurement of the impact of entrepreneurship education and training, the measurement mechanisms used, teaching methodologies and their effectiveness are also recommended.
- c. It is recommended that detailed studies into the challenges and their impact on the delivery of entrepreneurship education and training in Malawi should be undertaken in future.
- d. There is need to conduct a similar study on entrepreneurship education and training in technical, teacher colleges and other vocational colleges in Malawi.

## **6.6 Summary**

The study was designed with the main objective of establishing the landscape of entrepreneurship education and training in Malawi. It was addressing the question regarding the provision of entrepreneurship education and training in the tertiary education and training institutions in Malawi in order to promote entrepreneurship and ensure the survival of small businesses in the country

The survey results showed that 66.7% of the tertiary education and training institutions surveyed offered entrepreneurship education and training. A total of sixteen tertiary education and training institutions were surveyed representing 76.2% of the total tertiary education and training institutions under study, and 40% of the public universities compared to 83.3% of the private universities had an entrepreneurship offering. The other institutions which were neither public nor private universities had 50% offering entrepreneurship education and training. The survey also yielded information on entrepreneurship support available in the tertiary education and training institutions under study, the curriculum being used, the teaching methodologies, assessment methods, challenges being faced in offering entrepreneurship education and training and finally the policy changes that need to be undertaken by government to encourage entrepreneurship in Malawi. Thus, it can further be concluded that the data which was collected in the survey of the tertiary education and training institutions under study adequately addresses the research question, that the conclusions are sound and that the recommendations made are appropriate; thereby achieving the research objective.

## REFERENCES

- Ahmad, S.Z. (2013) 'The need for inclusion of entrepreneurship education in Malaysian lower and higher learning institutions'. *Education + Training* 55(2), 191-203
- Arthur, S. J. & Hisrich, R. D. (2012) 'The importance of education in the entrepreneurial process: a world view'. *Journal of Small Business and Enterprise Development* 19(3), 500-514
- Askun, B. & Yildirim, N. (2011) 'Insight on Entrepreneurship Education in Public Universities in Turkey: Creating Entrepreneurs or Not?' *Procedia Social and Behavioural Science* 24, 663-676
- Athayde, R., (2012) 'The impact of enterprise education on attitudes to enterprise in young people: an evaluation study'. *Education + Training* 54(8/9), 709-726
- Awogbenle, A.C. & Iwuamadi, K.C. (2010) 'Youth unemployment: Entrepreneurship development programmes as an intervention mechanism'. *African Journal of Business Management* 4(6), 831-835
- Balan, P. & Metcalfe, M. (2012) 'Identifying teaching methods that engage entrepreneurship students'. *Education + Training* 54(5), 366-384
- Bessat, J. & Tidd, J. (2011) *Innovation and Entrepreneurship*. West Sussex: John Wiley & Sons
- Blenker, P. Korsgaard, S. Neergaard, H. & Thrane, C. (2011) 'The questions we care about: paradigms and progression in entrepreneurship education'. *Industry & Higher Education* 25(6), 417-427
- Blundel, R. & Lockett, N. (2011) *Exploring Entrepreneurship: Practices and Perspectives*. Oxford: Oxford University Press
- Branon, D. L. Wiklund, J., & Hynie, J.M., (2013) 'The Varying Effects of Family Relationships in Entrepreneurial Teams'. *Entrepreneurship Theory and Practice* 37(1), 107-132

- Brickmann, J. Salomo, S. & Gemuenden, H.G. (2011) 'Financial Management Competence of Founding Members and Growth of New Technology-based Firms' *Entrepreneurship Theory and Practice* 35(2), 217-243
- Bridge, S. (2013) 'Reflections on the omission of social capital from entrepreneurship education and business start capital'. *Education + Training* 55(8/9), 899-910
- Bridge, S. Hegarty, C. & Porter, S. (2010) 'Rediscovering enterprise: developing appropriate university entrepreneurship education'. *Education + Training* 52(8/9), 722-734
- Bygrave, W. & Zacharakis, A. (2011) *Entrepreneurship*. New Jersey: John Wiley & Sons
- Clercq, D. Lim, D.S.K & Oh, C.H. (2013) 'Individual- Level Resources and New Business Activity: The Contingent Role of Institutional Context'. *Entrepreneurship Theory and Practice* 37(2), 303-330
- Crick, D. (2011) 'Enterprising Individuals and Entrepreneurial learning'. *International Journal of Entrepreneurial Behaviour and Research* 17(2), 203-218
- Coetzer, A. Redmond, J. & Sharafizad, J. (2012) 'Decision making regarding access to training and development in medium-sized enterprises: An exploratory study using the Critical Incident Technique'. *European Journal of Training and Development* 36(4), 426-447
- Draycott, M. & David, R. (2011) 'Enterprise Education in Schools and the role of competence frameworks'. *International Journal of Entrepreneurial Behaviour and Research* 17(2), 127-145
- Drew, S. (2011) 'Strategic roles of centers in business school development'. *Journal of Management Development* 30(9), 795-815
- Gelderen, M. (2010) 'Autonomy as the guiding aim of entrepreneurship education' *Education + Training* 52(8/9), 710-721
- Ertuna, Z. & Gurel, E. (2011) 'The moderating role of higher education on entrepreneurship'. *Education + Training* 53(5), 387-402
- Farashah, A. (2013) 'The process of impact of entrepreneurship education and training on entrepreneurship perception and intention'. *Education + Training* 55(8/9), 868-885

- Gemmell, R. M. Boland, R.J. & Kolb, D.A. (2012) 'The socio-Cognitive Dynamics of Entrepreneurial Ideation'. *Entrepreneurship Theory and Practice* 36(5), 1053-1073
- Gibb, A. (2011) 'Concepts into practice: meeting the challenges of development of entrepreneurship educators around an innovative paradigm: The case of international Entrepreneurship Educators Program (IEEP)'. *International Journal of Entrepreneurial Behaviour and Research* 17(2), 146-165
- Gohmann, S.F. (2012) 'Institutions, Latent Entrepreneurship and Self-employment: An International Comparison'. *Entrepreneurship Theory and Practice* 36(2), 295-321
- Gordon, I. Hamilton, E & Jack, S. (2012) 'A study of a university-led entrepreneurship education programme for small business owners/managers'. *Entrepreneurship and Regional Development* 24(9-10), 767-805
- Halmiton, E. (2011) 'Entrepreneurial learning in family business: A situated learning perspective'. *Journal of Small Business and Enterprise Development* 18(1), 8-26
- Higgins, D. & Elliott, C. (2011) 'Learning to make sense: what works in entrepreneurial education'. *Journal of European Industrial Training* 35(4), 345-367
- Hytt, U & Heinonen, J. (2013) 'Heroic and Humane entrepreneurs: identity work in entrepreneurship education'. *Education + Training* 55(8/9), 886-898
- Jones, C. (2010) 'Entrepreneurship Education: revisiting our role and its purpose' *Journal of Small Business and Enterprise Development* 17(4), 500-513
- Jones, P. & Colwill, A. (2013) 'Entrepreneurship education: an evaluation of the Young Enterprise Wales Initiative'. *Education + Training* 55(8/9) 911-925
- Jones, C. & Matlay, H. (2011) 'Understanding the heterogeneity of entrepreneurship education: going beyond Gartner'. *Education + Training* 53(8/9), 692-703
- Jones, B. & Iredale, N. (2010) 'Enterprise education as a pedagogy'. *Education + Training* 52(1), 7-19
- Jones, L. (2012) *Entrepreneurship: Its essential role in combating unemployment* [Online] Available [www.abeuk.com](http://www.abeuk.com) (Accessed 1 March 2014).

- Jorge-Moreno, J. Castillo, L.L. & Triguero, M. (2012) 'The effect of business and economics education on students' entrepreneurial intention'. *European Journal of Training and Development* 36(4), 409-425
- Kabongo, J.D.& Okpara, J.O. (2010) 'Entrepreneurship Education in Sub-Saharan African Universities' *International Journal of Entrepreneurial Behaviour and Research* 16(4), 296-310
- Kachaje, H. (2012) 'Creating the Malawi we deserve Through the Power of Entrepreneurship'. [www.google.com](http://www.google.com) [Accessed on 2nd September, 2013]
- Keller, G. (2012) *Managerial Statistics*. New York: South-Western
- Klapper, R. & Tegtmeier, S. (2010) 'Innovating entrepreneurial pedagogy; examples from France and Germany'. *Journal of Small Business and Enterprise Development* 17(4), 552-568
- Kobia, M. & Sikalieh, D. (2010) 'Towards a search for the meaning of entrepreneurship'. *Journal of European Industrial Training* 34(2), 110-112
- Kreiser, P. M. Marino, L.D. Dickson, P. & Weaver, K.M. (2010) 'Cultural Influences on Entrepreneurial Orientation: The Impact of National Culture of Risk Taking and Pro-activeness in SMEs'. *Entrepreneurship Theory and Practice* 34(5), 959-983
- Leitch, C. Hazlett, S. & Pittyway, L. (2012) 'Entrepreneurship education and context'. *Entrepreneurship and Regional Development* 24(9-10), 733-740
- Lepisto, J. & Ronkko, M. (2013) 'Teacher students as future entrepreneurship educators and learning facilitators'. *Education + Training* 55(7), 641-653
- Littunen, H. & Niittykangas, H. (2010) 'The rapid growth of young firms during various stages of entrepreneurship'. *Journal of Small Business and Enterprise Development* 17(1), 8-31
- Lourenco, F. & Jayawarna, D. (2011) 'Enterprise education: the effect of creativity on training outcomes'. *International Journal of Entrepreneurial Behaviour and Research* 17(3), 224-244
- Madrid-Guijarro, A. de Lema, G.P & Auken, H. (2011) 'An analysis of non-financial factors associated with financial distress'. *Entrepreneurship and Regional Development* 23(3-4), 159-186

- Man, T. (2012) 'Developing a behaviour-centred model for entrepreneurship learning'. *Journal of Small Business and Enterprise Development* 19(3), 549-566
- Maritz, A. & Brown, C.R. (2013) 'Illuminating the black box of entrepreneurship education programs'. *Education + Training* 55(3), 234-252
- Marques, C. Ferreira, J.J. Gomes, D. & Rodrigues, R.G (2012) 'How psychological, demographic and behavioural factors predict entrepreneurial intention'. *Education + Training* 54(8/9), 657-672
- Mueller, S. Volery, T & Siemen, B (2012) 'What Do Entrepreneurs Actually Do? An Observational Study of Entrepreneurs' Everyday Behaviour in the Start-up and Growth stages'. *Entrepreneurship Theory and Practice* 36(5), 995-1017
- Mwasalwabi, E.S. (2010) 'Entrepreneurship education: a review of its objectives, teaching methods and impact indicators'. *Education + Training* 52(1), 20-47
- Nabi, G. & Linan, F. (2011) 'Graduate entrepreneurship in the developing world: intentions, education and development'. *Education + Training* 53(5), 325-334
- Nafukho, F & Muyia, M. H. (2010) 'Entrepreneurship and socioeconomic development in Africa: a reality or myth? *Journal of European Industrial Training* 34(2), 96-109
- Nkirima, S.P. (2010) 'The challenges of integrating entrepreneurship education in the vocational training system. An insight from Tanzania's Vocational Educational Training Authority'. *Journal of European Industrial Training* 34(2), 153-166
- O'Dwyer, M. Riskey, A & Ledwith, A. (2010) 'Entrepreneurship education and plagiarism: tell me lies, tell sweet little lies'. *Journal of Small Business and Enterprise Development* 17(4), 641-651
- Othman, N. Hashim, N. & Wahid, H. (2012) 'Readiness towards entrepreneurship education students in Malaysian Universities'. *Education + Training* 54(8/9), 697-708
- Packham, G. Jones, P. Miller, C. Pickernell, D & Thomas, B. (2010) 'Attitudes towards entrepreneurship education: a comparative analysis'. *Education + Training* 52(8/9), 568-586
- Panagiotakopoulos, P. (2011) 'Barriers to employee training and learning in small and medium enterprises (SMEs)'. *Development and Learning in Organisations* 25(3), 15-18

- Peltier, J.W. & Scovotti, C. (2010) 'Enhancing Entrepreneurial Marketing Education: the student perspective'. *Journal of Small Business and Enterprise Development* 17(4), 514-536
- Pickernell, D. Packham, G. Jones, P. Miller, C. & Thomas, B. (2011) 'Graduate entrepreneurs are different: they access more resources'. *International Journal of Entrepreneurial Behaviour and Research* 17(2) 183-202
- Piperopoulos, P. (2013) 'Could higher education programmes, culture and structure stifle the entrepreneurial intentions of students?' *Journal of Small Business and Enterprise Development* 19(3), 461-483
- Prieto, L.C. (2010) 'Proactive Personality and Entrepreneurial Leadership: Exploring the moderating role of Organizational Identification and Political skills'. *Academy of Entrepreneurship Journal* 16(2), 107-121
- Rae, D. & Woodier-Harris, N.R. (2013) 'How does enterprise and entrepreneurship education influence postgraduate students' career intentions in the New Era Economy?' *Education + Training* 55(8/9), 926-948
- Rideout, E.C & Gray, D.O (2013) 'Does Entrepreneurship Education Really Work? A Review and Methodological Critique of the Empirical Literature on the Effects of University-Based' *Journal of Small Business Management* 51(3), 329-351
- Ruskovaara, E., & Pihkala, T. (2013) 'Teachers implementing entrepreneurship education: classroom practices'. *Education + Training* 55(2), 204-216
- Sanchez, J. (2013) 'The Impact of an Entrepreneurship Education Program on Entrepreneurial Competencies and Intention'. *Journal of Small Business Management* 51(3), 447-465
- Sandhu, N. Hussain, J. & Matlay, H. (2012) 'Entrepreneurship Education and Training needs of family businesses operating in the agricultural sector of India'. *Education + Training* 54(8/9), 727-743
- Saunders, M. Lewis, P & Thornhill, A. (2012) *Research Methods for Business Students*. New York: Pearson



- Seikkula-Leino, J. Ruskovaara, E. Ikavalko, M. & Mattila, J. (2010) 'Promoting entrepreneurship education: the role of the teacher'. *Education + Training* 52(2), 117-127
- Sekaran, U. & Bougie, R. (2013) *Research Methods for Business*. Chichester: John Wiley & Sons
- Solesvik, M. Westhead, P. Matley, H. & Parsyak, V. (2013) 'Entrepreneurial assets and mindsets; Benefits from university entrepreneurship education investments'. *Education + Training* 55(8/9), 748-762
- Sowmya, D.V. Majumdar, S. & Gallant, M. (2010) 'Relevance of education for potential entrepreneurs; an international investigation'. *Journal of Small Business and Enterprise Development* 17(4), 626-640
- Tobias, J. & Ingrams, A. (2010) 'Creating a Different Kind of Innovator: Using health communication theory in entrepreneurship education to foster behavioural change among entrepreneurship students in sub-Saharan Africa'. *Journal of Education for International Development* 4(3)
- Tseng, C. (2013) 'Connecting self-directed learning with entrepreneurial learning to entrepreneurial performance'. *International Journal of Entrepreneurial Behaviour and Research* 19(4), 425-446
- Walter, S.G & Dohse, D. (2012) 'Why mode and regional context matter in entrepreneurship education'. *Entrepreneurship and Regional Development* 24(9-10), 807-835
- Welter, F. (2011) 'Contextualizing Entrepreneurship; Conceptual challenges and ways forward'. *Entrepreneurship Theory and Practice* 35(1), 165-184
- Taatila, V.P. (2010) 'Learning Entrepreneurship in higher education'. *Education and Training* 52(1), 48-61
- Ulvenblad, P. Berggren, E & Winborg, J. (2013) 'The role of entrepreneurship education and start-up experience for handling communication and liability of newness'. *International Journal of Entrepreneurial Behaviour and Research* 19(2), 187-209
- Vanevenhoven, J. (2013) 'Advances and Challenges in Entrepreneurship Education'. . *Journal of Small Business Management* 51(3), 466-470

Volery, T. Mullers, S. Oser, F. Naepflin, C & de Rey, N. (2013) 'The impact of Entrepreneurship Education on Human Capital at Upper-Secondary Level'. *Journal of Small Business Management* 51(3), 429-446

Vuuren, J. & Botha, M. (2010) 'The practical application of an entrepreneurial performance training model in South Africa'. *Journal of Small Business and Enterprise Development* 17(4), 607-625

## ANNEXTURE TWO: LETTER OF INTRODUCTION

# MALAWI COLLEGE OF ACCOUNTANCY

**Please address all correspondence to:**

Lilongwe Branch,  
PO Box 30363,  
Capital City,  
Lilongwe 3.



The Principal,  
Malawi College of Accountancy  
Ginnery Corner,  
P.O. Box 30644,  
Blantyre 3.  
Malawi

OUR REF: MCA/BT/ADMR/69

27<sup>th</sup> March, 2014

**TO WHOM IT MAY CONCERN**

**MBA Research Project**

**Researcher: Nelson Ndala (+27730039049/ (265)888550061)**

**Supervisor: Professor Shahida Cassim (+2731 260 1479, e-mail: cassim@ukzn.ac.za)**

**Research Office: Ms P Ximba 031-2603587**

**Research study: Investigating the provision of entrepreneurship education and training in tertiary education and training institutions in Malawi**

Our employee, **Nelson Ndala**, of the Academic Department, is carrying out a research project study into the provision of entrepreneurship education and training in tertiary education and training institutions in Malawi. I am writing to you and to all other tertiary education and training institutions in the country to see if they would be interested in the research.

The research study aims to map the landscape of entrepreneurship education and training in the country and suggest recommendations for its improvement.

Taking part in the research is voluntary and there is no monetary reward for participating in the research study.

If you would like to hear more about this research study, or if you are interested in taking part, please contact Professor Shahida Cassim by returning the reply slip below by e-mail or post. The researcher, **Nelson Ndala** will then contact you to discuss the study. Returning this slip does not commit you to taking part, only to finding out more about the study.

Thank you for taking the time to read the enclosed information.

Yours sincerely,

**A. N Phiri**

**PRINCIPAL**

## **ANNEXETURE THREE: INFORMED CONSENT LETTER**

### **UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

Dear Respondent,

#### **MBA Research Project**

**Researcher:** Nelson Ndala (+27730039049/ (265)888550061)

**Supervisor:** Professor Shahida Cassim (+2731 260 1479)

**Research Office:** Ms P Ximba 031-2603587

I am **Nelson Ndala**, an MBA student at the Graduate School of Business and Leadership of the University of KwaZulu Natal. You are invited to participate in a research project entitled 'Investigating the provision of entrepreneurship education and training in tertiary education and training institutions in Malawi' The aim of this study is to map out the provision of entrepreneurship education and training in Malawi.

Through your participation I hope to understand the entrepreneurship programmes or courses that are available in the country. The results of the survey are intended to contribute to the development of entrepreneurship education and training in the country thereby promoting the entrepreneurship spirit.

Your participation in this survey is voluntary. You may refuse to participate or withdraw from the survey at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about fifteen minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Investigator's signature\_\_\_\_\_ Date\_\_\_\_\_

**This page is to be retained by participant**

**UNIVERSITY OF KWAZULU-NATAL  
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

**MBA Research Project**

**Researcher:** Nelson Ndala (+27730039049/ (265)888550061)

**Supervisor:** Professor Shahida Cassim (+2731 260 1479)

**Research Office:** Ms P Ximba 031-2603587

**CONSENT**

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

**This page is to be retained by researcher**

## **ANNEXETURE FOUR: SURVEY QUESTIONNAIRE**

**UNIVERSITY OF KWAZULU-NATAL**

**GRADUATE SCHOOL OF BUSINESS & LEADERSHIP**

**MBA Research Project**

**Researcher:** Nelson Ndala (+27730039049/ (265)888550061)

**Supervisor:** Professor ShahidaCassim (+2731 260 1479)

**Research Office:** Ms P Ximba (+2731-2603587)

### **Entrepreneurship Education& Training in Malawi**

The purpose of this survey is to solicit information from your education and training institution regarding the provision of entrepreneurship education and training. The information and ratings you provide us will go a long way in helping us identify the entrepreneurship programs and courses that are offered in the country. The survey should only take 10-15 minutes to complete. In this questionnaire, you are asked to indicate what is true for you, so there are no “right” or “wrong” answers to any question. Work as rapidly as you can. If you wish to make a comment please write it directly on the booklet itself. Make sure not to skip any questions. Thank you for participation.

#### **A. Respondent Information**

1. Name of respondent(optional):

2. Gender(*Mark 'X' where appropriate*):

<b>Male</b>	<b>Female</b>



3. Position held within the faculty/school/department:

Position	Mark 'X' as appropriate
Lecturer	
Senior Lecturer	
HOD	
Others	

4. Please complete the following statement regarding your employment by marking the relevant box with an "X":

Full-time faculty at the college/institution	
Part-time lecturer	
Graduate student	
Other	

5. What is your highest qualification?

Qualification	Mark 'X' as appropriate
PhD	
Masters / Post graduate diploma	
Honours	
Bachelors	
Diploma	

6. What is your full-time teaching experience?

Teaching experience	Mark 'X' as appropriate
Less than 1 year	
1 - 3 years	
4 - 6 years	
7 - 9 years	

10 years or more	
------------------	--

7. Please complete the following statement regarding your business experience by marking the relevant box with an “X”.( Please mark all that apply)

<b>Business experience</b>	<b>Mark ‘X’ where appropriate</b>
I am / have been involved in a start-up business.	
I am / have been a manager in a new / young business.	
I am / have been a manager in a medium sized / large business.	

**B. Institutional information**

8. Name of University/College/Institution

--

9. Name of faculty/school/department

--

10. Does your faculty/school/department offer entrepreneurship?

<b>Answer</b>	<b>Mark ‘X’ where appropriate</b>
Yes	
No	

If yes, please proceed to the following questions

11. What other subjects are offered by the faculty/school/department?

Subject	Tick 'X' as appropriate
Accounting	
Business Management	
Economics	
Innovation	
Financial Accounting	
New Venture Creation	
Others, please specify:	

**C. Entrepreneurship programmes or courses**

12. Please indicate below whether your faculty/school/department offers any of the following (*Mark 'X' where appropriate*):

Programme	Yes	Number of entrepreneurship courses	No
Certificate in Entrepreneurship			
Diploma in Entrepreneurship			
Bachelors in Entrepreneurship			
Postgraduate Diploma			
Masters in Entrepreneurship			
PhD programme ( Entrepreneurship)			

13. Please indicate below whether your faculty/school/department offers any of the following (*Mark 'X' where appropriate*):

Course	Yes	No	Core module	Elective module
Entrepreneurship is covered in other courses that focus on business				
Entrepreneurship is taught in one				

or more dedicated courses				
---------------------------	--	--	--	--

**D. Entrepreneurship/enterprise support**

**14.** Do you have an entrepreneurship centre at your education and training institution?

Answer	Mark 'X' where appropriate
Yes	
No	

If **yes**, please go to question 15 & 16

**15.** What entrepreneurship activities are carried out to promote student entrepreneurship?

*(Mark 'X' where appropriate)*

Activity	Delivered by faculty	Delivered by school	Delivered by department	Delivered by centre
Business Plan Competition				
Entrepreneurship clubs				
Guest speakers				
Campus based start-ups				
Case study competition				
Business/networking functions				
Start-up initiatives				
Entrepreneurship days/weeks				
Workplace exposures				
Community engagement				
Others, please specify				

**16. In relation to the entrepreneurship centre, please answer the following questions;**

When was the centre established?	
How is the centre funded?	
How many staff does the centre have?	

## E. Curriculum

17. What topics are covered in the entrepreneurship offerings?

Topic	Mark 'X' where appropriate
Entrepreneurship	
Small Business Management	
New Venture Creation	
Small Business Finance	
Entrepreneurial Marketing	
Technology & Innovation	
Venture Capital	
Franchising	
Creative Thinking	
Family Business	
Small Business Strategy	
New Product Development	
Others, please specify	

18. Please rank the primary aims of your entrepreneurship offering(s) in the order of importance below. *1 = Very important; 2 = Important; 3 = Not that important; 4 = least important*

To educate students for entrepreneurship( <i>to create an entrepreneur</i> )	
To educate students about entrepreneurship( <i>to obtain a general understanding of entrepreneurship</i> )	
To educate students in entrepreneurship( <i>to make students become more entrepreneurial i.e. innovative and take responsibility about their career lives</i> )	
To educate students through entrepreneurship( <i>to help students acquire business skills or competences</i> )	

## F. Teaching methodologies

*A variety of entrepreneurship teaching methods include such methods as lectures, seminars, workshops, and business simulation, counselling/mentoring, study visits, setting up a business, games, case studies, guest speakers and interviews with real entrepreneurs. Other teaching methods are experimental methods that are based on action-learning approach.*

**19.** Which of the above methods are used by your education and training institution in teaching entrepreneurship? *Please rank them in the order of usage and importance starting from 1 to 12.*

No.	Teaching Method	Ranking(1-12)
1.	Lectures	
2.	Seminars,	
3.	Workshops	
4.	Study visits	
5.	Setting up a business	
6.	Counselling/mentoring	
7.	Business simulation	
8.	Guest speakers	
9.	Interviews with real entrepreneurs	
10.	Action-learning	
11.	Games	
12.	Case studies	

**G. Assessment methods**

**20.** Please select the assessment method used in your entrepreneurship programmes or courses. *Please mark 'X' where appropriate*

Business plan	
Class participation	
Oral examination	
Written end of course examination	

Others, please specify.....  
 .....  
 .....

21. What is the weighting of the assessment of the module?

<b>Formative assessment</b> (provides feedback during the instructional process, while learning is taking place, and while learning is occurring)	%
<b>Summative assessment</b> (evaluates student learning at the end of an instructional unit)	%

**H. Challenges**

22. What are the major limitations to the effective delivery of entrepreneurship education and training in your faculty/school/department?

<b>Challenge</b>	<b>Mark 'X' where appropriate</b>
Lack of support(internal & external)	
Lack of finance	
Lecturer inexperience and training	
Inadequate curriculum	
Poor infrastructure (lack of resources & facilities for training)	
Lack of partnerships with industry	
Lack of interest from students	

**I. Impact**

23. Do you measure the impact of the entrepreneurship course or programme that you offer?

<b>Answer</b>	<b>Mark 'X' where appropriate</b>
Yes	
No	

23b. If yes, please describe the methodologies used.....

.....  
 .....

.....  
.....  
.....  
.....

24. Is there a mechanism to track or monitor whether your students actually start their own businesses after completing the course or programme?

Answer	Mark 'X' where appropriate
Yes	
No	

24b. If yes, please describe the mechanism(s) used.....

.....  
.....  
.....

**J. Policy**

25. Does the government education policy provide enough support to encourage entrepreneurship education and training?

Answer	Mark 'X' where appropriate
Yes	
No	

25b. If yes, please explain.....

.....  
.....

26. What policy changes would you recommend to encourage entrepreneurship education and training in the country?

.....  
.....



.....  
.....

**End of the Questionnaire**

**Thank you for taking the time to complete the questionnaire**

## **ANNEXETURE FIVE: ORIGINALITY REPORT**

Originality Report Processed on: 19-Jun-2014 11:22 AM CAT

ID: 435672835

Word Count: 30211

Submitted: 1

MBA Dissertation

By Nelson Ndala

Similarity Index

0% Similarity by Source

Internet Sources: 0% Publications: 0% Student Papers: N/A

13 June 2014

Mr Nelson Ndala 212559744  
Graduate School of Business and Leadership  
Westville Campus

Protocol reference number: HSS/0258/014M

Project title: Investigating the provision of entrepreneurship education and training in tertiary education and training institutions in Malawi.

Dear Mr Ndala

**Full Approval – Expedited**

This letter serves to notify you that your application in connection with the above has now been granted full approval.

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach/Methods must be reviewed and approved through an amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study. Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

Best wishes for the successful completion of your research protocol.

Yours faithfully



.....  
Dr Shenuka Singh (Chair)

/px

cc Supervisor: Professor Shahida Cassim  
cc Academic Leader Research: Dr E Munapo  
cc School Administrator: Zarina Bullyraj

---

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za) / [snvmanm@ukzn.ac.za](mailto:snvmanm@ukzn.ac.za) / [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville