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**Entrepreneurship education as a strategy for the promotion of
entrepreneurship culture and poverty reduction among university students**

**A Dissertation Submitted in Fulfillment of the Requirement for Masters'
Degree in Management and Commerce**

By

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ABSTRACT

Entrepreneurship is very crucial in the growth and development of the economy, social development, economic competitiveness, job creation as well as enhancement of social welfare and poverty reduction. South Africa has consistently assumed a very poor position in the Global Entrepreneurship Monitor survey in terms of entrepreneurial activity. It is clear that South Africa is not producing a sufficiently entrepreneurial economy and this need to be addressed so as to create employment, expand markets, increase production and revitalize communities so as to reduce poverty. This study investigated entrepreneurship education as a viable tool for the promotion of entrepreneurship among university students for poverty reduction in South Africa. The main aim of this study was to investigate whether entrepreneurship education will be used as a viable tool to promote entrepreneurship among University students to tackle the problems of poverty in South Africa. Quantitative research design was adopted in conducting this study. The study employed both primary and secondary data sources. The primary data was collected using self-administered questionnaire. The respondents were selected using simple random sampling method where a sample size of 374 was selected from a sample frame of 13,331 thousand students. Five-point Likert scale was used to measure the responses. Data analysis methods used include descriptive statistics, one sample statistic test, Chi-square tests and independent t-test. The validity and reliability of the research instrument and the findings were assured through pilot study and Cronbach alpha reliability test. The results indicate that there is positive attitude towards entrepreneurship among university students, entrepreneurship education improves and promote self-reliance and self-independence, entrepreneurship education improves entrepreneurial competencies, promotes entrepreneurship culture and reduces poverty. Recommendations to reduce poverty in South Africa using entrepreneurship education were suggested to the government, government agencies, policy makers and private businesses.

Keywords: Self-reliance, Entrepreneurship education, Poverty reduction and Entrepreneurship promotion

DECLARATION

I, the undersigned, **Nwokolo Echezona E.** with student number **201316347**, hereby declare that this dissertation is my own original work and that any quotations used in study have been attributed to their authors. This dissertation has not previously been submitted for any degree or examination at any other university or learning institution. This dissertation is submitted in fulfillment of the requirements for the degree: Master of Commerce in Industrial Psychology at the University of Fort Hare, Alice Campus.

.....
Signature

.....
Date

Plagiarism Declaration

I, **Nwokolo Echezona E.** with student number **201316347**, hereby declare that I am fully aware of the University of Fort Hare's policy on plagiarism and I have taken every precaution to comply with the regulation

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Ethical Clearance Declaration

I, **Nwokolo Echezona E.** with student number **201316347** hereby declare that I am fully aware of the University of Fort Hare's policy on research ethics and I have taken every precaution to comply with the regulations. I obtained an ethical clearance certificate from the University of Fort Hare's Research Ethics Committee and my reference number is **DYWO31SNWO01**

.....

Signature

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-

DEDICATION

I dedicate this work to

- My parents, Sir and Lady B.O Nwokolo for their love, encouragement, prayers and financial support, I love you so much.
- This work is also dedicated to my siblings, Dr. Chinyere, Obinna, Ugochukwu, Chisom, Obumneme, Nwabunwanne. You guys are the best and I love you all.
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LIST OF ACRONYMS

DTI	Department of Trade and Industry
ENACTUS	Entrepreneurial Action and Us
JASA	Junior Achievement South Africa
NDP	National Development Programme
RED	Real Enterprise Development Initiative
IWF	Isivande Women's Fund
ISP	Incubation Support Programme
NYDA	National Youth Development Agency
SEDA	Small Enterprise Development Agency
THRIP	Technology and Human Resources for Industry's Programme

LIST OF TABLES

Table 5. 1: Reliability Statistic.....	95
Table 5. 2: Chi-Square Tests for Hypothesis one	102
Table 5. 3: Descriptive Statistics Test for Hypothesis one	103
Table 5. 4: One-Sample Test for Hypothesis one	103
Table 5. 5: Chi-Square Tests for Hypothesis Two.....	104
Table 5. 6: Group Statistics for Hypothesis Two.....	105
Table 5. 7: Independent Samples Test for Hypothesis Two	105
Table 5. 8: Chi-Square Tests for Hypothesis Three.....	106
Table 5. 9: Group Statistics for Hypothesis Three.....	107
Table 5. 10: Independent Samples Test for Hypothesis Three	107
Table 5. 11: Chi-Square Tests for Hypothesis Four	108
Table 5. 12: Group Statistics for Hypothesis Four	108
Table 5. 13: Independent Samples Test for Hypothesis Four.....	109
Table 5. 14: Chi-Square Tests for Hypothesis Five	110
Table 5. 15: Group Statistics for Hypothesis Five	111
Table 5. 16: Independent Samples Test for Hypothesis Five	111
Table 5. 17: Summary of Chi-Square Test	112
Table 5. 18: Summary of Result Hypothesis for Independent T-Test	113

LIST OF FIGURES

Figure 3.1: Model and Strategy for Entrepreneurship Promotion among Students.....	70
Figure 5. 1: Nationality	96
Figure 5. 2: Faculty	97
Figure 5. 3: Department	98
Figure 5. 4: Study Level.....	99
Figure 5. 5: Gender	100
Figure 5. 6: Marital Status	101

LIST OF APPENDICES

APPENDIX A: QUESTIONNAIRE	150
APPENDIX B: FREQUENCY TABLES.....	156
APPENDIX C: ETHICAL CLEARANCE.....	163

TABLE OF CONTENTS

ABSTRACT.....	i
DECLARATION	ii
DEDICATION.....	v
LIST OF ACRONYMS	vi
LIST OF TABLES.....	vii
LIST OF FIGURES	viii
LIST OF APPENDICES.....	ix
CHAPTER ONE.....	1
INTRODUCTION AND BACKGROUND OF THE STUDY	1
1.1 Introduction and Background of the Study.....	1
1.2 Problem Statement.....	3
1.3 Aims and Objectives of the Study	4
1.4 Hypotheses of the Research.....	4
1.5 Significance of the Study	5
1.6 Literature Review.....	5
1.6.1 Theories supporting the Study	6
1.6.2 Theories of Entrepreneurship.....	6
1.6.2.1 Human Capital Theory.....	6
1.6.2.2 The Need for Achievement Theory (NAT)	6
1.6.2.3 Schumpeter Theory of Innovation	7
1.7 Empirical Literature	7
1.8 Consolidation of Literature Review.....	8
1.9 Research Methodology	9
1.9.1 Research Design.....	9
1.9.2 Population and Sampling.....	9
1.9.3 Sampling Technique	10

1.9.4 Measuring Instruments.....	10
1.9.5 Validity and Reliability of Instrument	11
1.9.6 Data Collection	11
1.9.7 Data Capturing	11
1.9.8 Data analysis	11
1.10 Delimitations of the Study	12
1.11 Ethical Considerations	12
1.11.1 Protection from harm	12
1.11.2 Confidentiality& Right to Privacy	12
1.11.3 Integrity, Objectivity and Honesty in Reporting Procedures	12
1.11.4 Honesty when Reporting Findings.....	13
1.12 Outline of the Research.....	13
1.12.1 Chapter 1: Introduction and Background of the Study	13
1.12.2 Chapter 2: Review of Related literature.....	13
1.12.3 Chapter 3: Literature on Entrepreneurship Education	13
1.12.4 Chapter 4: Research Methodology.....	14
1.12.5 Chapter 5: Results and Discussions	14
1.12.6 Chapter 6: Conclusions and recommendations.....	14
CHAPTER TWO	15
OVERVIEW OF ENTREPRENEURSHIP AND POVERTY ALLEVIATION	15
2.1 Introduction.....	15
2.2 Concept of Entrepreneurship	15
2.2.1 Entrepreneurship and Entrepreneur Defined	16
2.2.2 Elements of Entrepreneurship.....	19
2.2.2.1 Innovativeness.....	19
2.2.2.2 Start-Up Motive	20
2.2.2.3 Risk- Taking.....	20
2.3 The Present South African Entrepreneurship Environment.....	21
2.4 Contributions of Entrepreneurship to the Economy	24
2.5 The Government Support Initiatives for Entrepreneurship Growth in South Africa.....	26
2.5.1 Department of Trade and Industry Competitiveness Funds	27

2.5.2 Junior Achievement South Africa (JASA)	27
2.5.3 Real Enterprise Development Initiative (RED)	27
2.5.4 Technology and Human Resources for Industry’s Programme (THRIP).....	28
2.5.5 National Youth Development Agency (NYDA).....	28
2.5.6 Isivande Women’s Fund (IWF)	29
2.5.7 Incubation Support Programme (ISP).....	29
2.5.8 ENACTUS	29
2.5.9 Small Enterprise Development Agency (SEDA).....	30
2.6 Obstacles and Challenges to Entrepreneurship Growth in South Africa	30
2.6.1 Educational System and Training	31
2.6.2 Dearth of information	32
2.6.3 Red Tape and Burdensome Regulations	32
2.6.4 Tough Local Economic Conditions	33
2.6.5 High Cost of hiring Workers.....	33
2.6.6 Lack of Finance and Access to Funds.....	33
2.6.7 Lack of Collateral Assets	34
2.6.8 Entrepreneurship Culture	34
2.6.9 Corruption	35
2.6.10 Lack of Coordinated Support.....	35
2.7 Theories of Entrepreneurship.....	35
2.7.1 Joseph Schumpeter’s Innovation Theory.....	35
2.7.2 Peter Drucker’s Theory of Entrepreneurship.....	37
2.7.3 Need for Achievement Theory.....	37
2.7.4 Human Capital Theory.....	38
2.7.5 Frank Knight's Risk Bearing Theory	40
2.8 Concept of Poverty	40
2.8.1 Definition of Poverty	41
2.8.2 Forms of Poverty.....	42
2.8.3 Poverty in South Africa	43
2.8.4 Perceived Causes of Poverty.....	44
2.8.4.1 Income Shocks	45

2.8.4.2 Institutional Failures	45
2.8.4.3 Human Capital	45
2.8.4.4 Blame Game, Corruption and Poor Administration	46
2.9 Poverty Reduction.....	46
2.9.1 Strategies in Poverty Reduction.....	47
2.10 Theory of Poverty	49
2.10.1 Marginal Productivity Theory of Poverty.....	49
2.11 Chapter Summary	50
CHAPTER THREE	51
ENTREPRENEURSHIP EDUCATION	51
3.1 Introduction.....	51
3.2 Definition of Entrepreneurship Education	51
3.2.1 Objectives of Entrepreneurship Education	53
3.2.2 Roles of Entrepreneurship Education	54
3.2.3 Benefits of Entrepreneurship Education	57
3.2.4 Impediments to Entrepreneurship Education.....	58
3.2.4.1 Inappropriate Syllabus and Content.....	58
3.2.4.2 Inappropriate Teaching Methods	59
3.2.4.3 Lack of Trained Entrepreneurship Teachers and Skilled Manpower	59
3.2.4.4 Shortage of Infrastructural and Instructional Facilities	60
3.2.4.5 Insufficient Fund.....	60
3.2.4.6 Poor Entrepreneurial Support	60
3.2.4.7 Inadequate Students' Exposure and Educational System	61
3.2.4.8 Economic Pressure from Parents	61
3.2.4.9 Cultural Barriers.....	61
3.2.4.10 Corruption.....	62
3.2.4.11 Research and Linkages	62
3.2.4.12 Poor Access to Vocational and Skills	62
3.2.4.13 Presence of Administrative and Trade Barriers	62
3.2.4.14 Significant Infrastructural Deficits	62
3.2.4.15 Poor Government and Society's Attitude	63

3.2.4.16 Inadequate Planning and Implementation of Government Policies.....	63
3.3 Entrepreneurship Education and the Myth about Entrepreneurship.....	63
3.4 Entrepreneurship Education Teaching Approaches.....	64
3.5 Model and Strategy for Entrepreneurship Promotion among Students	69
3.5.1 Perception and Attitude.....	70
3.5.2 The Factors in the Environment.....	70
3.5.3 Characteristics and Skills.....	71
3.5.4 Faculty Perception and Teaching Methods.....	71
3.5.5 Student’s Background.....	72
3.6 Strategies and Solutions for Effective Entrepreneurship Education.....	72
3.7 Entrepreneurship Education versus Entrepreneurship	73
3.8 Entrepreneurship versus Poverty Reduction.....	74
3.9 Empirical Literature on Entrepreneurship Education, Entrepreneurship and Poverty Reduction	76
3.10 Chapter Summary	79
CHAPTER FOUR.....	80
RESEARCH METHODOLOGY.....	80
4.1 Introduction.....	80
4.2 Research Design.....	81
4.2.1 Quantitative Research Design.....	81
4.3 Population of the Study.....	82
4.4 Sample.....	83
4.4.1 Advantages of Sampling.....	83
4.4.2 Sampling Procedures	84
4.4.3 Sample Size.....	84
4.4.4 Sampling Technique	85
4.5 Data Collection	85
4.5.1 Secondary Data Collection	86
4.5.2 Primary Data Collection	86
4.5.3 Data Collection Instrument.....	87
4.5.4 Description of the Research Instrument.....	88

4.5.5 Reliability and Validity of the Research Instrument.....	89
4.5.6 Errors.....	90
4.5.7 Pilot Study (Pre-Test)	91
4.5.8 Administration of the Research Instrument	91
4.6 Data Analysis	92
4.6.1 Data Editing	92
4.6.2 Data Coding	92
4.6.3 Data Capturing	93
4.6.4 Data Cleaning and Processing	93
4.7 Ethical Considerations	93
4.7.1 Protection from Harm	93
4.7.2 Confidentiality& Right to Privacy	94
4.7.3 Integrity, Objectivity and Honesty in Reporting Procedures.....	94
4.7.4 Honesty when Reporting Findings.....	94
4.8 Limitations of the Study.....	94
4.9 Chapter Summary	94
CHAPTER FIVE	95
RESEARCH DATA ANALYSIS, RESULTS AND INTERPRETATION.....	95
5.1 Introduction.....	95
5.2 Internal Consistency.....	95
Cronbach’s Alpha for the Structured Questionnaire.....	95
5.3 Demographic Distributions	96
5.3.1 Nationality Distribution	96
5.3.3 Department Distribution	98
5.3.4 Study Level Distribution.....	99
5.4 Hypotheses Testing.....	102
5.4.1 Hypothesis 1.....	102
5.4.2 Hypotheses 2.....	104
5.4.3 Hypotheses 3.....	106
5.4.4 Hypotheses 4.....	108
5.4.5 Hypotheses 5.....	110

5.5 Summary of the Hypothesis.....	112
5.6 Chapter Summary	113
CHAPTER SIX.....	115
DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS	115
6.1 Introduction.....	115
6.1.1 Discussion of the Results	115
6.1.2 Other Important Findings of this Study	117
6.2 Recommendations.....	118
6.2.1 Government and Policy Makers.....	118
6.2.2 Government Agencies.....	119
6.2.3 Institutions of Higher Learning.....	120
6.2.4 Private Organizations.....	122
6.3 Limitations	122
6.4 Conclusions.....	122
6.5 Directions for Future Research	123
6.6 Chapter Summary	123
REFERENCES	124

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction and Background of the Study

Entrepreneurship is a topical concept that is globally recognized as a strategic mechanism or the driving force of sustainable economic growth, through innovation, creativity, venture and job creation, and also its welfare effect on poverty incidence across international boundaries (Herrington & Kew, 2014). It is pertinent for economic growth both in developed and developing countries (Hansson, 2010). This position is supported by Dempsey (2009) who argued that entrepreneurship promotes the growth and development of the economy, social development, economic competitiveness, job creation as well as enhancement of social welfare and poverty reduction.

In line with this study, Poverty is globally singled out as a socio-economic problem that is so prevalent as a result of the high rate of unemployment which threatens most of the developing countries of the world (Adofu & Ocheja 2013). Poverty is seen as a multidimensional and multifaceted phenomenon that transcends social, psychological and economic dimensions (Misturelli & Heffernan, 2008). It is a well known fact that the consistent increase in poverty still remains the major impediment or obstacle militating against the optimum utilization of human resources for both social and economic development of Nations (Misango & Ongiti, 2013). This brings the researcher to the burning issue of poverty in South Africa.

The poverty situation in South Africa is an issue of great concern, due to the historicity and depth of inequality in assets, income and opportunities (Ravillion, 2009). Previous research findings indicate that the total entrepreneurial activity of South Africa from 2002 to 2012 was below average (Turton & Herrington 2013). Moreover, South Africa has a very low percentage of people who believe that they have entrepreneurial capabilities, which stand at 40 percent and those who have entrepreneurial intentions which stand at 14 percent (Turton & Herrington,

2013). The incidence of poverty in South Africa is prominent among the Black population, especially the low income households living in rural areas of South Africa (Government of South Africa, 2008).

The major problem identified in this study is poverty, and the Eastern Cape Province seems to record the highest unemployment rate, amounting to 48.5% compared to 34% for the whole South Africa (STATSA, 2014). The province faces significant social challenges namely income inequality, food insecurity, unemployment and poverty (DEDEAT, 2013). This has pushed the government of South Africa to introduce policies, initiatives and various interventions programmes to reduce the scourge of poverty especially in the rural areas to its barest minimum (Herrington, Kew, & Kew, 2009).

Given the failure of these government intervention programmes, initiatives and policies to eradicate the scourge of poverty, Herrington (2014) suggested that entrepreneurship promotion and enterprise development must be the key areas that are needed to unlock growth potential in South Africa in order to address the real concerns of poverty and inequality. Nwangwu (2005) argued that this can be achieved by promoting entrepreneurship through entrepreneurship education which contributes to the development of new ventures in order to promote economic growth, create jobs and most importantly reduce the level of poverty in South Africa.

In addition to this, Ojeifo (2013) defined entrepreneurship education as the process through which individuals are made participating members of their society. This gives the individuals the opportunity and the capability to live in their society and contribute towards its economic growth and development (Nwachukwu & Nwamuo, 2010; Unachukwu, 2009). Some other researchers viewed entrepreneurship education as the key to success in building, promoting and developing an entrepreneurial culture in the society (Eslyn, Kobus, Christian, & Pradeep, 2007). Entrepreneurship education is further described as the inculcation of knowledge, innovations and skills that empower young learners to planning, starting and running their own business (Afriye & Boohene, 2014).

However, the crucial role of entrepreneurship education is mainly to promote an entrepreneurial mindset and culture among young people, the youths especially those in the universities and the institutions of higher learning which will improve their career choices towards entrepreneurship (Deakins & Glancey, 2005). In view of the above, this study seeks to determine how entrepreneurship education would serve as a strategic tool for the promotion entrepreneurship among University Students for poverty reduction. This study will contribute to the ongoing discussion in making entrepreneurship education and training the core subject at all levels of education especially the Universities where we have a bulk of young people who are energetic and already on their way to break into the labor market (Herrington & Kew, 2014). The next section will look at the problem statement of this study.

1.2 Problem Statement

Poverty is identified as serious challenges and problem facing a large number of people living particularly in Sub-Saharan Africa (Bruton & Ketchen, 2013). Poverty, high unemployment rates among the youths, income inequality and shortage of skills continue to pose huge threat to South Africa as a nation (Ramutloa, 2014). These problems could lead to crimes such as youth restiveness, prostitution, armed robbery, and drug abuse, kidnapping among others which could be detrimental to investment promotion, economic growth and consequently having a negative feedback effect on employment (OECD, 2010).

The Global Entrepreneurship Monitor (2014) reported that one of the major challenges confronting South Africa is that of low levels of youth's entrepreneurship which lags behind international and regional standards. A major reason for this appears to be the attitude of graduates towards entrepreneurship. The GEM statistical report revealed a general lack of interest among the youth to engage in new venture creation. Given the crucial role of youth entrepreneurship in attaining development goals and as a measure to arrest the inflating unemployment and poverty rates as well as the growing trend of university graduates' lacking interest to engage in entrepreneurial activity is fast becoming a major socio-economic challenge for the country (Lennox, 2013). From these deductions, the study intends to determine whether entrepreneurship education would serve as a viable tool in promoting entrepreneurship among university for poverty reduction.

1.3 Aims and Objectives of the Study

The aim of this study is to determine whether entrepreneurship education will serve as a viable tool in promoting entrepreneurship among University students and to tackle the problems of poverty in South Africa. The various objectives of the study clearly indicate that entrepreneurship education is concerned with the development and survival of both the individual and society. On the other hand, if properly planned, funded and well implemented, it will contribute to the economic development, inculcation of skills and innovations for business creation, job creation, income generation, improved standard of living and most importantly poverty alleviation in South Africa. Some of these objectives are:

- To determine the attitudes of university students towards entrepreneurship
- To investigate the extent to which entrepreneurship education promotes self-independence and self-reliance
- To determine the impact of entrepreneurship education in improving entrepreneurial competencies
- To assess the extent to which entrepreneurship education will reduce the high rate of poverty.
- To determine the impact of entrepreneurship education on entrepreneurship culture

1.4 Hypotheses of the Research

H₀ There is negative attitude towards entrepreneurship among University students

H₁ There is positive attitude towards entrepreneurship among University students

H₀ Entrepreneurship education does not promote self-reliance and self -independence

H₂ Entrepreneurship education promotes self-reliance and self-independence

H₀ Entrepreneurship education does not improve entrepreneurial competencies

H₃ Entrepreneurship education improves entrepreneurial competencies

H₀ Entrepreneurship education does not promote entrepreneurship culture.

H₄ Entrepreneurship education promotes entrepreneurship culture

H₀ Entrepreneurship education is perceived not to reduce poverty

H5 Entrepreneurship education is perceived to reduce poverty

1.5 Significance of the Study

From the above objectives, it is obvious that entrepreneurship education, if given the necessary attention and a properly tailored implementation will aid to produce quality young graduates that will create jobs; this will reduce unemployment and on the long run reduce poverty in South Africa. This could only be realized when the young graduates are self-reliant by establishing their own business, small and medium scale enterprises. Provision of better entrepreneurship education contributes significantly to job creation and eventually to poverty alleviation (Isaac, Visser, Friedrich & Brijlal, 2007). This study intends to proffer solutions to the challenges of unemployment and poverty incidence. It also suggests that entrepreneurship education can be used as an effective tool to promote and instill entrepreneurial behavior in individuals, thereby promoting entrepreneurship culture in South African graduates

Furthermore, the study proposes that introduction of entrepreneurship education at all levels of education and in all the university curricular irrespective of the discipline would equip most of these individuals with the requisite skills, abilities and the innovative ideas that will enable them to identify opportunities lying around their environment after their graduation from the university; and turning these opportunities into something valuable and at the same time creating new employment and reducing poverty drastically. The findings from this study will be recommended to the policy makers, government and its agencies to be implemented and also in identifying priority areas to vigorously promote entrepreneurship education at all levels of education especially in the university education. This will help to promote entrepreneurial spirit and culture needed to tackle poverty and unemployment in the society. Its findings will also be useful to educational and training institutions. The findings will be of great importance and useful to small and medium scale business owners and managers

1.6 Literature Review

The previous section has provided the introduction and background of what this study is about. It has also given an insight into its problem statement, objectives, and the significance of the study

as well its hypotheses. This section will focus on the theoretical approach of the study, which are the theories supporting the study and its empirical literature.

1.6.1 Theories supporting the Study

Aina and Salako (2008) defined entrepreneurship as the ability and capability of an individual to devise investment opportunities and utilize the advantages of scarce resources to exploit the opportunities profitably. In addition, Mauchi, Karambakuwa, Gopo *et al.* (2011) described entrepreneurship as the process of equipping individuals with the ability to recognize commercial opportunities, the knowledge, skills and attitudes to act on them for the purpose of stimulating employment and poverty reduction.

1.6.2 Theories of Entrepreneurship

Many theories have been used to explain the significance of entrepreneurship education in promoting entrepreneurship among young learners for the purpose of poverty reduction. Some of these theoretical perspectives that support entrepreneurship education in relating positively to the promotion of entrepreneurial mindset and culture have been identified. These are (1) Human capital theory (2) Need for Achievement Theory (3) Risk Taking Theory (4) The Schumpeter theory of innovation.

1.6.2.1 Human Capital Theory

This theory originates from a branch of economics known as “Labor Economics”. Human capital theory suggests that education and training enhances the productivity of individuals by imparting vital and useful knowledge, ideas, skills and levels of technology in the individuals (Robert, 1991). Research by Olaniyan and Okemakinde (2008) pointed out that human capital theorists encourage spending on nation’s workforce because expenditures on training and development are a productive investment like investment on physical assets.

1.6.2.2 The Need for Achievement Theory (NAT)

The need for achievement theory is a psychological theory proposed by David McClelland in 1965. The theory points out a strong association between the need for achievement, economic development and entrepreneurial activities. The proponent of this theory explains that there

would be a relatively greater amount of entrepreneurial activities in the society where the average level of need achievement is relatively high. The crux of the theory is that when students or learners are sufficiently motivated to have high need for achievement in life through entrepreneurship education, there is a greater tendency for them to set up their own businesses after graduation.

1.6.2.3 Schumpeter Theory of Innovation

The theory regards the unemployment challenges as inversely related to new venture creation otherwise known as “entrepreneurship” (Garofoli, 1994; Audretsch & Fritsch, 1994). Going further, when new businesses are established in the economy, employability is stimulated through the power of creative destruction. Conversely, Lucas (1978) and Jovanovic (1982) were of the opinion that high rate of unemployment is often associated with a poor rate of entrepreneurial activities, which means where people do not have the privilege to acquire business knowledge, innovation and skills to set up their own businesses, the rate of unemployment remains very high. The implication of Schumpeter effect is that unemployment tends to be very high because many individuals are not well equipped with human capital and entrepreneurial talents required to start and sustain new business ventures.

The theoretical approaches above indicate that entrepreneurship education serves as a viable tool driven by diverse theories for the purpose of stimulating employment, poverty reduction, fast-tracking economic development of the country and promoting entrepreneurship culture among university students as well as the youths in South Africa.

1.7 Empirical Literature

Previous researches conducted reported that entrepreneurship education helps in reducing the problems and challenges of poverty present in both developed and developing countries of the world (Tang & Koueos, 2004). Similar studies on entrepreneurship have also revealed that the promotion of entrepreneurship has a positive effect on human development through the creation of small and medium scale businesses thereby reducing poverty (Amoros, 2009).

A common denominator discovered in a good number of studies conducted on entrepreneurship is the crucial role the key factors namely, risk-taking, innovation, identification or recognition of

opportunities play; with varying degrees of emphasis (Rusu, Isac, Cureteanu & Scorba, 2012). This could be made possible through entrepreneurship education. Hynes (1996) argued that entrepreneurship education is one of the veritable tools that promotes entrepreneurial culture and suggested that various institutions should make entrepreneurship education a compulsory subject in schools which would enhance entrepreneurial culture in the society and also promote job creation.

Okereke and Okoroafor (2011) posited that entrepreneurship education serves as viable tool for self-empowerment, employment generation and wealth creation which improves the living standard of low-income households. Ogundele, Akingbade and Akinlabi, (2012) supported this and were of the opinion that entrepreneurship education encapsulates the philosophy of self-reliance, self-independence and self-orientation. It helps in creating a new cultural and productive environment, promoting new sets of attitudes and culture for the attainment of future challenges.

Anho (2013) argued that a basic functional entrepreneurship education possess the capability of building good human and personal relations thereby addressing personal and social challenges such as unemployment and poverty. Utim (2013) in recommending the use of entrepreneurial education as a solution for poverty reduction indicated that entrepreneurship education serves as the main mechanism for social, economic growth and development of the people by reducing poverty through skill acquisition, job training and wealth creation. Isaacs *et al.* (2007) argued that a unanimous agreement exists among scholars in the field of entrepreneurship, which more attention should be paid to entrepreneurship education as opposed to business education. They further agreed that business education has a more limited coverage than entrepreneurship education, which includes other topics like innovation, initiatives and risk taking (Isaacs *et al.*, 2007).

1.8 Consolidation of Literature Review

Most of the previous studies have frequently focused on the promotion of entrepreneurship education at the institutions of higher learning without suggesting the best method to administer or teach entrepreneurship education to its students. Many studies have also proven that entrepreneurship education promotes entrepreneurship culture. This present study throws more

lights on new areas of entrepreneurial education concept and provide the best methods and approaches to be adopted in teaching entrepreneurship education in to improve the attitudes of university students towards entrepreneurship and also to use these methods to improve their entrepreneurial competencies which can be used to tackle and reduce social challenges such income inequality, unemployment problems and poverty in South Africa. In sum, this study will examine the extant knowledge about entrepreneurship and where the future research on this important topic should move to enhance the knowledge about entrepreneurship as a pathway to reducing poverty.

1.9 Research Methodology

Research Methodology implies the body of methods used in research process which comprises of variables such as the research design, target population, sample size, sampling technique, sampling procedures, the measuring instruments and data analysis (Loubser, 1999). It is described as the blueprint for the collection, measurement, and analysis of data in order to achieve the objectives of a research (Leedy & Ormrod, 2001).

1.9.1 Research Design

This study will adopt a quantitative research approach in order to assess the key factors that restrain the growth of entrepreneurship among university students and to determine the best way to tackle poverty situation in South Africa. This means that structured questionnaire will be administered by the researcher in order to collect quantitative data for this study, and then the relationship or association between the variables was tested statistically.

1.9.2 Population and Sampling

Population of this study comprised of 13,331 thousand registered students from all discipline at the University of Fort Hare Alice, Eastern Cape South Africa. In order to achieve the confidence level 95% and the 5% margin error, a sample size of 374 students was needed for this study from the sampling frame. This was achieved using Raosoft sample size calculator.

1.9.3 Sampling Technique

The sampling technique for this study is simple random sampling technique. This is where a subset of individuals is chosen from a larger population or set. It is the method in which all members of a population have an equal and independent chance of being selected or represented in the entire population.

1.9.4 Measuring Instruments

A composite questionnaire was developed and designed specifically to address the objectives of the study and provide recommendations to the problems identified in the study. The sections of the questionnaire contained questions and scales that measures whether entrepreneurship education promotes entrepreneurship among university students for poverty alleviation in South Africa. Scales from the general measure of enterprising tendency test (GETT) were used in this study. The instrument was developed in 1988 by Sally Caird (Caird, 2012). This is a 54 (fifty four) question survey aimed at identifying the entrepreneurial characteristics and personal tendencies of respondents. These entrepreneurial characteristics include the need for achievement, need for autonomy, creative tendency, risk taking, drive and determination.

The instrument consists of six sections, namely:

Section A: This section contained the general information of the respondents such as Nationality, Faculty, Departments, Study Level, Gender and Marital Status of the respondents.

Section B: This section contained information that relates to students' attitudes towards entrepreneurship.

Section C: This section contains information which relates to Self-reliance and Self-independence.

Section D: This section contained information relating to entrepreneurial competencies.

Section E: The scales in this section contained information relating to entrepreneurial culture.

Section F: This section contained scales that relates to entrepreneurship education and poverty reduction. Poverty was measured using questions designed to find out how entrepreneurship education would help to reduce poverty.

1.9.5 Validity and Reliability of Instrument

The instrument validity and reliability were tested by conducting pilot study on the questionnaire that was designed. The instrument underwent extensive field testing in order to check the face and criterion validity of the instrument. In testing the reliability and internal consistency of the instrument the Cronbach's alpha coefficient reliability test was used which revealed that the alpha value was above 0.5 which means it is reliable. Internal consistency is the extent to which each item correlates with the rest, and how well it correlates, with the total item pool in the sub-scale.

1.9.6 Data Collection

Data was collected through two sources which were the primary and secondary sources. The primary data was collected through the use of questionnaires, by administering questionnaires to the respondents which were the university students. The secondary data was collected through the use of published and unpublished theoretical literatures and empirical studies, books, newspapers, magazines and research journals.

1.9.7 Data Capturing

Data was captured by the researcher using Microsoft Excel. The researcher coded the data as it was captured. The Excel spreadsheet was used to score the data automatically, readying it for further data analysis.

1.9.8 Data analysis

The data was analyzed according to the data scales utilized. This includes descriptive statistics, one sample t-test and independent t-test as well as chi-square test was used to test the statistical significance of any relationships found. This data was analyzed using the statistical software known as SPSS.

1.10 Delimitations of the Study

The potential limitation the study could be non-response or non-co-operation of some of the respondents which could cause delays during data collection. The major limitation of this study could be unavailability of funds for transportation and other logistics.

1.11 Ethical Considerations

Ethical clearance certificate was obtained from the University and informed consent was also obtained from each respondent. The study relied heavily on the honesty of the responses received. The researcher assured the respondents that their responses would be kept anonymous and encouraged them to answer as truthfully as possible.

1.11.1 Protection from harm

There was no risk of physical harm in the research. The fieldworkers exercised tact and discretion during the distribution of the questionnaires. The researcher treated the respondents with dignity and respect.

1.11.2 Confidentiality & Right to Privacy

The personal details of the respondents not recorded. They were identified by a case identifier printed on the questionnaires. No identifying features were recorded and the research painstakingly ensured that the respondents' identity remained anonymous.

1.11.3 Integrity, Objectivity and Honesty in Reporting Procedures

The findings of this research were clear and objective, because the questionnaires were fixed responses. The researcher worked with some of his colleagues in the distribution of questionnaires. The procedures will be explicitly laid out. The limitations to the study were indicated clearly and any adverse events were immediately reported.

1.11.4 Honesty when Reporting Findings

The findings of this study were reported favorably. No data was be manipulated, with the exception of standard scoring and transformation. The data will be stored for five years to enable other researchers to interrogate such data to ensure its veracity.

1.12 Outline of the Research

For clarity, the detailed outline of this research explores the different components contained in each chapter of this research which is explained below.

1.12.1 Chapter 1: Introduction and Background of the Study

The first chapter of this research provided the introduction and background of the study in relation to the problem that led to the research. This consists of the problem statement of the research, the objectives, hypotheses and the significance of the study.

1.12.2 Chapter 2: Review of Related literature

This chapter provided an overview of entrepreneurship and poverty reduction, the elements of entrepreneurship, the present South African entrepreneurship environment and the government support initiatives for entrepreneurship. This chapter also discussed the concept of poverty, its forms and causes. It also provided theoretical framework and the relevant theories supporting entrepreneurship and poverty reduction. It reviewed the previous studies on entrepreneurship education in relation to poverty alleviation.

1.12.3 Chapter 3: Literature on Entrepreneurship Education

This chapter discussed the concept of entrepreneurship education, its objectives, roles, benefits and the impediments of entrepreneurship education and entrepreneurship education teaching approaches. It also discussed the model approaches to entrepreneurship promotion among students and provided details of the relationship between entrepreneurship education, entrepreneurship and poverty reduction. This chapter was concluded with empirical literature on entrepreneurship education entrepreneurship and poverty reduction.

1.12.4 Chapter 4: Research Methodology

This chapter discussed the research methods applied in this study. The methods will include the population, sampling procedures, sample size, and the instruments used in this study. It also discussed the processes of data collection and that of data analysis.

1.12.5 Chapter 5: Results and Discussions

This chapter involves the analysis and interpretation of the research results using quantitative analysis. This includes tables, graphs and figures that will be used to illustrate the results of the study. Other statistical analysis will be used to test for the relationship between entrepreneurship education and poverty alleviation.

1.12.6 Chapter 6: Conclusions and recommendations

This chapter involves the general conclusions for this study. It also discussed the recommendations for government agencies, non-governmental organizations and private organizations as well as recommendations for future research.

CHAPTER TWO

OVERVIEW OF ENTREPRENEURSHIP AND POVERTY ALLEVIATION

“We (South Africans) need to invest in our youth to ensure a skilled and capable workforce to support growth and job creation” (Zuma, 2010).

2.1 Introduction

The previous chapter presented an introduction and the background to this research as well as the problem statement, objectives and hypotheses. The present chapter seeks to give an overview of the concept of entrepreneurship and poverty reduction. The theories of entrepreneurship and poverty are discussed in this chapter. This chapter will also shed more light on the present entrepreneurship environment in South Africa, contributions of entrepreneurship to the economy, the government support initiatives for entrepreneurship in South and numerous obstacles and challenges confronting entrepreneurship in South Africa. Subsequently, the chapter will discuss the concept of poverty, the poverty theory, poverty reduction and poverty reduction strategies.

2.2 Concept of Entrepreneurship

In the field of entrepreneurship, different writers have been battling and struggling to produce a single and generally accepted definition of entrepreneurship (Kobia & Sikalieh, 2010; Davey, Plewa & Struwig, 2011). The reason for this is because entrepreneurship has been taught and studied in different disciplines, and this gave rise to diverse views around its meaning (Kobia & Sikalieh, 2010). The researcher thinks that entrepreneurship is a force to reckon with, due to its overwhelming impact in facilitating economic growth, development and societal progress of a nation. Afriye and Booheme (2014) added that entrepreneurship involves innovation, creativity, risk-taking, initiatives, opportunity recognition, employment generation and social empowerment. It is also viewed as a solution insight to the growing problems of unemployment, poverty and is instrumental to the success of small, medium and micro enterprises (SMMEs) in South Africa (Mkhize, 2010). Below are some of the vital definitions of entrepreneurship and

entrepreneur produced by different authors and writers for better understanding of the concept of entrepreneurship.

2.2.1 Entrepreneurship and Entrepreneur Defined

Business news daily (2014) defined entrepreneurship as the process of nurturing a business from the scratch which includes everything from idea conception to creating a venture as well as managing the venture in order to make profits and to generate employment. Fukugawa (2013) supported this by defining entrepreneurship as the creation or the recognition of business opportunities and the exploration or exploitation of these opportunities through new venture creation.

From above definition, Friedman (2011) added that entrepreneurship is a viable ingredient for job creation as well as for economic development, unemployment reduction and poverty alleviation. Entrepreneurship is also recognized to serve as the source of income generation for the major groups of both rural and urban inhabitants who do not have well-paid jobs; these groups of people highly depend on entrepreneurship for survival (Ihugba, Odi & Njoku, 2014). This is because entrepreneurship is often cited as a key factor in the improvement of economic growth, creation of numerous jobs poverty reduction in developing countries (Naude, 2010).

On the other hand, European Commission (2012) defined entrepreneurship as an individual's ability to transform ideas into action, this involves creativity, innovation and risk taking, as well as the ability to plan, start and run businesses in order to make profits and enhance the individual's living standard. Meanwhile, Eisenmann (2013) defined entrepreneurship as a behavioral concept that involves recognizing and taking advantage of opportunity without being hampered by the availability of resource or non-availability thereof. Thus, one could look at entrepreneurship not only as a process, but also at the entrepreneur's unique approach in creating, managing a venture, managing risks, mobilizing and effectively deploying resources. Furthermore, Swanepoel, Strydom and Nieuwenhuizen (2010) defined entrepreneurship as the catalyst for economic growth and development within a competitive environment. This involves the interrelated processes of vision, change and creation and it requires so much energy that the individual needs to be passionate (Kelley, Bosma & Amoros, 2011).

This position is supported by Zafirovski (2008) who defined entrepreneurship as an individual action that is propelled by any act of rational elements with social or anti-social traits. Holt (2008) concurs with this by declaring that entrepreneurship mainly centers on socially motivated effort which requires combined attitudes of individuals. It is further described as an individual's attempt towards self-employment, creation of new ventures and for the expansion of existing business (Bosma, Wennekers & Amoros, 2012). In sum, entrepreneurship concerns itself with the creation of newly established economic systems that benefits the general society. In an elaborate view, entrepreneurship is characterized by innovation, change, risk-taking propensity, opportunity recognition, driving force, determination, of benefit to the business, the employees and to shape the entrepreneurial culture of individuals in the society for economic growth, development and poverty reduction (Arbaugh, Cox & Camp, 2008; Ahl, 2006).

On the other hand, entrepreneurs can be defined as individuals who accept risks, mobilize resources, generate jobs, and introduce innovation, creativity and the creation of economic activities (Oba 2010). They are risk takers, creators, innovators and people who start ventures. To add to this assertion, Osuagwu (2006) identified the skills required by an entrepreneur and they can be classified into three main areas:

- **Technical Skills:** This involves skills such as writing, listening, oral presentation, organizing, coaching, being a team player, and technical know-how.
- **Business Management Skills:** This involves skills in areas relating to starting, developing and managing or running an enterprise.
- **Personal Entrepreneurial Skills:** This skill differentiates an entrepreneur from a manager. The skills involved here are inner control (discipline), risk-taking, being innovative, being change-oriented, being persistent, and being a visionary leader, among others. These skills can successfully be achieved through entrepreneurship education.

Susan (2013) defined entrepreneur as an individual who starts a new business venture on the basis of a totally new ideas, and new ways of doing things or attempting what no one else has done before. Entrepreneurs tend to possess the talent for identifying opportunities and the ability to develop those opportunities into profit making businesses.

Nieman and Nieuwenhuizen, (2009) concurred with this and defined entrepreneur as an individual, who recognizes an opportunity in the market, gathers resources to start and run a business venture in order to meet his or her needs. Entrepreneur bears the risk in the creation of new ventures and gets rewarded with profit if the venture flourishes. In this regard, Burns (2008) defined an entrepreneur as an individual who possess the ability to identify business opportunities inherent in their environment, focus on the relevant resources to take advantage of these enormous business opportunities and to further deliver on the expectations of the market.

In the opinion of Certo, Moss and Short (2009) the entrepreneur takes more risks to increase personal interest to make use of the available opportunities. This notion is supported by Farrington, Venter and Neethling (2012) who emphasized that the attributes and tendencies of an entrepreneur can be developed through entrepreneurship education, thereby promoting intentions that produce entrepreneurs. In accordance with the above viewpoints, entrepreneurs contribute substantially to the economic development of various nations through employment creation, SMMEs development as well as commercialization of research and development (R&D) products and technological transfer (Information Development 2010). There is also a plethora of evidence which points out that entrepreneurs create more employment than non-entrepreneurs (Van Praag & Versloot, 2007).

In practical context, some active entrepreneurs have shaded more light on the definition of entrepreneurship and the entrepreneur. Lingham (2011) defined entrepreneurship as the ability to create a new business venture that can participate in an open market opportunity. He also defined an entrepreneur as an individual who has the inclination to quit his or her job and take risks, either with time or capital or even the both (Lingham, 2011). Taking a proper look at the definitions above, diverse views are presented on the concepts of entrepreneurship and the entrepreneur, thus reaffirming the lack of common agreement as to what these concepts truly mean. Below are some of the diverse views on the concept of entrepreneurship.

Entrepreneurship is viewed as the process of creating or using opportunities, with acquired resources to start, grow and manage an existing business with the primary goal of achieving and maximizing profits. In line with the creativity and innovativeness of entrepreneurs, they create

new technologies, products and services that add value and solve society problems (Nicolaidis, 2011). Expanding this viewpoint, Ndedi (2009) described entrepreneurs as individuals with complementary needed skills and talents; sensing and grasping an opportunity where others see failure; gathering and controlling resources to pursue the opportunity and making sure that the venture does not run out of finance when it is needed most.

Aina and Salako (2008) further viewed entrepreneurship as the ability and willingness of an individual to search for investment opportunities and make optimal use scarce resources to exploit these opportunities profitably. This involves the process of creating new venture with value by devoting the necessary time and efforts, tackling the accompanying financial and social risks and receiving resulting reward at the end. Van Aardt , Van Aardt, Bezuidenhout and Mumba (2008) view entrepreneurship as the process of initiating, creating and expanding the enterprise and raising an entrepreneurial team, which involves gathering other resources to exploit an opportunity in the market place profitably. Timmons and Spinelli (2007) suggest that entrepreneurship is a way of thinking, reasoning and acting which is opportunity obsessed, holistic in approach, and leadership balanced.

2.2.2 Elements of Entrepreneurship

In this study, three important elements have been identified to serve as contributing attribute to entrepreneurship and they are referred to as innovativeness, risk taking and start-up motive.

2.2.2.1 Innovativeness

Schumpeter 1934 was one of the first writers to present the functions of innovation into the entrepreneurial process. Kibassa (2012) contends that innovativeness is the constituent of human disposition, which enables entrepreneurs to nurture innovations in their business ventures. Mazzucato (2013) emphasizes in strong terms, that innovation is a strategic driver for entrepreneurship promotion, economic growth and development as well as poverty reduction which can be achieved through entrepreneurship education. Wonglimpiyarat (2011) lent credence to this by stating that new venture creation, improved productivity and living standard as well as sustainable economic growth and development may be enhanced through technological innovations. Thiruchelvam (2010) added that innovation plays a very crucial role

in attaining the growth of entrepreneurial activity by concentrating on knowledge and skill development.

Moving further, Ajagbe and Ismail (2013) stated that innovation has become an indispensable stimulant for entrepreneurship promotion, new venture creation and the nation's development irrespective of whether the country is industrialized or developing. Somsuk and Laosirihongthong (2014) further explained that innovativeness of an entrepreneur may tend to improve towards the attainment of economic development, depletion of unemployment and poverty reduction through the development of SMMEs. These developed SMMEs within the locality will employ more people thereby increasing the wealth of the locality and drastically reducing poverty. In sum, Innovative based businesses play a crucial role creation of new ventures, generating employment and creating wealth thereby alleviating poverty (Scilliotte & Chakrabarti, 2010).

2.2.2.2 Start-Up Motive

Start-up motive involves those entrepreneurial intentions that make up an entrepreneur. Several factors may be responsible for this, which includes the drive to be innovative, building a successful business, managing specific talents effectively and the need for independence among others. When the start-up firm has motive to commence a business, his intention will be to build a successful business in the future. Da Silva (2010) opined that the outcome of building a successful business leads to wealth creation, improvement in living standards and economic development through employment generation as well as poverty alleviation.

2.2.2.3 Risk- Taking

Risk taking as regards to entrepreneurship involves the practice of taking part in business ventures that involve risks for a reward (Stewart & Roth, 2001). In accordance with the concept of risk-taking, different definitions and concepts are abound (Isaga, 2010). In the literature of entrepreneurship, Kirby, (2003) disclosed that the idea of assuming risks and uncertainty started in the 18th century through economic theory promoted by Cantillon in 1931. Building on the work of Cantillon, Isaga (2012) posited that the key feature that distinguishes an entrepreneur from a hired employee was uncertainty and the risk that abound in self-employment. In cognizance with the above concept a risk-taker is described as an individual who undertakes

business idea with the possibility to succeed. When an entrepreneur succeeds, there is tendency to expand his business and engage more people in employment, thereby creating wealth within the locality and accordingly alleviating poverty (Chell, Haworth & Brearleys, 1991). This risk-taking propensity can as well be achieved through entrepreneurship education.

2.3 The Present South African Entrepreneurship Environment

The Global Entrepreneurship Monitor (2014) reported that the rate of entrepreneurial activity in South Africa is very poor for a developing nation and a quarter of that is seen in other Sub-Saharan African countries. Though, South Africa have made frantic efforts to assist the growth of entrepreneurship and SMMEs, but the current entrepreneurship environment is difficult, risky and not conducive for running small businesses and also the failure rate is very high (GEM 2014). It is reported that five out of every seven small businesses in South Africa fail within one year (Peyper, 2013). When this is compared to the United States, 70% of small businesses survive at least two years, as the U.S. Small Business Administration stated (Hirsh, 2013).

Entrepreneurial activity is a vital indicator of the future of SMMEs, since the owners of future small businesses are regarded as today's entrepreneurs. Herrington, Kew and Kew (2014) described the Global Entrepreneurship Monitor (GEM) research project as a joint venture of Babson College and the London Business School, which began in 1997 with the sole objective of measuring entrepreneurship and its impact on national development. Its recent report on South Africa showed that attitudes towards starting a business are not very favorable and commendable (GEM, 2014). From this report, South Africa was ranked lower than other Sub-Saharan nations when asked about their perception of good opportunities, as well as their own capabilities. Only 37.0% of the adult population in South Africa believes that there are good opportunities to start a business, compared to 74.5% on average in other sub-Saharan countries. Similarly, 37.7% of this population believes they have the capabilities needed to start a business, whereas 78.9% of people on average in other sub-Saharan countries believe the same (GEM, 2014).

On the perspective of entrepreneurial intentions, the report indicated that entrepreneurial intentions in South Africa recorded a decrease by 23% (from 15.4% to 11.8%) when compared to its 2013 report. Entrepreneurial intentions in South Africa are significantly lower than the rest

of Sub-Saharan Africa, which amount to only a fifth of the regional average. South Africa also performed poorly compared to other efficiency driven economies in the 2014 GEM survey; the average for efficiency-driven economies was 22, 8% around double of South Africa's score.

On the other hand, the total early-stage entrepreneurial activity rate is regarded as the central indicator of any GEM report which measures the percentage of the adult population (18–64 years) that are involved in the process of starting or who have just started a business venture (Herrington *et al.*,2014).

The GEM report (2014) reveals that the total early-stage entrepreneurial activity in South Africa dropped drastically compared to 2013 report. It decreased by 34% (from 10.6% in 2013 to 7.0% in 2014) and the gap between South Africa and other Sub-Saharan Africa countries has widened. This appears that entrepreneurship in South Africa is regressing when compared to its counterparts in the rest of Africa. A further comparison of the South Africa's TEA rate with that of other economies that participated in GEM 2014 reinforces this bleak future of entrepreneurial activities in South Africa. This shows that South Africa records one of the lowest TEA rates among the efficiency-driven economies; the average for the efficiency-driven economies is 14.0, which is double of South Africa's TEA rate (Herrington *et al.*, 2014).

Another indicator for entrepreneurship activity in any country is the level of established businesses, which is very important in any country, because these are businesses that have moved beyond the nascent and new business phases and are able to contribute significantly to the economy in the form of employment generation and the introduction of new products and processes. The same report indicates that the established business level in South Africa has remained relatively constant. However, this has contributed to a sharp decline in established business rate compared to that of other Sub-Saharan African countries. The level of established businesses are also disturbingly lower than the average for efficiency-driven economies which stands at 8.5% which is more than three times South Africa's rate of 2.7%. The important concern is that South Africa has the fourth lowest established business rate of all the economies that participated in GEM 2014 report only Kosovo, Costa Rica and Puerto Rico have lower rates than South Africa (Herrington *et al.*, 2014).

The economic implications of these findings are certainly of great concern. South Africa's continuous poor rate of established businesses paints a bleak picture of the SMME sector's potentials to contribute significantly to employment generation, economic growth and more equal income distribution. However, the poor sustainability of start-ups in South Africa when related to other countries in the GEM sample also suggests the need for policy interventions aimed at supporting and mentoring entrepreneurs through the difficult process of firm birth (Herrington *et al.* 2014).

Business discontinuance is pointed out as another crucial indicator of entrepreneurial activity rate of a country. The information gathered on the rate of business discontinuance is regarded as another indicator for sustaining entrepreneurship in an economy. The report indicates that South Africa's ratio of TEA to business discontinuance is fairly encouraging for every person exiting a business in 2014 (GEM, 2014). However, the business discontinuance rate among South African businesses still remains greater than the established business rate. The reasons for business discontinuance are enormous and they vary. Some reasons could be perceived to be positive, such as the opportunity to sell, pursuing another opportunity or planned retirement.

On the other hand, the business discontinuance may be due to the lack of business profitability, poor access to finance and depleting level of business capital. The report highlighted and summarized the various reasons for business discontinuance in South Africa. It reported that only 9% of South African business that discontinued in 2014 was for positive reasons, when compared to an average of 16% in sub-Saharan Africa (GEM, 2014). Going further, sixty-two percent of businesses in 2014 closed for financial reasons either because they were not making profits or because of difficulty in accessing finance to sustain their businesses. The percentage of South African entrepreneurs that exited their businesses in 2014 as a result of access to finance is similar to the average for sub-Saharan Africa, significantly more South African businesses are discontinued because of lack of profitability compared to their regional counterparts (Herrington *et al.*, 2014).

These challenges could be traced to low levels of business-related skills, innovation and creativity in South African entrepreneurs; lack of affordable and efficient support structures and infrastructure, education system; or the fact that many entrepreneurs in South Africa are active in over-traded sectors populated by low profit margin businesses and a high level of competition for limited markets which can threaten the growth and sustainability of their businesses (GEM, 2014). It is very important to know that South Africa's entrepreneurship environment is not all bad news, because recent report by World Bank on doing business indicated that South Africa was ranked 41st for ease of doing business (out of 189 economies) and 64th for ease of starting a business (World Bank, 2014). Though, not as high as the G8 nations, South Africa fares better than most other African countries and is on par with, or even better than most developing nations. In fact, some frantic efforts have already been made towards making it easier for companies to do business. For example, South Africa in 2013 minimized the time and documents needed to export and import goods through its customs modernization program, and in 2014 it made paying taxes easier by replacing the secondary tax on companies with a dividend tax on shareholders (World Bank, 2014).

In spite of all these, doing business in South Africa remains a challenge for SMMEs. In its 2014 report on growth and competitiveness for small business in South Africa, private sector development and research company SBP conducted a study of 500 small and medium enterprises from various industries. The outcome of this study revealed that business owners strongly believed that the business environment is unfavorable to their operations, with 71% of respondents saying that it became harder to operate a business in South Africa in 2013, while only 9% said it became easier. They identified the major impediments to growth as: lack of skilled staff, burdensome regulations, local economic conditions, lack of finance, and cost of labor (Headline Report SBP, 2014).

2.4 Contributions of Entrepreneurship to the Economy

Entrepreneurship serves as an important mechanism which contributes to the sustainability of economic growth through job creation, innovation and social empowerment (Afriye & Booheme, 2014). As a result of this, enterprise development and entrepreneurship must be seen as one of the key areas that can unlock growth potential in South Africa in order to address the real

concerns of poverty and inequality (Herrington *et al.*, 2014). This is the reason entrepreneurship is viewed as the largest contributor and generator of job opportunities the world over; thus it aids in cutting down the high rate of poverty in the world (Maroketti, Niehm, & Fuloria, 2006).

The positive contribution of entrepreneurship in economic and social development cannot be overemphasized because entrepreneurs create and bring to life new technologies, products and services and also create new markets and jobs along the way. This affords members of the community to add value to their lives at the community level (Niehm & Fuloria, 2006). Entrepreneurship provides social change through its unique offerings of new goods and services; it breaks away from tradition and indirectly promotes self-reliance by reducing dependence on obsolete systems and technologies (IDC, 2008). This results in an improved quality of life, greater morale and economic freedom

Furthermore, entrepreneurship is acknowledged as a vital economic force that shapes the global economic performance and development (Herrington, Kew, & Kew, 2010). It contributes critically to the initiation of the major economic tasks of creating new economic opportunities for business benefits, employees and the general society; thus it generates personal income and financial freedom (Arbaugh *et al.*, 2008). In addition, Hussain and Zafar-Yaqub (2010) stated that entrepreneurship does not only contribute to the economic performance of a nation but also promotes the economic development of the nation with the intent to create employment opportunities, create wealth, provide services and reduce poverty.

In accordance with the above contributions, Kumar (2012) argued that entrepreneurship promotes capital formation, creates large-scale employment opportunities, promotes balanced regional development, reduces concentration of economic power, stimulates wealth creation and distribution, leads to increasing gross national product and per capita income, leads to improvement in the standard of living, promotes the country's export trade, induces backward and forward linkages and facilitates overall development. This is supported by Welkessa, (2015) who added entrepreneurship accelerate the usage of the factors of production, creation of employment opportunities, spreading of economic activities to various sectors, identifying new methods of growth. Welkessa (2015) went further to add that entrepreneurship contributes greatly in creating a culture of achievement and also to the growth of national income. It is also

useful in bringing about balanced regional development, reducing social unrest and social tension, breeding economic independence, promoting capital formation and lessens concentration of economic power.

2.5 The Government Support Initiatives for Entrepreneurship Growth in South Africa

In a developing economy like South Africa, entrepreneurship context is viewed as unique ideas, inventions and technologies (Khan, 2014). Entrepreneurship is very crucial in unlocking economic growth and social inclusion. The importance of entrepreneurship has propelled the South African government to acknowledge the vital role entrepreneurship plays in the future growth and economic success of the country (SSCG, 2013). To achieve this feat, the government of South Africa had to place a benchmark against the global economy and has understood the importance and benefits of providing fertile ground and soft landing for all types of SMMEs to spawn and grow without hindrances (Khan, 2014). This snowballed into the introduction of various policies and structural developments programmes to promote entrepreneurship, build capacity and ecosystems as well as to foster entrepreneurial thinking starting at the educational level. The South African government also realized the crucial role entrepreneurship in the country's economy, where high unemployment, poverty, deep social and class divides and a highly unequal society are evident (Khan, 2014).

This pushed the government of South Africa to employ the best approach in transforming the socio-economic landscape of the country by galvanizing total support and launching a concerted effort to develop entrepreneurship at all levels (Jonker, Saayman & Klerk, 2009). This committed effort by the government led to the birth of a good number of programme and support initiatives which include the policies to assist, support and develop small, micro and medium enterprises (SMMEs) Some of these programmes are the preferential procurement, BEE codes, Department of Trade and Industry Competitiveness Fund, Junior Achievement South Africa, the RED Door Initiatives, Bavumile, Technology and Human Resources for Industry Programme, Isivande Women's Fund, Incubation Support Programme, Small Enterprise Development Agency, Enactus and the National Youth Development Agency (Undi, 2012). The functions and responsibilities of some of these government support mechanisms for entrepreneurship are discussed below.

2.5.1 Department of Trade and Industry Competitiveness Funds

This involves grants made available by the department of trade and industry and made available to SMEs in various different sectors to encourage new SMMEs and to create employment in South Africa

2.5.2 Junior Achievement South Africa (JASA)

The organization is responsible for a good number of programmes that encourage youth entrepreneurship in South Africa. Junior Achievement South Africa provides engaging entrepreneurial programmes, which foster confident and empower young people who are possibly seekers and creators of opportunities. Through these programmes, JASA aims to contribute to meaningful economic participation by nurturing entrepreneurial thinking among young people. Some of the objectives of the organization are to prepare young people for life after school by raising their awareness of economic issues and trend, teaching them entrepreneurial skills, providing them with an understanding of the business world and enhancing their sense of personal responsibility through practical business experience. JASA belong to Junior Achievement Worldwide which is one of the largest business education organizations in the world, operating in over 121 countries globally, including 16 in Africa (JASA, 2012).

2.5.3 Real Enterprise Development Initiative (RED)

The programme is said to be province specific initiative which focuses on developing entrepreneurship in specific provinces in order to support the specific needs of communities and areas. The RED Door project is an off-shoot of the Enterprise Development, a sub-directorate within the Department of Economic Development and Tourism. The RED Door is regarded as a one-stop shop for new and existing businesses looking for help and advice, from the most basic to the most sophisticated. The aim of this programme is to help build new businesses strengthen and develop existing businesses; and help to create and build more black-owned businesses (ASEN, 2013).

2.5.4 Technology and Human Resources for Industry's Programme (THRIP)

This is a partnership programme sponsored by the Department of Trade and Industry (DTI) and managed by the National Research Foundation (NRF) on a cost-saving basis with industry. The programme provides support to science, engineering and technology research collaborations focused on addressing the technology needs of participating firms and encouraging the development and mobility of research personnel and students among participating organizations. The mission of this programme is to improve the competitiveness of the South African Industries by supporting research and technology development activities and enhancing the quality and quantity of appropriately skilled individuals (INCENTIVESSA, 2015). Some of the programmes' objectives include the following.

- Promotes the number of quality of South Africans with appropriate skills and knowledge in the development and management of technology for industries
- Promoting an increased interaction among researchers and managers in the technology industries, institutions of higher learning, engineering and technology institutions to develop skills for the commercial exploitation of science and technology and to promote the mobility of trained people among these sectors.
- Stimulating the government and industries to invest more in research, technology development, technology diffusion, and the promotion of innovation.
- Promoting increased collaboration between large and small enterprises, higher education institutions by conducting research and development activities leading to technology transfer and product development.

2.5.5 National Youth Development Agency (NYDA)

The agency has the mandate to create and promote and coordinate in development among the South African youths. The agency was established through the merger of the National Youth Commission and Umsobomvu Youth Fund to help to address the myriad of problems facing South African youth such as shortage of skill development and unemployment. The agency plays a lead role in ensuring that the government, private sectors and the civil society make youth

development a priority by identifying and implementing solutions to the challenges facing the youth development. The agency is responsible for the provision of grants and soft-loans for both financial and non-financial support to youth entrepreneurs. It also provides grants for mentorship programmes, market linkages; youth co-operative development programmes (Entrepreneur Magazine, 2015).

2.5.6 Isivande Women's Fund (IWF)

This programme was established with the sole aim of providing an exclusive fund to women only to accelerate women's economic empowerment through the provision of more affordable, usable and responsive finance than is currently available. The programme target is aimed at formally registering 60% enterprises owned or managed by women. The fund provides assistance and support services to enhance the success of businesses. The fund caters for projects that involve start-up funding, business expansion, business rehabilitation, franchising and bridging finance. The Industrial Corporation (IDC) handles and supervises this fund on behalf of the Department of Trade and Industry (DTI) through a development fund manager (Government of South Africa, 2015).

2.5.7 Incubation Support Programme (ISP)

The incubation support programme was initiated by the Department of Trade and Industry in order to develop incubators and create successful enterprises with the potential to empower communities and strengthen local and national economies. In continuing to strengthen economic development through enlarging participation in the economy, this programme aims to ensure that small, micro and medium enterprises (SMMEs) graduate into the mainstream economy through the support provided by incubators. This is one of the support measures to encourage partnerships in which big business assists SMMEs with skills transfer, enterprise development, supplier development and marketing opportunities (DTI, 2015).

2.5.8 ENACTUS

The acronym Enactus stands for entrepreneurial, action and us. This non-profit organization is responsible for the bringing together of students, academic and business leaders who are committed to using entrepreneurial action to improve lives. The organization provides students

with the opportunity to transform into business leaders of tomorrow. The organization equips the students with practical knowledge on how to progress successfully through entrepreneurial action. Through their educational outreach projects they assist communities to improve their quality of life and standard of living. The organization believes that a better world begins with taking responsibility and developing leaders who are socially conscious, with the ability and the willingness to meaningfully contribute to their communities (ENACTUS, 2015).

2.5.9 Small Enterprise Development Agency (SEDA)

This is an Agency established in 2004 through the National Small Business Amendment Act with the mandate to develop, support and promote small enterprises, to ensure their growth and sustainability in coordination and partnership with other role-players. Some of the objectives of the agency include the implementation of government's national policy for small enterprise development, designing and implementing a standard national delivery network which must uniformly apply throughout the country in respect of small enterprise development. The agency is also responsible for the integration all government-funded small enterprise support agencies across all the tiers of government, implementing small enterprise development support programmes and establishing provincial structures to ensure the effective implementation of its function (National Government, 2015).

2.6 Obstacles and Challenges to Entrepreneurship Growth in South Africa

The poor economic participation of young people are some of the complex challenges facing South Africa and this inhibits the country's economic development thereby imposing a larger burden on the state to provide social assistance (Labor Force Survey, 2011). With this ugly trend, Frankel (2014) sees entrepreneurship as the key that will unlock the future success of South Africa's economy. This is a well known fact but the challenges faced by entrepreneurs in South Africa are multi-fold. Some of these challenges are quite overwhelming, despite the claims that entrepreneurship is being championed vociferously by both private businesses and government, it still has not taken off properly as it could have been in South Africa.

These complex obstacles and the long-standing impediments which endanger entrepreneurship and the ability of small businesses in South Africa to survive and grow optimally have been identified. Some of the complex challenges include: Educational system and Training, Dearth of information, Red tape and burdensome regulations, Tough local economic conditions, Lack of Finance and Access to funding, High Cost associated with employing workers, Lack of access to use as collateral, Entrepreneurship Culture, Corruption and Lack of Coordinated Support. Some of these obstacles are explained below.

2.6.1 Educational System and Training

It is reported that there is a positive relationship between the number of early-stage entrepreneurs and the level of education attained (Turton & Herrington, 2012). As a result of this, the relatively weak state of South Africa's education system becomes a concern. This is an educational system that ill-positioned to cultivate entrepreneurial minds (Radebe, 2014). According to the latest report of the World Economic Forum Global Competitiveness, the South African educated workforce is inadequate and this is the single most problematic factor for doing business in the country. The report indicated that out of the 144 countries that participated in the study, South Africa ranked 132nd for the quality of primary education and 143rd for the quality of mathematics and science education (Schwab, 2013).

The report from the South African government indicates that 80% of all state schools are classed as "failing," as well as many things in South Africa and there seems to be an increasing reliance on the independent and private sector where the quality of education is far higher (BBC News, 2013). The number of independent schools has grown by 75% in the past decade, although their fees put them well out of reach for the vast majority of South African children. In addition to this, World Bank report (2013) emphasized that South Africa records a very low tertiary education enrolment and a low proportion of the workforce educated to a degree level. This means that many of the more advanced entrepreneurial ventures simply lack access to the skills they need to thrive (World Bank, 2013). To explain further, Boates (2013) stated that lack of education and training reduces management capacity and limits the survival and growth of new businesses.

2.6.2 Dearth of information

Inadequate information or lack of information is regarded as one of the critical challenges facing policy makers concerning the growth cycle and the dynamics that affect SMMEs at every stage of venture or firm development. This could be from survivalist businesses to potential high growth entrepreneurial firms. This lack of detailed empirical information has led to policy decisions that rely on unreliable theory or ideology and shaky foundations at best. In order to assess the potential impact of government policies and regulations on small businesses, it requires a clear understanding of short and long term effects at sector level, and at the level of individual firms at different stages of development. Having a sufficient and more detailed analysis of the SMMEs lifecycle therefore would enable policies to be targeted more effectively (Headline Report SBP, 2014).

2.6.3 Red Tape and Burdensome Regulations

Regulatory burdens have been repeatedly identified as some of the critical challenges facing small businesses in South Africa. Frequent changes in the regulatory environment disrupt entrepreneurship growth. Keeping track of overlapping and conflicting regulatory requirements across the multiple departments and levels of government, administrative inefficiencies in government departments and municipalities, reveals that some of the owners of small businesses spends disproportionate amount of time dealing with regulatory compliance (Headline Report SBP, 2014).

According to SME Growth Index (2013) small businesses spend an average of eight working days a month dealing with red tape and every one of those days represents management time spent outside the core business functions and this amounts to loss of income. Some of these small businesses identified their top red tape or regulatory difficulties as: dealing with SARS, labor issues, dealing with their municipality, and compliance with BEE. The regulatory challenges faced by these businesses differ across industries; as the firms in tourism industry were more concerned about municipal issues, while manufacturers were more likely to struggle with labor issues. Da Silva (2013) added that the laws regulating entrepreneurship in South Africa are somewhat rigid and severe, rendering the chances of entrepreneurship growth minimal and hampering opportunities to fight unemployment through the creation of small and medium

enterprises. He further revealed that there are more than 1.5 million registered small and medium businesses in South Africa, which are believed to contribute 40% of the country's jobs but the sad part news is that these businesses are said to be operating in some kind of "hostile" regulatory environment generated by the country's unfriendly entrepreneurship laws (Da Silva, 2013).

2.6.4 Tough Local Economic Conditions

The growth of entrepreneurship in South Africa seems to be hampered by tough economic conditions Therein. Boates (2013) revealed that there are increasing costs of bills which entrepreneurs and small business owners do not have control over, such as electricity bills, rates and taxes and unionized labor forces. These are some of the factors that entrepreneurs have to bear in mind before embarking on entrepreneurial journey. Also, these rising costs stand as obstacles and constraints to South African entrepreneurs as they find it very difficult to compete against illegal cheap labor practices by competitors and imported products coming from areas where costs such as energy, municipal charges and labor are much lower.

2.6.5 High Cost of hiring Workers

Entrepreneurship and small businesses have the potential to become the biggest creators of jobs in South Africa but the procedural challenges inherent in the country's labor system hamper their willingness to hire workers. Boates (2013) decried that some of the entrepreneurs find it difficult to hire specialist employees or consultants to provide guidance and advice on compliance issues, because some of the businesses need to comply with more than 45 laws and have to submit up to 24 returns. The time that it takes to comply with all of these regulations can be a substantial cost to a business.

2.6.6 Lack of Finance and Access to Funds

Apart from the tough laws, there is a pressing issue of finance and access to funding which seem to be very unfriendly to South African entrepreneurs. Some of these entrepreneurs who run small businesses often discover that they are not qualified for soft loans and credits due to low collateral and high debt to equity levels (Boates, 2013). Seventy-nine percent of local entrepreneurs say that access to funding is difficult for them, while many believe that funding

conditions are gradually deteriorating, in terms of bank lending, angel investors or initial public offerings. However, funds are not made easily available to entrepreneurs, and much of the capital is often too expensive, which limits the growth of promising ventures (Turton & Herrington, 2012). As a result of these challenges created by lack of finance and access to funds, many South African entrepreneurs seem discouraged to be embarking on an entrepreneurship journey (Boates, 2013).

2.6.7 Lack of Collateral Assets

This is another obstacle militating against the growth of entrepreneurship in South Africa, as young entrepreneurs some of the small business owners do not possess the assets to present as collateral to secure funds to create new ventures, engage in entrepreneurial activity and to support their businesses. This challenge is prevalent among youth in rural areas, unemployed graduates, and unemployed youth in general as well as young people from informal settlements in urban and semi-urban areas. The existing financial institutions, both public and private, are largely risk averse and put in place stringent qualifying conditions with collateral as a “must have” to secure funds, making it almost impossible for young people to access funds. This has had an unintended consequence of constraining youth entrepreneurship and self-employment activities (Finescope, 2010).

2.6.8 Entrepreneurship Culture

The South African entrepreneurial culture and its business environment raise strong challenges for local entrepreneurs. This is because the country’s overall performance on innovation metrics, such as the number of scientific and engineering articles published, spending on research and development (R&D) and the number of researchers in this area are weighed down by below-average scores. Patent applications, which provide another measure of innovation activity, fell by 24% in South Africa between 2008 and 2011 (World Bank, 2013). This simply means that South Africa’s research institutions are unlikely to produce a large number of innovations with a commercial application in the near term, a fact that stifles prospects for the country’s innovation-led business start-ups.

2.6.9 Corruption

Corruption is also identified as one of the road-blocks, starting at the highest levels of government together with high levels of crime. Some of the government officials divert funds earmarked for entrepreneurship purposes to personal use thereby hampering the growth of entrepreneurship. It is also revealed that seventy one per cent of entrepreneurs in South Africa start businesses to pursue an identified opportunity and increase their income or independence; 28% embark on businesses because they have no other option for work (GEM, 2014).

2.6.10 Lack of Coordinated Support

It is reported that there has been an improved access to various support structures by South African entrepreneurs. These include business incubators, mentor programs, industry-specific training programs, entrepreneurial workshops and corporate engagement with start-ups. All these support structures are encouraging, particularly in terms of business incubators as these are considered by local entrepreneurs to be the single most important tool for strengthening the future of entrepreneurship in South Africa. But the perception of network-related elements of coordinated support, such as clubs, associations, chambers of commerce and small business administration, where only a minority of entrepreneurs noted improvements, is discouraging (TWB, 2013).

2.7 Theories of Entrepreneurship

Some theories of entrepreneurship can be used to explain the significance of entrepreneurship education in promoting entrepreneurship among university students for the purpose of reducing poverty. Some of these theoretical perspectives that support entrepreneurship education in relating positively to the promotion of entrepreneurial mindset or culture used in this study are Schumpeter innovation theory, Peter Drucker theory of entrepreneurship, Need for Achievement theory, Frank Knight's risk-bearing theory and Israel Kirzner's theory of entrepreneurship.

2.7.1 Joseph Schumpeter's Innovation Theory

According to Schumpeter (1934) entrepreneurship has been traditionally characterized as one of the four factors of production in economics that unifies other factors. Business daily news (2014) states that entrepreneurship involves opening business from the scratch which includes

everything from opportunity recognition, idea conception to managing the venture for the long term. In line with this definition, Joseph Schumpeter's innovation theory of entrepreneurship (1949) described entrepreneur as an individual having three major characteristics which includes innovation, foresight, and creativity. He went further to state that entrepreneurship takes place when the entrepreneur creates a new product, introduces a new way to make a product, discovers a new market for the product and finds a new source of raw material as well as new ways of making things in the organization. However, Schumpeter's innovation theory ignores the entrepreneur's risk taking ability and organizational skills and recognizes the importance innovation. This theory applies to large-scale businesses, but economic conditions force small entrepreneurs to imitate rather than innovate. Szirmai, Naude and Micheline (2011) added that innovation serves as key factor which strengthens entrepreneurship growth in developing countries and can lead to more high-value productivity chains, technological change, resulting in a wider range and better quality of goods and services.

Skills such as creativity, problem solving and communication skills are needed by entrepreneurs to be successful in their businesses. Sometimes, these skills are learned through experience often from entrepreneurial failures which help entrepreneurs to finally arrive at a successful venture (Martinez *et al.*, 2010). These skills can also be developed through entrepreneurship education, this because entrepreneurship education focuses on providing individuals with practical education and experiential learning that builds both soft skills, such as communication, social intelligence, and critical thinking, as well as hard skills like accounting and financial management skills (Martinez *et al.*, 2010). The increase of entrepreneurial activity is dependent on many factors including the quality of the entrepreneurship education, adequate infrastructure and the local business environment (Martinez *et al.*, 2010).

Explaining further, better access to quality entrepreneurship education can have a positive impact on the success of entrepreneurs and thus the development and growth of innovative new businesses (Djordjevic, 2013). At the same time, increasing the number of university students exposed to entrepreneurship education can also be an effective way to improve the level of soft skills among all types of graduates. The various kinds of practical competencies that entrepreneurship education focuses on are as valuable to those seeking employment within existing organizations as to those seeking to start their own enterprise (Djordjevic, 2013).

2.7.2 Peter Drucker's Theory of Entrepreneurship

The theory by Peter Drucker (1909-2005) states that innovation, resources, and entrepreneurial behavior are the major keys to entrepreneurship. Peter Drucker who is regarded as the “father of modern management” opined that entrepreneurship centers on innovation. He went further to say that entrepreneurship needs to search purposefully for the sources of innovation, the changes and their symptoms that indicate opportunities for successful innovation. Peter Drucker indicated that entrepreneurship involves the increase in value or satisfaction to the customer from the resource, creation of new values and combination of existing materials or resources in a new productive combination. Nayab and Scudder (2011) while analyzing of various theories of entrepreneurship revealed the reasons economists differ greatly on the force that drives entrepreneurs or the central characteristics of entrepreneurship, but they remain unanimous that entrepreneurship is a distinct concept and a central factor of the economic activity.

2.7.3 Need for Achievement Theory

The theory developed by David McClelland (1961) states that human mental consist of forces which propel humans to perform better in an activity, more quickly, more effectively, and more efficiently than the previous activity. This could be as a result of experience, education amongst others. He added that some individuals have strong motivation to succeed, that they strive harder to attain personal achievement rather than to obtain reward; this urge is a need for achievement (Robbins & Judge, 2010). This statement explains that an individual with a high performance distinguishes him or herself from other individuals according to his or her desire to do things well, such as in situations which require responsibility. The desire towards achievement becomes an urge which motivates a person.

The theory tries to explain and predict a person's performance behavior based on the need for achievement, power, and affiliation (Lussier & Achua, 2004). This theory was led by McClelland to formulate psychological characteristics of persons with strong need for achievement. According to McClelland him, there are characteristics that accompany high level of achievement motivation which includes moderate risk propensity, undertaking innovative and engaging tasks, internal locus of control and responsibility for own decisions and behaviors and need for precise goal setting.

2.7.4 Human Capital Theory

Human capital theory came to prominence in the 1960s with the work of Schultz (1961) and Becker (1964). Although the explicit use of the term is linked to Pigout (1928). As affirmed by Becker (2011) the “human capital” approach led to an entirely new ways of examining the labor markets because it is based on the principles that the more workers invest in education and training than the higher their earnings. This theory originates from a branch of economics known as “Labor Economics”. The human capital theory suggests that “education and training enhances the productivity of individuals by imparting useful knowledge, skills and levels of technology in individuals” (Robert, 1991). Human capital theorists encourage spending on nation’s workforce because expenditures on training and development are a productive investment like investment on physical assets (Olaniyan & Okemakinde, 2008).

Nevertheless, human capital theory is frequently used by different authors, academicians and researchers in the field of entrepreneurship, and this has stimulated a considerable body of directly related research (Chandler & Hanks, 1998). It has also given birth to a larger number of studies which included “human capital” into their prediction models of success in entrepreneurship (Davidsson & Honig, 2003). Researchers have employed a large spectrum of variables, all signifying human capital such as formal education, training, employment experience, start-up experience, owner experience, parent’s background, skills, knowledge, and others (Rauch, Frese, & Utsch, 2005).

According to (Ojeifo 2013) human capital theory provides a framework that examines the impact of acquired variables such as education, learning and experience on career outcomes and it was further developed on the assumption that education serves as a key determinant of decision choice and providing benefit to specific ventures. In accordance with this fact, Adejimola and Olufunmilaya, (2009) suggested that education should be designed with a view to create and enhance the supply of entrepreneurial initiatives and activities. The bottom line here is to inculcate and instill the spirit of entrepreneurship in the student through entrepreneurship education. In fact, this calls for more serious adjustment of policies and new curriculum in line with demand of the present time. Nahapiet (2011) supported this and described “human capital as stocks of knowledge and skills which enable individuals to create economic value.”

Human capital theory depends heavily on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population (Woodhall, 1997). In short, the proponents of this human capital theory argue that the more education a population acquires, the more productive the population becomes. It places much emphasis on how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings (Woodhall, 1997).

Cohen and Soto (2007) argued that human capital plays an important role in economic growth and poverty reduction. From a macroeconomic perspective, the accumulation of human capital improves the productivity of labor, promoting technological innovations, entrepreneurship promotion, increasing returns to capital and making growth more sustainable, which in turn, reduces poverty. While at macro-level, this is seen as a key factor of production in the wide economy functions of production. From microeconomic perspective, education increases the probability of being employed in the labor market and improves earnings capacity. Also at the micro level, human capital is considered the component of education that contributes to individual's labor productivity and earnings while being an important component of firm production (Cohen & Soto, 2007).

To expand on the above viewpoints, human capital is described as the ability and efficiency of people to transform raw materials and capital into goods and services and the consensus that those skills can be learned through the educational system such as entrepreneurship education (Davidson & Honig, 2003). It is equally defined as the skills and knowledge that individuals acquire through investments in schooling, on-the-job training, and other types of experience (Unger; Becker, Rauch, Frese, & Rosenbusch, 2011). This human capital is harnessed through entrepreneurship education because it improves student's attitudes and intentions as well as creation of new business ventures (Linan, Cohard & Guzman, 2008). Similarly, Martin *et al.* (2013) Martin, McNally and Kay (2013) confirmed that there is significant relationship between entrepreneurship education and human capital outcomes, such as entrepreneurship-related knowledge and skills.

2.7.5 Frank Knight's Risk Bearing Theory

Entrepreneurship has been associated with the tendencies of risk-taking and the use of one's initiatives since it was introduced into economic context in the seventeenth century (Fuchs, Werner & Wallau, 2008). The dimensions of risk-taking as a central characteristic of entrepreneurship were first introduced by Frank Knight (1885-1972) who adopted the theory of early economists such as Richard Cantillon and J B Say, and added the dimension of risk-taking. The theory considers uncertainty as a factor of production, and described the main function of the entrepreneur as acting in anticipation of future events (Nayab, & Scudder, 2011). In line with this theory, a risk-taker is described as someone who pursues a business idea with the possibility to succeed. This explains that when an entrepreneur succeeds, there is tendency to expand his business and engage more people in employment, thereby creating wealth within the locality and accordingly alleviating poverty (Nayab, & Scudder, 2011). The risk-bearing tendency can also be a product of entrepreneurship education.

The above entrepreneurship theories will be used to create a better understanding of entrepreneurship education for the promotion of entrepreneurship among university students for poverty reduction in South Africa; because entrepreneurship serves as a viable tool that aids in poverty reduction. This next section will discuss the concept of poverty for better understanding of this concept and how it relates to entrepreneurship.

2.8 Concept of Poverty

Poverty is regarded as one of the serious social challenges or problems facing many people all over the world, particularly in the Sub-Saharan Africa. Bruton and Ketchen (2013) reports that there were about 2.47 billion people in the world living in poverty with an income of two dollars or less a day. They further explained that most of these people come from developing and under developing countries located in African and Asian continents (Bruton & Ketchen, 2013). Moreover, the population of people living under poverty only declined from 2.59 billion to 2.47 billion between 1981 and 2013. Hence the declines principally are seated mostly in developed countries (Bruton & Ketchen, 2013).

2.8.1 Definition of Poverty

Having a uniformly accepted definition of poverty is elusive generally because it cuts across all kinds of human conditions including physical, moral and psychological. As a result of this, different approaches have been used to conceptualize or define the concept of poverty. Most of the poverty definitions follow the conventional approach which says that poverty is as a result of insufficient income for securing basic goods and services (Kareem, 2015). Broadly, poverty can be understood in a variety of ways, it can be conceptualized strictly in economic terms which includes inadequate income; it can also be defined as social exclusion, and take into account a broad range of personal, social, economic, cultural and political factors (Olayemi, 2012).

According to World Bank (2011) poverty is defined as a clear deprivation in individual wellbeing which comprises different dimensions. This involves low income and inability to acquire the basic goods and services necessary for survival with dignity. Poverty involves decline in levels of health and education, poor access to clean water and sanitation, inadequate physical security, lack of voice and insufficient capacity and opportunity to uplift one's life. Webster (2013) defined poverty as general scarcity or the state of one lacking a certain amount of material possessions or money. It is also viewed as a multi-dimensional concept which includes social, economic, and political elements which sometimes can be chronic or temporary, and most of the time is closely related to inequality. As a multi-dimensional concept, poverty is changing and adapting according to consumption patterns, social dynamics and technological change (Ricardo, 2008). As regards to multidimensional phenomenon, poverty is characterized by the absence of purchasing power, exposure to risk, malnutrition, high mortality rate, low life expectancy, and insufficient access to social and economic services and few opportunities for income generation (Ataguba, Fonta, & Ichoku, 2011).

Poverty may range from low productivity of the households and how they face financial difficulties and lack of other incentives of entrepreneurship (Adenutsi, 2009). In other words, poverty is defined as a situation in which the victim is subjected to economic, political, social and environmental degradation. Ajegi (2010) contends that poverty comes with the potentials for all kinds of resentments and sometimes such resentments could be drastic and destabilizing. Todaro and Smith (2003) are of the opinion that poverty is marred with insufficient income for acquiring the basic necessities of life such as food, portable water, electricity, clothing, shelter

and other human needs. Haruna (2002) added that poverty cuts across lack of income; that poverty involves harsh experiences of insecurity, inequality, poor health and illiteracy. World Bank (2009) concluded that poverty is not having a job, having fear for the future, living one day at a time; it also involves losing one's child to illness brought about by unclean water and absence of good hospitals. Because poverty represents powerlessness, lack of representation and freedom.

2.8.2 Forms of Poverty

Poverty is said to exist in different dimensions, as Sachs (2005) identified the degrees of poverty which he regarded as absolute poverty, moderate poverty, and relative poverty. Absolute poverty is a form of poverty in which members of a household are unable to meet their basic needs for survival and daily living. Households who wallow in “absolute poverty” are said to represent those who are chronically hungry, unable to access health care, lack the social amenities of safe drinking water and other infrastructural facilities. “Absolute poverty” also involves those who are unable to afford education for some or all of their children, and possibly lack rudimentary shelter, and basic article of clothing like shoes. Sachs (2005) continued and described “moderate poverty” as conditions of life in which basic needs are met, but just in a little way. While “Relative poverty” is generally perceived as when household income level goes below a given proportion of average national income. However, various poverty definitions have constantly paced much emphasis on “absolute poverty” also referred to as “Destitution” which is interpreted as deprivation of resources to meet the physical needs for survival. Others focus on “relative poverty”, which is interpreted as a lack of resources to achieve a standard of living that allows people to play roles, participate in relationships, and live a life that is deemed normative of the society to which they belong (World Bank, 2011).

The challenges of poverty, especially the absolute poverty are devastating both to the individual citizens and the nation at large (Kurfi, 2009). This is because at the individual level, poverty results in physical weakness as a result of food shortages, malnutrition, low immune infection caused by lack of accessibility and affordability of health services, social exclusion due to the inability to participate in societal endeavors and finally powerlessness due to lack of wealth to reclaim status (Kurfi, 2009). While at the national level, poverty leads to decline in gross

domestic Product (GDP) as a result of low economic productivity and entrepreneurial activity by the poor people, social unrest, underdevelopment, economic, political dependence and low esteem in the comity of nations (Mamman, 2010).

2.8.3 Poverty in South Africa

Poverty still remains a central issue in the comity of nations and in global development policy endeavors especially in developing countries. The poverty situation in South Africa is much more topical as a result of depth of inequality in assets, incomes and opportunities (National Development Agency, 2014). The undesirability of poverty can be explained in two different perspectives. The first is the fact that poverty is ethically unacceptable but it is not ethically conceivable that a proportion of the population of a society should be in deprivation of any kind of welfare. Therefore, poverty reduction is for its own sake. The second perspective explains that both initial and current poverty distorts the pace and spread of the economic growth that a nation experiences (Ravallion, 2009). At the same time, the dissatisfaction caused by poverty can also lead to stifled growth through socio-political unrest that may ensue (Ngepah & Mhlaba, 2013).

In this regard, South Africa has been experiencing significant and incessant protests lately from the seemingly deprived citizens at the lower scale of the welfare distribution spectrum in demand of service delivery (HSRC, 2014). Recent rebasing of the three national poverty indicators identified that more people have become poorer than previously envisaged. The proportion of the population who seem to be living in poverty has now jumped from 45.5 percent to 53.8 percent, the reason is that the upper-bound poverty line, which measures the income people need for essential items after meeting their basic food needs, was recalculated from R620 a month to R779. Although, these changes in poverty line could be linked to methodological differences, it is possible that other changes have occurred in terms of items considered essential for a minimum level of living conditions in South Africa (StatsSA, 2014). Examples of these items include airtime, transport and energy costs, as well as changes in diet that are the result of increasing urbanization as reported by the Statistics South Africa.

Recent report shows that there has also been a significant change in South Africa's food poverty line, which measures how much money one needs to meet basic daily dietary requirements. The re-based food poverty line now stands at \$2.34 (R26.70) per person daily. Individuals who fall below this line find it difficult to purchase or consume enough food to supply them with the basic energy requirement of 2 100 kilocalories a day, are considered to be living in extreme poverty (Musgrave, 2015). Currently, the proportion of South Africans living in extreme poverty increased by 1.5 percentage points which is from 20.2 percent of the population to 21.7 percent. In addition to this, separate poverty lines for the country's nine provinces was piloted by Statistics South Africa, the result of the pilot study revealed that Kwa-Zulu-Natal has the highest food poverty line at R354 per capita a month, the Northern Cape is the lowest at R310. Gauteng, South Africa's richest province, stands at R339 per person a month (StatsSA, 2014).

In addition, Ozoemena (2010) contended that the poverty alleviation strategies of government always seem unable to reduce poverty and inequality problems amongst South Africans because many of the existing policies deal mostly with the formal sector, to the detriment of the informal sector. Most of these policies are furthermore not well implemented and hence do not benefit the maximum number of citizens. Forslund (2015) suggested that the government would have to take these new numbers seriously and adopt policies that would transform the poverty trend in South Africa.

2.8.4 Perceived Causes of Poverty

The harsh challenges and causes of poverty differ from one region to another. For instance in Europe, the challenges of poverty could be as a result of unemployment, household size, gender and remoteness of the community (EAPN, 2013). While in Africa, especially in South Africa; the main causes of poverty are unemployment, income inequality, and corruption, lack of resources, poor governance, and low level of education, poor infrastructure, and limited opportunities (SAGCS, 2013). This justifies the need for this study to unearth the common causes of poverty namely: Income shocks, Institutional failures, Human capital and Corruption.

2.8.4.1 Income Shocks

In Sub-Saharan Africa, most countries rely heavily on agricultural products for sustenance of their economy and in poverty alleviation (Mukherjee & Benson, 2008). It is argued that agriculture is not enough to sustain the economy due to scarcity of resources and other unforeseen circumstances beyond their control in the form of natural disaster such as floods, wind and drought (Narayan & Petesch, 2008). This means that the people who depend on agriculture get less income, which does not cover basic goods and services. As a result of income shocks many citizens cannot afford to purchase basic needs, thereby becomes vulnerable to poverty. The other factor which has exposed people to income shocks was the global financial crisis that pushed many people into unemployment (Australian Report, 2011). This has caused many households to be left with less or nothing to spend on basic goods and services. It has also made many citizens susceptible to absolute and relative poverty. Moreover, income shocks have created a dependency syndrome on social grants and resulted in increased deprivation (Australian Report, 2011).

2.8.4.2 Institutional Failures

Some of the major aspects of institutional failures can be found in the labor markets, employment creation, governance, education and property rights (Anon, 2006; White & Killick, 2001). These failures have left many unemployed and have not been able to meet the basic needs and standards of society. The government and the private sector are supposed to create employment to boost economic growth, reduce the level of unemployment and minimize poverty (Anon, 2006).

2.8.4.3 Human Capital

A general view by Woolard (2002) was that the majority of the people who are unemployed constituted the uneducated ones. However, this idea is debatable because some are educated but not employed due to economic and political instabilities in their countries. Woolard (2002) believe that low levels of education are linked with high unemployment rates and poverty rates. This makes an individual vulnerable to poverty. For instance, households who have low income levels cannot afford to pay fees or to attain higher level of education.

In the opinion of Francis (2001) illiteracy is one of the major causes of poverty and has influenced development in a negative way and has hampered economic growth due to less productivity. This is where more attention should be paid to promote entrepreneurship through entrepreneurship education and to equip individuals with skills, innovativeness and creativity in starting new ventures that will create employment thereby reducing poverty in the society. World Bank (2012) concluded that the adult literacy rate in some Sub-Saharan African countries is below 40% as lack of education and lower education standards have contributed to the low literacy rate, which gave rise poverty in Africa (World Bank, 2012). Low levels of education contribute to shortage of skills and hamper the growth of entrepreneurship (Mofokeng, 2005).

2.8.4.4 Blame Game, Corruption and Poor Administration

It is believed that a combination of colonization and apartheid era contributed to the deprivation of resources, land, education and income for the majority of the population (Aliber, 2002). Concerning shortage of resources, World Bank (2011) reported that greater proportion of South African citizens were living under \$1.25 per day and were unable to afford basic needs. Corruption has contributed to poverty and this poverty can only be reduced by a government devoid of corruption and through equal distribution of resources. In Africa there are good initiatives to reduce poverty but the funds end up in the pockets of corrupt leaders. Due to poor governance by the South African governance, the authorities have failed to control corruption. This has causes imbalances which leads to poverty (SGCS, 2013).

2.9 Poverty Reduction

In spite of harsh challenges and the grave consequences of poverty, nearly all governments of different countries accepted the social goal of poverty reduction (Dogarawa, 2006). This suggests that the move towards poverty reduction should not be considered and treated in isolation, different approaches and strategies need to be employed. For any country to foster genuine economic growth and development, that country's educational system must be considered as the live wire for any meaningful development (Akpomi, 2009).

Ahlstrom and Ding (2014) defined poverty reduction as deliberate and intentional measure taken to reduce the severity of the consequences of poverty on individual citizens and the nation. Poverty reduction involves reducing the incidence or depth and severity of poverty in a given place to the barest minimum. The term poverty reduction is preferred here against poverty alleviation; the latter represents or suggests palliative temporary measures that give space for poverty to resurface after sometime, while the former denotes actions that bring about permanent solution or reduction in the prevalence of the scourge (Onu, James, Onwughalu & Chiamogu, 2013).

2.9.1 Strategies in Poverty Reduction

Mwinga (2012) identified various strategies through which poverty can be reduced. Below is a summary of the various strategies to reduce poverty

- Sustenance of the (Affirmative Action Policy) whose aim was to include the historically disadvantaged groups such as black people and women into the formal labor market and address the issues of income inequalities in the labor market
- Reforming the educational and training system, including strengthening vocational training and promoting entrepreneurship education.
- Expanded government capital expenditure to prosecute massive infrastructural development, public works and other poverty reduction programmes
- Private Sector Support and Participation in the promotion of entrepreneurship in the Universities, in order to expand the size of the economy and create jobs
- Enterprise development through government tender procurement system biased towards previously disadvantaged people and rural based entrepreneurs
- Establishment of more micro-finance institutions to reduce the financial gaps, by providing finances to SMEs
- Promotion of SME and entrepreneurship support through provision of finance, skills and other support to emerging entrepreneurs administered by various ministries and agencies. (Mwinga, 2012).

- Through curriculum review in higher education institutions to equip young people with specific skills, creativity and innovations required by a country's labor market to improve the economy.
- Creation of academics to develop and strengthen entrepreneurship education, apprenticeship and internship programmes to provide school leavers with practical experience required for employment promotion (UNFPA & AU, 2011).

Adebayo (2009) categorized poverty reduction strategies into two namely: Economic growth and Non-growth Strategies. The economic growth strategies consists of macro and micro economic policies and programmes that would stir up rapid economic growth and improvement which on the long run results in job creation, income generation and poverty reduction. The non-growth strategies on the other hand consist of economic policies and programmes aimed at human capital development, rural infrastructural development, fighting of corruption and embezzlement of public funds etc. Incorporating entrepreneurship education in the curriculum of tertiary institutions is human capital development and therefore falls under the category of non-growth poverty alleviation strategies.

Loewen (2009) suggested strategies and interventions through which poverty can be reduced in the society. These interventions are grouped according to whether they are programmatic interventions or systemic interventions. The programmatic intervention is typically achieved through the design and implementation of a specific program. The Programs are said to be long term or short term; they can be large scale or small scale. They can be implemented as unique efforts or integrated into a comprehensive framework of complementary programs. They pay more attention in assisting different households and individuals to progress within the economic, political and social systems of the society. On the other hand, the systemic intervention is one which attempts to change one or more dimensions of the economic, political and social systems of the society. This creates a shift in the way a system works. Systemic interventions are generally designed to realign a system to accommodate the needs of particular groups and individuals. Systemic interventions, once implemented, may or may not require a constant renewal of resources to be sustained (Loewen 2009).

2.10 Theory of Poverty

Since the various dimensions of poverty reinforce one another, income poverty seems to be at the root of most dimensions of poverty. In the light of this, entrepreneurship should be given much attention particularly in terms of income and employment generation and for the improvement of living standard of individuals in the society. It is on this note that the marginal productivity theory of poverty is identified to explain how poverty can be reduced.

2.10.1 Marginal Productivity Theory of Poverty

This theory of marginal productivity is alternatively known as “Personal income distribution and poverty alleviation”. This theory provides a micro-economic foundation of income inequality, and forms the bases in determining the mechanisms through which macro-economic variables influence changes in poverty rate. This theory is more concerned with the labor market and the determinants of labor incomes based on the demand and supply of labor under competitive market conditions.

The theory views productivity as the driving force for poverty reduction in an economy, which means that if people are well equipped with the necessary skills, knowledge and the technical know-how to start their businesses, it will go a long way to create employment thereby halving high rate of poverty in the society. This confirms the position that since the majority of households rely on labor market earning (salary or wages) for the most of their incomes, there will be an increase in unemployment rate, which may result in a large decline in income particularly low income households.

Moreover, the theory predicts a positive relationship between poverty and unemployment; this relationship may be tackled through the promotion of entrepreneurship where people especially young graduates set up their own businesses to earn a living and can be achieved through entrepreneurship education. It will also reduce the role of earned incomes; with regards to inflation, people with fixed income tend to suffer and low income households are driven into poverty when the inflation rises. Hence the phenomenon consists of positive relationship between unemployment and poverty rate. The theory suggests that policies should be introduced to enthrone entrepreneurship education and make it compulsory subject in the tertiary

institutions, to promote entrepreneurship culture in the society and to reduce income inequality, unemployment and the high rate of poverty.

2.11 Chapter Summary

This chapter presented theories that support the study such as the human capital, Need for achievement; Schumpeter theory of innovation, Frank Knight risk-bearing theory, Peter Drucker and Israel Kirzner's theories of entrepreneurship and also marginal productivity theory of poverty were explored to give meaning to the study. It went further to discuss in detail the concept of entrepreneurship and entrepreneur, the present entrepreneurship environment in South Africa, contributions of entrepreneurship to an economy, government support initiatives to entrepreneurship growth and the challenges militating against entrepreneurship in South Africa. Furthermore, the chapter discussed the concept of poverty, forms of poverty, and perceived causes of poverty, poverty reduction and the strategies in poverty reduction. The next chapter will discuss the concept of entrepreneurship education.

CHAPTER THREE

ENTREPRENEURSHIP EDUCATION

3.1 Introduction

The present chapter will discuss the vital concept of entrepreneurship education and provide an in-depth explanation of the objectives, roles, benefits and impediments of entrepreneurship education. This chapter will also discuss the teaching approaches to entrepreneurship education, the model strategies for entrepreneurship development among students and strategies for effective entrepreneurship education which will be relevant for the full understanding and implementation of entrepreneurship education in the institution of higher learning and how it can be used to promote entrepreneurship culture among university students for the ultimate goal of reducing poverty in South Africa. The chapter will conclude with detailed discussion on the relation between entrepreneurship education and entrepreneurship as well as the relationship between entrepreneurship and poverty reduction. Final parts of this chapter will empirical literature of the three variables identified in this study.

3.2 Definition of Entrepreneurship Education

The term entrepreneurship education is defined as system of education that is responsible for equipping individuals with requisite skills, creativity and innovativeness needed to become entrepreneurs; this helps to reduce the number of people who are unemployed by providing them the opportunity to be self-employed in order to escape poverty (Ediagbonya, 2013). Lending credence to this, Anho (2013) defined entrepreneurship education as an educational system that paves way for the building of good human and personal relations needed to address personal and social challenges such as poverty and unemployment. Olawolu and Kaegon (2012) supported this by defining entrepreneurship education as a programme which transforms youths to be responsible and enterprising individuals who become entrepreneurs or entrepreneurial thinkers

by exposing them to real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome.

A more precise definition is that of Ahmad (2013) who defined entrepreneurship education as a legitimate programme which has the capacity of stimulating consciousness towards self-employment as a career option; that inspires young people to equip themselves with the knowledge, skills and experience needed to acquire a successful business. Cheng, Chan and Mahmood (2009) concurred and defined entrepreneurship education as a learning process that is undertaken to prepare students with skills, knowledge and innovativeness that which give them the prowess to recognize opportunities, understand customer's perception, generate new ideas and developing business plans, as well as understanding and evaluating environmental, institutional and political issues.

According to Adebayo and Kolawole (2013) entrepreneurship education is defined as a specialized training given to students or trainees to acquire skills, ideas, creativity, innovation, managerial abilities and capabilities to engage in self-employment other than settling for paid employment. Swartland (2009) added that entrepreneurship education serves as the mechanism that stimulates those skills, ideas, innovation and the creativity in students to enable them recognize opportunities and motivate them to transform ideas into practical and targeted activities whether in a social, cultural or economic context.

Akudolu (2010) defined entrepreneurship education as the process of acquiring knowledge, attitudes, innovations and skills which enable learners apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life. This is supported by Osuala (2010) who described entrepreneurship education as that learning programme which equips students and individuals alike with the right knowledge and skills to undertake the creation and operation new ventures, which also includes franchise operations for the purpose of performing all business functions relating to a product or services with emphasis on social responsibilities, legal requirement and risks for the sake of profit involved in the conduct of private business enterprises.

Arvanites, Glasgo and Stumptf (2009) shared the above definitions, when they stated that innovative educational methods are needed to develop the entrepreneurial spirit and talents that are necessary to function effectively in an environment of strong market forces and divergent people. They added that the usefulness of entrepreneurship education depends on its inculcation in students the knowledge and skills necessary for an entrepreneur. Basically, to them entrepreneurship education is oriented towards four methods or practical results. These methods include:

- Regular entrepreneurship: This is popular and most suitable for creating new ventures or starting new businesses.
- Corporate entrepreneurship: This method is suitable for promoting innovations and introducing new products or services in the existing firms.
- Social entrepreneurship: This method involves the creation charitable organizations that are expected to be self -financing in addition to doing their usual activities.
- Public sector entrepreneurship: This method is designed to improve innovation and customer service delivery.

3.2.1 Objectives of Entrepreneurship Education

Some of the objectives of entrepreneurship education have been summarized by Paul (2005) and updated by Chigbuson (2011). Below are some these objectives of entrepreneurship education.

- Entrepreneurship education helps to stimulate industrial and economic growth.
- It provides SMMEs with the opportunities to employ graduates who have received entrepreneurship training and well-equipped with requisite skills needed for entrepreneurial companies.
- Entrepreneurship education instills in the students lofty ideas to enable them identify opportunities, create new businesses and provide more job opportunities for the society.
- Entrepreneurship education improves knowledge and perception of students concerning the process of initiating and managing new ventures.
- Providing graduates with adequate training that enables them to be creative and innovative when undertaking business decisions.

- It provides young graduates with the skills and capabilities in recognizing novel business opportunities lying around their environment
- Entrepreneurship education serves as catalyst in promoting entrepreneurship for economic growth and development.
- Entrepreneurship education equips graduates with enough training and support base to enable them establish careers in small and medium size businesses.

3.2.2 Roles of Entrepreneurship Education

According to Sasaki (2006) entrepreneurship education has proven its relevance in the promotion of self-employment and poverty alleviation among the citizenry. This is supported by Silas and Ayuba (2009) who described entrepreneurship education as a process that provides trainees with knowledge, skills and attitudes to create wealth and jobs for poverty reduction and self-employment. Ememe (2011) added that entrepreneurship education enables youths to seek for success in ventures through one's effort. The significance of entrepreneurship education and training for motivating university students for self-employment is recognized by development economists, planners and policymakers, as well as governments of most countries of the world (Bolaji & Nneka, 2012).

Entrepreneurship education courses play crucial role in providing students with the awareness of economic opportunities, business environment, business identification, preparation of business plan, promoting motivation for achievement, enterprise management techniques, self-development techniques as well as improving precision skills (Osuala (2010). In addition, Suleiman (2010) believes that entrepreneurship education equips people particularly the youths with skills and knowledge which transform them into enterprising individual by immersing them in real life learning experience whereby they can take risks, manage result and learn from the outcome. Owoseni (2009) concurred that entrepreneurship education promotes skill acquisition, competencies, and development of skills, ideas, managerial abilities and capacities for self-employment.

In line with the roles of entrepreneurship education, Akpomi (2009) stipulated that entrepreneurial skills and attitudes provide benefits to the society even beyond their application

to business activity. This comprises the philosophy of self-reliance such as creating a new cultural and productive environment promoting new sets of attitudes and culture for the attainment of future challenges (Ogundele, Akingbade & Akinlabi, 2012). In the opinion of Emeruwa (2005), the teachings of entrepreneurship education provides the educational framework which initiates specialized learning activities that produce class of graduates with the right skills to discover and create entrepreneurial opportunities. At the same time, to gain expertise needed to successfully start and manage their own businesses to take advantage of existing opportunities. Akpomi (2009) advised that the steps to reduce poverty should not be treated in isolation; different approaches and strategies need to be employed and for any country to foster genuine economic growth and development.

From the foregoing, it is evident that entrepreneurship education could turn around the economic fortunes of South Africa by generating employment and reducing the unemployment rate in South Africa thereby cutting down high rate poverty. This is buttressed by Anho (2013) who argued that basic and functional entrepreneurship education paves way for the building of good human and personal relations thereby addressing personal and social challenges such as poverty and unemployment.

Based on the roles of entrepreneurship education, it is crystal clear that entrepreneurship education serves as a major weapon that reduces the worrisome, untamed and ever rising problem of unemployment and poverty in the society. The importance of entrepreneurship has been recognized by public policy makers as promoter of economic development and hence supports entrepreneurship education as an instrument that increases entrepreneurial activities in the society (Fayolle, Gailly, & Lassas-Clerc, 2006). Moreover, the European Commission has thrown its weight behind such supports, noting that the primary purpose of entrepreneurship education at higher education level is to develop entrepreneurial capacities and mindsets and recommends integrating entrepreneurship education fully into university curricular (European Commission, 2008) .

Below are some of the roles of entrepreneurship education in the lives of tertiary education students, young people and would be entrepreneurs as identified by the European Commission (2008) and suggested by Oviare (2010).

- Entrepreneurship education impacts positively in the lives of learners at all levels on various number of contexts. This explains why there is a wide range of entrepreneurship education programme, all of which can provide important outcomes at various stages of a learner's life.
- Entrepreneurship education is a key driver to economy, wealth and a high majority of jobs are created by small business started by entrepreneurially minded individuals. Thus it would make learners to be relevant and contribute to the growth of the today's economy.
- Entrepreneurship education equips tertiary education students with traits of creativity, innovativeness, independence and foresight required for the creation of new business ventures and provides the platform for people to appreciate local technology.
- Entrepreneurship education serves as a real-life vehicle for developing academic skills. Hence, trained entrepreneurs are always encouraged and empowered to tap from local resources in their immediate environment. This is a phenomenon that has been demonstrated in China, Japan, India and other emerging economies of the world.
- Entrepreneurship education provides young graduates with the capacity to be more successful as a result of understanding the operations of small businesses and the challenges there in.
- Entrepreneurship education instills in learners the mentality of hard work, determination and drive; these are some of the keys to unlock poverty doors in a developing country like South Africa. Entrepreneurs are trained to work hard to be able to run businesses profitably and successfully.
- Entrepreneurship education builds and boosts confidence in young people in their abilities to become entrepreneurs in future as a result of a variety of entrepreneurial activities provided throughout education.
- Entrepreneurship education provides guides to empower youths based on the belief that young people are the best resources for promoting their own development in meeting the challenges and solving the problems faced in today's world.
- Entrepreneurship education develops good support skills, including commenting, decision making, interpersonal abilities, economic understanding, digital skills, marketing, managerial, and financial skills.

- Entrepreneurship education also provide individual with adequate training that will enable creativity and innovative relevance to skill acquisition which encourages self employment and self-reliance.

As stated by Oviare (2010) Entrepreneurship education has been employed by many nations such as Germany, to set up unique engineering oriented business programmes in the university where their potential engineers are encouraged to seek out ideas and subsequently develop the promising ones from invention phase to commercialization. Nations like Norway also used entrepreneurship education to inculcate innovative spirit, deliberately targeted at the youths. This position is in line with the study conducted by Oviare (2010) who stated that entrepreneurship creates avenues for people to manage innovation; manage entrepreneurial process, and develop their potentials as managers of creativity in given fields.

3.2.3 Benefits of Entrepreneurship Education

Consortium for Entrepreneurship Education (2014) proposed that there are benefits which can be derived from the different outcomes for entrepreneurship programs at various levels of education. These benefits below have been identified to be significant to the university students.

- The benefits will be useful in the demonstration of skills in business start-ups.
- Demonstration of skills in maintaining business longevity
- It helps to demonstrate knowledge in business closings versus failure
- Having the ability to find the next level of training or access other resources and services
- Demonstrating business management/ operation skills
- The ability to make use of business plan components.
- It helps to reduce the impact on unemployment
- Embracing entrepreneurial attitude towards entrepreneurship as a means of making a living
- It promotes changes in personal and career attitudes which includes self-worth, ability to control one's own life, self-awareness, self-management or personality responsibility, transfer of learning, motivation, teamwork, interpersonal communications, problem solving and creativity. From the benefits above it can be deducted that entrepreneurship education positively impacts a learner at tertiary education level in a wide number of contexts. This

may explain why there are such a wide variety of entrepreneurship education programs, all of which can provide important outcomes at various stages of a learner's life.

3.2.4 Impediments to Entrepreneurship Education

As a result of the reluctance of students to engage or create new entrepreneurial ventures, many researchers, including Yaghoubi (2010) and Lekoko (2011) sought to understand that there are impediments and challenges working against the translation of university education into entrepreneurial activity. The findings from these studies identified the major shortcomings and challenges associated with universities' current teaching methods and effective implementation of entrepreneurship education, in relation to the promotion of entrepreneurship in the society. Furthermore, despite the profound roles and benefits of entrepreneurship education, it has not really taken its place in South Africa due to these numerous impediments and problems confronting it (Unachukwu, 2009). Some of these impediments and problems that contribute to an impoverished interest in pursuing a career in entrepreneurship and hinder the development of entrepreneurship education are discussed below:

3.2.4.1 Inappropriate Syllabus and Content

The existence of useful course content in any educational setting has to be in line with the economic realities of the country (Republic of South Africa, 2012). For example, in South Africa the National Development Programme (NDP) expects that higher education must contribute towards the creation and development of entrepreneurs. For example, at individual-level, the syllabus must be comprehensive enough to prepare individual students to acquire practical entrepreneurial skills, knowledge and experience. Ideally, the students in business management, upon graduation, should be sufficiently qualified to come up with a decent business plan (Ebewo & Shambare, 2012). This suggests that university graduates are not only ill-prepared for business but they are often not even qualified enough for the labor market challenges (Sowetan, 2012). This clearly indicates inappropriate educational content in the area of entrepreneurship education.

3.2.4.2 Inappropriate Teaching Methods

Concerning that the syllabus and contents of entrepreneurship education is very crucial, the method of its delivery is equally important, because the teaching methods determine students' level of engagement and understanding (Shambare, 2011). In this regard, to promote entrepreneurship education, universities should employ teaching methods that allow for practical application of learnt material as well as holistic development of skill-sets required (Strydom & Adams, 2009). In addition, efficient teaching methods have gone beyond using the same formulas in textbooks; rather they empower students to develop free, innovative and creative thinking in the application of knowledge and theory in the real world (Massad & Tucker, 2009).

3.2.4.3 Lack of Trained Entrepreneurship Teachers and Skilled Manpower

The shortage of quality teachers or instructors, who are knowledgeable in the field of entrepreneurship in various institutions of higher learning, is one of the major challenges militating against entrepreneurship education in the universities. Molefi (2015) complained that the challenges of teaching entrepreneurship in universities is most that lecturers had personally not been exposed to entrepreneurship or established and operated their own small businesses. Ebele (2008) cautioned that most university lecturers are not professional teachers and as such lack the requisite skills, technical know-how and methods with which to instill the needed knowledge, skills and attitudes in a manner that will help learners cultivate the entrepreneurial skills practically. Ebele (2008) further stated that entrepreneurship education is not all about teaching people how to run business, but involves inculcating in an individual the creative thinking and promoting strong sense of self worth and accountability.

Obiefuna, Ifegbu and Ike-Obioha (2010) added that the manner in which school teachers continue to dwell mostly on theories, leaving the practical aspect of demonstrative learning, leaving the programs contained in the curriculum to be delivered inadequately and ineffectively. In addition, these researchers demanded that entrepreneurship learners should be exposed to the three domains of learning, namely: cognitive, affective, and psychomotor domains. Concerning this, Ezegbe, (2012) stated that quality in the standards of learning is only achievable through the viability and versatility of the teachers in using instructional materials for relevant illustration and explanation.

3.2.4.4 Shortage of Infrastructural and Instructional Facilities

These refer to the physical facilities domiciled in the place of learning. The importance of these adequate physical facilities in the school system was highlighted by some authors, who were of the opinion that teaching and learning are very unrealistic in the absence of useful equipment (Aguokagbue, 2000 & Ezegbe, 2012). The challenges in realizing the objectives of entrepreneurship in the institutions of higher learning have been compounded by lack of these infrastructural and instructional facilities. The importance of these facilities cannot be over-emphasized; hence there is a correlation between learning, conducive classroom and school environment. Akanbi (2002) referring to entrepreneurship education in tertiary institution rightly pointed out that, in order to establish functional and successful entrepreneurship program, the education planners must be ready to provide the needed instructional materials and manpower.

3.2.4.5 Insufficient Fund

There is no doubt that access to capital stands as one of the biggest challenges of any entrepreneur. In other words, there is a dire need for substantial funds for teaching equipment in practical terms of entrepreneurship education; for financing start-ups and expansion of business ventures in order to produce successful entrepreneurs. Insufficient fund certainly leads to ineffective implementation and achievement of educational goals.

3.2.4.6 Poor Entrepreneurial Support

Considering that the development of SMMEs is one of the biggest and most important objectives of business education at the tertiary level; the universities appear to have developed cold feet in proactively developing student-driven businesses (Du Pre, 2009). An indelible example is the origin of Facebook, Harvard University almost tarnished what has become one of the most influential information communications technology (ICT) companies in the world today (Facebook.com, 2012). This suggests that despite the drum for support and commitment for new venture creation, many universities have failed to live up to these expectations. As a result of this, students do not enjoy university support when they initiate business ideas that are brilliant (Greve, 1995). In contrast to the entrepreneurship mantra adopted by many universities, it appears as if students are being trained to become employees (Gaidzanwa, 2003). Consequently,

laudable opportunities to experiment on small business ventures and to have a first-hand experience of what it means to be an entrepreneur are being wasted (Massad & Tucker, 2009).

3.2.4.7 Inadequate Students' Exposure and Educational System

Many students lack exposure in the field of entrepreneurship and the realities within the South African context can be explained in two different ways. Firstly, as a result of high rate of poverty, students who come from very poor background are generally not exposed to the wider world around them (UNDP, 2007). Entrepreneurship demands a talented workforce, but the system of education in place fails to provide the necessary foundation for such a work force. The schools up to the tertiary level presently do not have a well developed curricular that emphasizes on the benefits of entrepreneurship education (Akpa, 2007). The necessary drive for an entrepreneur is not there and this leads to poor performance in entrepreneurship.

As a result of the apartheid legacy, the entrepreneurial intentions of black students fall below fifty percent which is lower than those of other race (Global Entrepreneurship Monitor, 2011). Similarly, the apartheid's Bantu education system, universities today is enrolling ill-prepared students (Du Pre, 2009). This is coupled with under-funded and under-resourced universities, which means that many universities cannot afford to provide the appropriate training to increase students' exposure.

3.2.4.8 Economic Pressure from Parents

There is often unlimited pressure from some parents who prefer their children to make money in the short term over long term benefits of education. This makes it difficult for young people to devote enough time required for training in entrepreneurship.” It is also as a result of such pressures coming from parents and guardians that force some these young to indulge in crime because they lack skills in entrepreneurship.

3.2.4.9 Cultural Barriers

Entrepreneurship requires a culture that respects risk taking because without the willingness to take risks it is impossible to create value from knowledge. The culture and propensity for risk-

taking in South Africa needs to be properly addressed in view of its diverse cultures which often cause a barrier to investments.

3.2.4.10 Corruption

Rampant political and bureaucratic corruption together with the absence of social consensus on importance macroeconomic policy issues impedes the growth of entrepreneurship education.

3.2.4.11 Research and Linkages

Success in entrepreneurship depends critically on openness and linkages with innovation systems in other countries. This is so because strong innovation systems depend both on local environment and global connectedness. The level of linkages between our research centers and universities with the outside world is still not fully developed. This is highly essential for entrepreneurship to thrive (Unachukwu, 2009).

3.2.4.12 Poor Access to Vocational and Skills

Most of the youths do not have access or even aware of the development training for rural and urban youths involved in the informal economy. In addition, a good number of students who intend to become entrepreneurs in future are not aware of the government entrepreneurship programmes that promote small businesses in South Africa such as the SEDA, ISP, Junior Achievement South Africa and many others.

3.2.4.13 Presence of Administrative and Trade Barriers

The problems of unnecessary delays on the part of the government, curtails capacity building and inhibit access to technical support which mars the growth of entrepreneurship education.

3.2.4.14 Significant Infrastructural Deficits

The poor infrastructural facilities especially with regards to roads, electricity and systematic irregularities are inimical to small businesses. Aliu and Ibe (2008) maintained that providing adequate infrastructure, support services and facilities for effective delivery is a sure guarantee to

the success of entrepreneurship education. This condition stated above can only be true if sufficient fund is provided and effectively managed

3.2.4.15 Poor Government and Society's Attitude

The government and the poor attitude of society towards entrepreneurship education and training is a huge challenge. It is believed generally, that education which exposes people to white collar job is superior to education that leads to acquisition of entrepreneurship skills. In this respect, Bukola (2011) expressed disappointment on society's attitude towards entrepreneurship training and thus stated that graduates of vocational and technical institutions anywhere in the world are highly skilled entrepreneurs, but the society does not seem to encourage the youths to tow this path. Unfortunately, those who influence education policy in the society (legislators, educators and the media, among others) appear to feel that graduates of technical institutions are not equal to university graduates (Bukola, 2011). This invariably has affected the perceptions of even the students of vocational and technical institutions that possess some entrepreneurship background, but lack entrepreneurial spirit even before graduation. He further stated that the students always focus their minds on job search without thinking of how to use the knowledge they have acquired to create a jobs (Osakwe, 2011).

3.2.4.16 Inadequate Planning and Implementation of Government Policies

Clearly, the problems of most country's educational system like South Africa at all levels lies in the planning and implementation stages. For instance, making entrepreneurship education compulsory for all students at tertiary institutions demands the need for sustainable programs for all the lecturers who by all indications are the last implementers of the entrepreneurship education curriculum. Unfortunately, in South African context, traditional method of instruction otherwise known as lecture method has become a common pattern to all university lecturers, while the participatory learning which the government considers largely important and as a means to involve learners actively in teaching and learning process has been ignored.

3.3 Entrepreneurship Education and the Myth about Entrepreneurship

The question of whether entrepreneurial skills and competencies can be learned is no longer a debate. Lourenc and Jones (2006) affirm that there is a consensus in the literature at least, that

entrepreneurship or certain dimensions of it can be taught as a subject and the debate has now shifted to what and how it should be taught. Gendron (2004) also confirms that debate is no longer whether entrepreneurship can or should be taught, but rather how to continuously improve its content and delivery to meet the needs of our current students.

Several studies have suggested that entrepreneurship, or at least some aspects of entrepreneurship can be taught successfully in general education (Athayde, 2009; Dickson, Solomon & Weaver, 2008; Frank, Korunka, Lueger & Mugler 2005; Henry, Hill & Leitch, 2005). In this regard, Dickson *et al.* (2008) posited that “there is a significant positive relationship between education and entrepreneurial performance.” Thus, the body of knowledge on entrepreneurship education was focused on specific objectives to train individuals in entrepreneurship, through adequate teaching methods and finally to identify success indicators, and evaluation methods and impact measurements (Matlay & Carey, 2007).

Sentosa and Rengiah (2014) discovered that a typical university setting is unlikely to include many entrepreneurial elements that would-be entrepreneur needs not only knowledge, but new ways of thinking, new kind of skills, creativity and new innovations. They complained that traditional methods were found to be insufficient, so they had to be complemented with entrepreneurial approaches. O’Connor (2012) noted that it has become a common knowledge the great importance of entrepreneurship education as it contributes positively in the improvement of entrepreneurial orientation of people. Therefore, this brings about the different effective entrepreneurship education approaches are discussed below.

3.4 Entrepreneurship Education Teaching Approaches

Basically, entrepreneurship education is made up of its peculiar learning and teaching approaches (Greene, 2014). At inception, the approach adopted for teaching and learning entrepreneurship education was writing of business plan (Hill, 1988). But Anyakolu (2006) complained that business plan is ineffective and insufficient to train potential entrepreneurs who are expected to choose or assume risks, identify business opportunity, gather resources, initiatives and establish organizations or enterprises to meet such demands or market opportunity. Honig (2004) identified two teaching approaches, such as simulation and games

which will be instrumental in the promotion of entrepreneurship. Solomon (2007) on his part highlighted some teaching approaches to include business plan writing, lectures by well known professionals, case studies and closed supervision of programs. He went further to identify other approaches such as experimental learning, visit of experts etc. In line with the above teaching and learning of entrepreneurship education methods, the experimental teaching which involves pragmatic approach was adjudged as the best method.

In a different perspective, there has been an agreement across the field of entrepreneurship education on the most effective teaching approaches to facilitate entrepreneurship learning, but the one controversial issue is the debate about whether entrepreneurship can be taught at all (Cope, 2005; Mars & Rios-Aguilar, 2010). Some other researchers were of the opinion that the effectiveness in selecting an appropriate teaching approach might emphasize how entrepreneurship can be best taught rather than whether entrepreneurship can be taught (Katz, 2003; Kuratko, 2005; Vesper & Gartner, 1997).

Furthermore, Neck and Greene (2011) suggested that entrepreneurship educators and professionals should rise above the myth that entrepreneurs are born, not made and help students acquire both entrepreneurship understanding and skills. Four other entrepreneurship education approaches were identified as a representation of the changes that the field of entrepreneurship has experienced the movement from the focus process-based entrepreneurship to the focus of action-based entrepreneurship and the impact of these approaches in teaching and learning practices (Neck & Greene, 2011).

The table shows the four different entrepreneurship teaching approaches proposed by Neck and Greene (2011) This table helps to identify the distinction between the four entrepreneurship education approaches such as (1) Entrepreneur World, (2) Entrepreneurial process, (3) Entrepreneurial cognition and (4) Entrepreneurial method as well as briefly describing what factors that might affect the teaching and learning practices in the universities. The factors for each teaching approach are: Level of analysis, main focus and topics, purpose, forms of learning, type of pedagogies and pedagogical implications. It is worthy of note that the first three entrepreneurship education approaches are process-oriented methods which signifies that they

used traditional pedagogies like Case studies, Lectures and, Business plans to imitate the process of business creation.

Entrepreneurship Teaching Approaches

Teaching Approaches	Entrepreneur World	Entrepreneurial Process	Entrepreneurial Cognition	Entrepreneurial Method
Level of Analysis	Entrepreneur as individual	Business as a new organization	Entrepreneur and the team	Entrepreneur, business, and the team
Main Focus and Topics	The knowledge of entrepreneur traits, entrepreneurship theories and models	The process of new Business creation.	The process of new business creation and the process of decision-making to engage in entrepreneurial activity	The use of a portfolio of techniques to practice entrepreneurship and think entrepreneurially
Purpose	Emulate entrepreneurial knowledge (entrepreneurs' role model and mentality)	Replicate entrepreneurial process to make entrepreneurial decisions	Decide whether to become and entrepreneurs and decide how to make decision as an entrepreneur	Adopt entrepreneurial behaviors and achieve individual personal potential
Forms of Learning	Learning about	Learning for	Learning for	Learning through

	entrepreneurship	entrepreneurship	entrepreneurship	entrepreneurship
View of learning	As a transferable good or as product	As a process	As a process of discovering	As a process of gaining knowledge & expertise
Related Learning Theory	Behaviorism (Skinner, 1976)	Cognitive Constructivism (Piaget, 1968)	Social Constructivism Learning (Vygotsky, 1978)	Experiential Learning (Kolb, 1984)
Types of Pedagogies	Lectures, seminars, assessments, and guest speakers	Cases studies, writing business plans in teams	Cases studies, scripting, and simulation of business creation process in teams	Games, observations, practice, reflection, and problem based Action
Pedagogical Implications	Description (Of the entrepreneur and the field)	Prediction (New opportunities and planning new business)	Decision (Thinking and doing as entrepreneurs)	Encouraging reflection to value creation in different levels: personal, social and economic

Adapted from Neck & Greene (2011) and O'Connor (2012)

The most used approach in entrepreneurship education in the Universities is the process-oriented teaching approach (Balan & Metcalfe, 2012; Fiet, 2001; Gibb, 2002). Several authors have confirmed that current pedagogies like those mentioned above involve the science of entrepreneurship representing the traditional perspective of entrepreneurship which means

learning about the models, the theories, and the business function areas in enterprises (Fiet, 2001; Heinonen & Poikkijoki, 2006; Kirby, 2004; Neck & Greene, 2011).

The first three approaches are process-based, the fourth entrepreneurship teaching approach known as entrepreneurial method (EM) is considered more action-oriented (Neck & Greene, 2011). The authors explained that the methods in entrepreneurship might require a set of different innovative approaches to teaching and learning in entrepreneurship. In contrast to the traditional view of entrepreneurship education as a process-oriented approach, entrepreneurship as an action-oriented approach implies being creative and requires experimentation and reflective practice (Neck & Greene, 2011; Saravasthy, 2008).

Gibb (2002) complained that lecturing does not impart or promote entrepreneurship because it might inhibit the development of entrepreneurial attitudes and skills in students, which represent the art of entrepreneurship. Therefore, understanding the entrepreneurial methods is a fundamental feature of entrepreneurship education because it may help to improve the way the subject of entrepreneurship is taught and delivered in the universities (Neck & Greene, 2011). Therefore, moving away from accentuating the science of entrepreneurship to integrating more techniques related with the art of entrepreneurship that enables students to practice entrepreneurial thinking through creativity and reflection (Greenberg, McKone-Sweet & Wilson, 2011).

In addition to the different approaches mentioned above in teaching and delivering entrepreneurship education in the universities, entrepreneurship education is said to impart the technical knowledge, creativity, determination, innovation and drive needed to create, manage, and operate new ventures to earn a living and alleviate poverty. The model below will supply answers to the big question of whether entrepreneurship could be taught or learned and also buttresses the point about the approaches to entrepreneurship education.

3.5 Model and Strategy for Entrepreneurship Promotion among Students

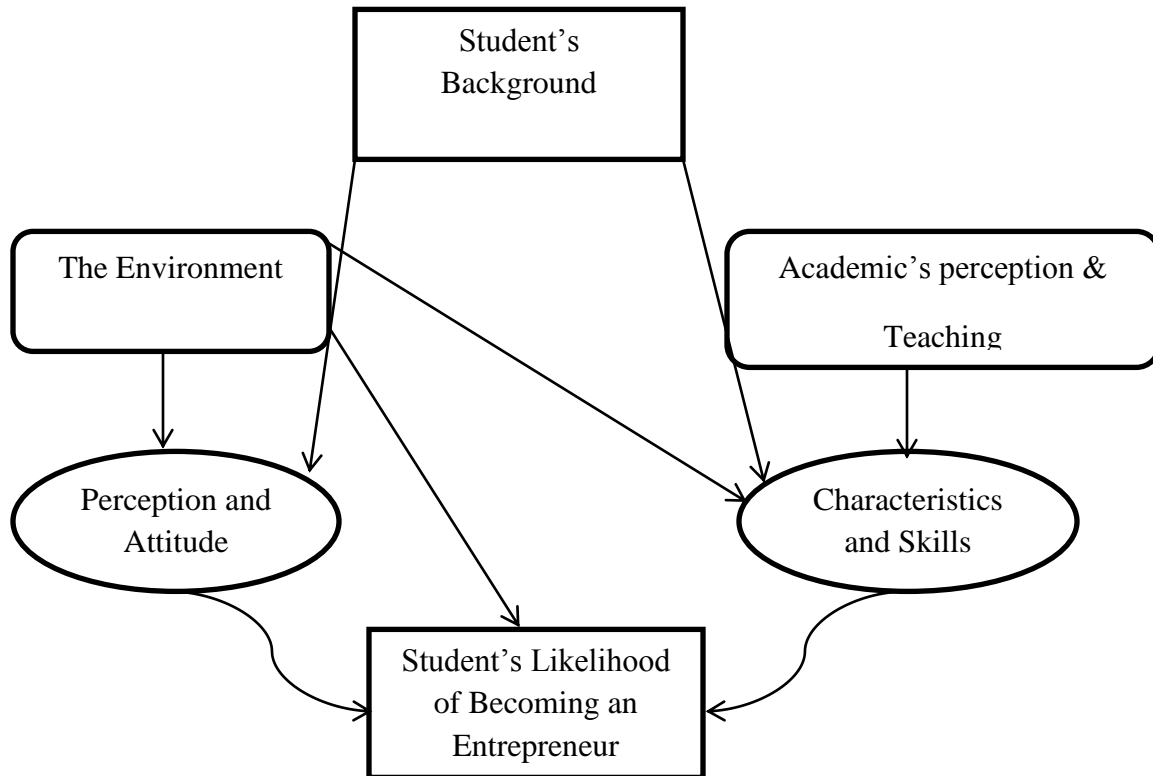


Figure 3.1: Model and Strategy for Entrepreneurship Promotion among Students

Adapted from Atlantic Canadian Universities Entrepreneurship Consortium (2004)

The ultimate objective of the model is to increase students' likelihood of becoming entrepreneurs at some point in the future, either while pursuing their education or after completing them. The model clearly addresses how certain elements interact to affect one's likelihood of becoming an entrepreneur in future by creating new ventures which would generate income and employment thereby reducing poverty in the society. Following the model description, the model strategy provides guidance regarding how to influence the elements of the model to increase students' likelihood. Below would be a brief explanation (Sears, 2004).

As demonstrated in Figure 1, the model depicts the tendency of an individual becoming an entrepreneur is dependent on one's perception and attitude, possession of certain characteristics and skills, different factors in the environment, perceptions of academics and teaching methods employed, as well as one's background. It involves actions taken to increase a student's likelihood of becoming an entrepreneur which gives the student an opportunity to start new ventures which would not only serve as career option for the student but for the creation of more jobs for others in the society. The actions taken should address one or more of these elements below.

3.5.1 Perception and Attitude

Perception and attitude are the first element of this model. Perception in this model is defined as the way an individual views the concept of entrepreneurship or what they think the concept really means and the attitude relates to one's feelings toward the concept of entrepreneurship (Berthelot, 2004). This simply means that it will be relevant to expand student's perception of entrepreneurship to include business, social, and personal applications in order to influence a more positive attitude, to demonstrate the viability of a career in entrepreneurship, highlighting those attributes students indicated are important to them which entrepreneurship can provide (ability to be creative and original, opportunity to take responsibility, freedom from close supervision) and Providing examples of entrepreneurial behavior and entrepreneurship in various disciplines (Business entrepreneur, Social Entrepreneurs, invention and innovation).

3.5.2 The Factors in the Environment

The next element in this model comprises of the factors in the environment. These factors include the variables found within the university or community that have the greatest impact on a student's perception and attitude as well as their ability of becoming an entrepreneur. X-raying these factors in the environment will be instrumental in providing opportunities for students to work with small , micro and medium-sized businesses or organizations, creating awareness of the support mechanisms for the creation of businesses and ventures, providing opportunities for students to generate business or venture ideas, providing opportunity for students to acquire the knowledge and skills to start new ventures and run them, exposing the students and giving them access to business courses, initiating occasions for students to learn about various types of

entrepreneurship and demonstrating the viability of entrepreneurship as a career option instead of relying heavily on white-collar jobs. Focusing development activities on these factors presents the greatest potential to promote entrepreneurship within the student population.

3.5.3 Characteristics and Skills

The third element of this model which exerts much impact on a student's likelihood of becoming an entrepreneur is having a set of characteristics and skills exhibited which are often exhibited by entrepreneurs. These include, being opportunistic, intuitive, having the need to achieve, and possessing perseverance, risk taking ability, being resourceful, creative thinking and being innovative, leadership ability, and having the capability to maximize the potential of others. Characteristics and skills development should concentrate on those factors common to entrepreneurs as well as those specific to each type of entrepreneur. With this, tertiary institutions should focus more in encouraging and creating exercises and projects which require students to persist through difficult situations, increasing opportunities for students to create and influence trends. They should also lay much emphasis in providing or enhancing activities that require students to act on their instincts, encouraging occasions that require risk taking, initiating and promoting activities that demand innovative ideas, imagination, originality and creative problem solving, providing opportunities for students to look for new challenges, foster a desire to exceed their expectations, and reward effort and energy in performance and providing occasions for students to take on leadership roles (Berthelot, 2004).

3.5.4 Faculty Perception and Teaching Methods

The fourth element of this model is faculty perception and teaching methods of entrepreneurship used, which directly impacts the opportunity students have, to develop entrepreneurial characteristics. This element could be more difficult to address due to the academic liberty afforded faculties in some tertiary institutions and the structure and culture within institutions. One way to increase students' opportunity is to provide information to faculty concerning the different types of entrepreneurship, the benefits of developing entrepreneurial characteristics in students, and how teaching methods may impact characteristic development. This can be achieved by promoting the benefits of entrepreneurship to society and to student development, establishing the relevance of different forms of entrepreneurship to particular disciplines, providing the

information concerning how different teaching methods impact the development of certain characteristics and creating awareness of the different forms of entrepreneurship and the characteristics associated with each type (Sears,2004).

3.5.5 Student's Background

The fifth element of this model indirectly impacts students' likelihood of becoming entrepreneurs, through the direct relationship with perception, attitude and possession of certain characteristics, is their background. A student's background includes the factors of tendencies that cannot be influenced through the university experience such as having a parent who owns or has owned a business, having a close friend who owns a business, being the eldest child in a family, being an immigrant or having parents who are immigrants, and having a means of earning spending money during childhood.

3.6 Strategies and Solutions for Effective Entrepreneurship Education

To achieve viable entrepreneurship education in our institutions of higher learning and enthrone the culture of entrepreneurship in South Africa, in order to reduce poverty plaguing the country. The following strategies as suggested by Nwangwu (2007); Akpomi (2009) and Baba (2013) will help to solve the problems of entrepreneurship education in the country and promote entrepreneurship to fight poverty.

- There should be some form of genuine school-work based learning incorporated in the curriculum as part of the national economic development strategies. This implies “enriching the curriculum to incorporate more vocational and technical training.” The development of apprenticeship scheme would give new graduates some work skills and experiences” (Baba 2013).
- Availability of school-based enterprises where students identify potential businesses, plan, create and operate small businesses by using the school as mini-incubators should be encouraged.
- The establishment small business schools by the government, where interested students and community members can participate in the learning process. This will promote self reliance.

- Development of entrepreneurs' internship programme where students can be matched with locally successful entrepreneurs with clearly established education programmes.
- Establishing an enterprise college aimed at fostering the specific skills required for entrepreneurship. This will serve as skill-acquisition centers for the youths.
- The government should create an economic friendly environment. This centres on reduction of taxes on small scale businesses.
- Provision of adequate incentives for students of vocational and technical schools. This will motivate them to establish their businesses after school.
- Government should establish entrepreneurship teams within the higher education facilities and develop strategies for moving forward on education in this arena (Jenvey, 2015).

When all these strategies are fully implemented by the government to equip students with the requisite skills, attitudes, creativity, drive and innovativeness among others, it prepares them and gives them the ability to create and run new ventures after graduation from the university; which will help to create more jobs, thereby cutting down the unemployment rate and on the long run reduce poverty.

3.7 Entrepreneurship Education versus Entrepreneurship

Entrepreneurship education is regarded as a specialized knowledge that inculcates in learners the traits of risk-taking, innovativeness, arbitrage and co-ordination of factors of production for the purpose of creating new products or services for new and existing users within the communities (Akhuemonkhen & Raimi, 2013). Entrepreneurship education serves as an important determinant of selection into entrepreneurship, formation of new venture and entrepreneurial success (Keister, 2005). According to Koster and Rai (2009) there is a strong positive relationship between entrepreneurship education and an individual's choice of becoming an entrepreneur as well as the result and outcome of his or her entrepreneurial activity.

Oviare, (2010) affirmed that entrepreneurship involves the acquiring and amassing skills, knowledge and ideas through entrepreneurship education, needed for creating employment for oneself and others. Omolayo (2006) added that the act of starting a company, arranging business ideas and taking risks in order to make a profit through the skills acquired through

entrepreneurship education. Nwangwu (2007) is of the opinion that entrepreneurship brings together the all factors of production, such as land, labor and capital to provide goods or services for public consumption. This is achievable through entrepreneurship education (Eno-Obong, 2006).

Entrepreneurship education is further viewed as a precondition for the development of entrepreneurship particularly in a place where the spirit and culture of entrepreneurship is very minimal (Dickson, Solomon & Weaver, 2008). In this regard, Adejimola and Olufunmilayo (2009) advised that educational system should be refined with a view to creating and enhancing the supply of entrepreneurial initiatives and activities. The bottom line here is to inculcate the spirit of entrepreneurship in the students through entrepreneurial education programmes.

Cheng & Chan (2009) opined that entrepreneurship education improves entrepreneurial self-efficacy, self-employment, and risk-taking propensity of an entrepreneur. It also involves creating enormous business opportunities for people and equips them with innovative enterprising skills to recognize the opportunities for starting new entrepreneurial activities which could raise their standard of living. In this wise, entrepreneurship education becomes a process of social training through which the strong innovative skills in business planning and innovative marketing plans that use modern communication technology, finance and accounting are being inculcated into the people through a well-planned school curriculum.

3.8 Entrepreneurship versus Poverty Reduction

Entrepreneurship involves the process where a gainfully individual employs his or her skills, attitudes and cognitive abilities to earn a living as well as helping others around him to earn same in order to cushion the effects of poverty (Oviare, 2010). Similarly, entrepreneurship is regarded as the organ which co-ordinates all other factors of production for the purpose of creating new products or services for new and existing users within human communities for the improvement of their living condition and job creation (Akhueomonkhen & Raimi, 2013).

Silvinski (2012) stated that a higher average rate of entrepreneurship in a state corresponds to bigger reduction in poverty; it means that every 1% increase in entrepreneurship corresponds to a 2% decrease in the poverty rate. It is therefore posited that the best way for government to improve the economy is by encouraging entrepreneurship. In his own contribution, Ariyo (2008) indicated that for any country to reach its full potential in terms of economic and social development, it cannot afford to ignore the importance of its indigenous entrepreneurs and the contributions that they make to the country's economy.

Kabungo and Okpara (2010) supported this assertion by stating that entrepreneurship is central and crucial to the economic development of nations, because when there is economic growth, poverty and unemployment is reduced drastically. Going further, entrepreneurship is undisputedly considered as the engine of any meaningful development, be it economic or social as refocusing entrepreneurship at higher education level would lead to youth employment and poverty reduction (Akpomi 2009).

In addition, entrepreneurship is recognized as an important and sustaining aspect of an economy (Dickson; Solomon & Weaver, 2008). This is because it contributes immeasurably towards creating new jobs, wealth creation, and poverty reduction. It is regarded as an effective means of not only combating unemployment, under-development and poverty in the developing nations, but also as a strategy for rapid economic development in both developed and developing nations (Van Praag & Versloot, 2007). The emergence of entrepreneurship plays a pivotal role in economic growth, development, competitiveness and employment generation as well as in improving the social welfare of a country, offers customers goods and services and generally increases national priority as well as poverty alleviation (Dempsey, 2009).

Entrepreneurship is recognized as the most viable mechanism to deal with issues relating to poverty, as it creates new jobs, fosters a climate of innovative thinking, and can lead to the launch of pioneering and cutting edge business ventures (Raposo & Do Paco, 2011). The entrepreneurial activities encourage and promote the development of new enterprises. In turn, the establishment, promotion and growth of SMMEs lead to the creation of jobs and the reduction in poverty (Van Praag & Versloot, 2007).

Mitra and Abubakar, (2011) suggested that the enthronement of entrepreneurship in the society promotes entrepreneurial activity, boosts economic growth, enhances living standards and generates employment thereby reducing the incidence of poverty in a given society. Therefore, entrepreneurship is one way of addressing poverty reduction, as there is strong empirical evidence suggesting that economic growth over time is necessary for poverty reduction (World Economic Forum, 2009).

Ncube and Ahwireng-Obeng (2006) postulated that entrepreneurial activities in developing countries serve as the most viable and powerful tool in decreasing escalating level of poverty and unemployment. Thus, it has contributed a lot within the developing countries, in cushioning the negative effects of joblessness and high rates of poverty; however, through entrepreneurship, more employment opportunities are created and made available with more disposable income to be spent in the marketplace (Rwigema & Venter, 2008)

3.9 Empirical Literature on Entrepreneurship Education, Entrepreneurship and Poverty Reduction

Various researches have been conducted on entrepreneurship education as regards to entrepreneurship and poverty alleviation. As the research conducted by Ibrahim and Soufani (2002) revealed that entrepreneurs who received entrepreneurship courses tend exhibit the high propensity of starting their own business in comparison to those that received other business courses or did not receive any courses at all. In the same regard, Owusu-Ansah and Fleming (2002) confirmed research by stating that entrepreneurship education is critical to venture creation success.

In accordance with the above literature, Ladzani and Van Vuuren (2002) argued that entrepreneurship education plays a crucial role in supporting small businesses. Ladzani and Van Vuuren recommended that entrepreneurship education should take a center stage in all the basic requirements for starting and managing a business. They further advised that educational institutions should facilitate the introduction and strengthening of entrepreneurship education. The study by Ibrahim and Soufani (2002) revealed that most entrepreneurial traits can be identified in individuals' early in life, while the ability to predict entrepreneurial traits draws

attention to the significant role of entrepreneurship education and development in pre and early adulthood.

The study by Sullivan (2000) on entrepreneurial learning and mentoring revealed that entrepreneurs believe that the underpinning knowledge gained in taking part in theoretical management courses has been critical when faced with real life incidents and is of the opinion that it enabled them to reflect on the incidents and intellectualize any learning that took place. This means that the ability to dissect, reflect, learn and act on a critical incident was seen to be of great importance. Similarly, the study by Henry, Hill and Leitch (2005) on entrepreneurship indicates that through the study of entrepreneurship, would-be entrepreneurs are able to benefit from learning an innovative approach to problem solving; adapt more readily to change; become more self-reliant and develop their creativity.

The study by Blokker and Dallago (2008) argued that an enterprising culture is what is required today to boost entrepreneurship and that if entrepreneurial and enterprising behavior among young people especially university students are to emerge; more emphasis must be placed on entrepreneurship education and methodologies that encourage “learning by doing” and “Just in time learning.” According to Mugione, (2011) the chief entrepreneurship advisor, in 2011 United Nations conference on Trade and Development, he advised that “entrepreneurship education at the university level should not be limited to those at the business school alone, since student on other programs could also become entrepreneurial in their field of study.” Thus, entrepreneurship education is not only a means to foster youth entrepreneurship but at the same time to equip young people with entrepreneurial attitude and skills (Schoof, 2006).

Likanen (2004) added that enterprising culture provides benefits to society even beyond their application to business activity. In fact, personal qualities that are relevant to entrepreneurship such as creativity, innovation and spirit of initiative can be useful to everyone in their working activities and in their daily lives. Entrepreneurial culture can be achieved through various factors; one way of promoting entrepreneurial culture is through entrepreneurship education. Ngosiane (2010) in his work promoting an entrepreneurial culture in Kenya revealed that entrepreneurship education promotes the culture of entrepreneurship through the formation of entrepreneurial clubs at the various universities.

This presupposes that entrepreneurship education improves entrepreneurial culture. This again buttresses Gibbs and Lyapunov (1996) proposition which suggested that the culture of entrepreneurship needs to be nurtured to support SMEs in areas such as values, beliefs, attitudes and behavioral norms. Entrepreneurship education and entrepreneurship culture are the viable instruments that make an individual to act in a particular manner. In the words of Deci and Ryan (2000) “the more able you are, the more willing you are.” This means that ability can be transpired through learning.

A good number of researches have focused on the teaching and learning of entrepreneurship education to accelerating economic growth and development in order to reduce poverty. The study conducted by Arogundade, (2011) discovered the importance of entrepreneurship education towards improving sustainable economic development and creation of employment in order to reduce poverty. In similar vein, the study conducted by Raposo and Paco (2000) revealed that entrepreneurship education is not just about teaching someone to run a business. It involves encouraging creative thinking and promoting a strong sense of self-worth and empowerment.

More empirical findings, suggest that early entrepreneurship education has a positive impact on the potential for entrepreneurial activity (Athayde, 2009; Lewis 2005; Peterman & Kennedy 2003). The study by Peterman and Kennedy (2003) measured the perceptions of a sample of secondary school learners enrolled in the Young Achievement Australia (YAA) enterprise programme and concluded that perceptions of the participants concerning desirability and feasibility of entrepreneurship had increased astronomically, in turn providing support for the implementation of enterprise education programmes in secondary schools.

Lewis (2005) evaluated the Young Enterprise Scheme (YES) in New Zealand and found that participation in YES did, at least to some extent influence the choices made by students about future studies and work opportunities. In addition, Lewis (2005) emphasized “that the impact of YES appeared to be more influential on students exposed to enterprising role models among their family and friends.” Still on the on the literatures, the study by Athayde (2009) examined the impact of participation in a Young Enterprise Company Programme (YECP) based on the American Junior Achievement model in six secondary schools in London and produced similar results. The results showed that entrepreneurial programme improved the enterprising potential

of participants, thereby providing further support for the notion that entrepreneurship education in secondary schools can promote young people's inclination towards self-employment (Athayde 2009).

The empirical literatures above have proven that a significant positive relationship between entrepreneurship education, entrepreneurship and poverty reduction exist. In this regard, entrepreneurship education serves as a spring board that promotes, instills and inculcates entrepreneurial skills, attitudes, innovativeness in university students and young people alike for entrepreneurial performances and activities. This could give rise to creation of new business venture by these young people after graduation thereby halving unemployment and in the long run alleviate poverty in the society.

3.10 Chapter Summary

This chapter provided enormous insight into the concept of entrepreneurship education which is viewed as a viable tool to promote entrepreneurship among university students for poverty reduction. The chapter x-rayed both the positive and negative aspects of entrepreneurship education which includes the objectives of entrepreneurship education, roles of entrepreneurship education, the different approaches entrepreneurship education can take, the impediments, problems and challenges entrepreneurship education face both in the society and at the university level. It also highlighted the model strategy that can be used to improve entrepreneurship education generally and also the benefits that can be derived from entrepreneurship education. The concluding part of this chapter discussed the strategies and solutions to entrepreneurship education, the relationship between the three variables were also discussed. The closing part of this chapter discussed the relation between entrepreneurship education, entrepreneurship and poverty reduction. The chapter concluded with discussions on the empirical studies of entrepreneurship education, entrepreneurship and poverty alleviation.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

The research investigated entrepreneurship education as viable tool for the promotion of entrepreneurship among university students for poverty reduction. The chapter presented the methods to be used in addressing the research objectives formulated in the first chapter. Welman, Kruger and Mitchell (2005) described research methodology as a system of research which specifies the methods and procedures to be used for data collection. It is a framework to be followed when doing research.

Research methodology constitutes variables which include research design, study population, sample of the study and the sampling procedure amongst others. It also involves the sample size and frame, sampling technique, data collection and the description of the research instruments used. Krauss (2005) regards research methodology as a system for collection, measurement, and analysis of data in order to achieve the objectives of a research. Hair, Wolfinbarger, Ortinau and Bush (2008) noted that the quality of collected data represent the potency of the methodology employed to collect them. A good method employed to collect data ensures that the reliability and validity of the study will not be compromised.

Going further, Burns and Burns (2008) defined research methodology as a general term used for the structured process of conducting a research. It is used to collect information and data which are necessary to answer the research questions of a specific subject of concern and make conclusive decisions. Zikmund and Babin (2010) added that “the section of research methodology is the part and parcel of the body of the research report that presents the sequence used to obtain the findings of the research project.” The main focus of this study was to come up with empirically tested results and conclusions on the relationship between entrepreneurship

education, entrepreneurship and poverty alleviation. Such empirical data were obtained through following a properly designed research methodology and data collection instruments. The various sections of the research methodology are discussed below.

4.2 Research Design

According to Singh (2007) research design is defined as a plausible plan, structure and research strategy of investigation in order to retrieve and provide answers to research questions, problems and to control variables. It is also described as the overall plan for linking conceptual research problems to the relevant and achievable empirical research (Kumar, 2005). In line with the above definition, Zikmund and Babin (2010) defined research design as a master plan that identifies the methods and procedures that are employed to collect and analyze the needed information. It is used to structure a research and to illustrate how all the major parts of the research project such as sampling, data collection and data analysis were designed to address the central research questions (Zikmund & Babin, 2010).

Research design is responsible for the provision of needed answers to questions such as “what techniques will be used to gather data, what sampling techniques will be used, how time and cost constraints will be dealt with”. Aaker, Kumar and Day (2008) noted that there are generally three basic types of research design that are used in conducting primary research; these include qualitative research design, quantitative research design and triangulation, which is a combination of the two. Zikmund and Babin (2010) indicated that the choice of research design centers on the nature of the research, the research setting, possible limitations and the underlying paradigm that precedes the research project. The present study employed the quantitative research design which is explained below.

4.2.1 Quantitative Research Design

The study adopted a quantitative research design which Bryman and Bell (2007) described as a design that places emphasis quantification, in the collection and analysis of data while placing much reliance upon the research instrument chosen to collect the data. In the opinion of Ghauri and Gronhaug (2005) quantitative research is a research design whose research findings or outcomes are mainly the product of statistical summary and analysis. This is supported by Lisa

(2008) who defined quantitative research design as the systematic empirical investigation of observable research problems through statistical, mathematical or computational techniques. The objective of quantitative research is to develop and employ mathematical models, theories and hypotheses pertaining to a research understudy.

According to Leedy and Ormrod (2005) motivation for choosing quantitative research design is central to the provision of measurements. This provision is vital to quantitative research because it provides the fundamental links between empirical observation and mathematical expression of quantitative relationships. Hair *et al.* (2008) argued that quantitative research design places emphasis on the use of structured questionnaires and the quantitative research methods to deal with specific and definite problems as well as when the decision-maker and researcher have already agreed on the precise information needs.

4.3 Population of the Study

Burns and Burns, (2008) defined population as the overall collection of all the observations of interests, which could be people, objects and events to the researcher. This definition is supported by Hair *et al.* (2008) who defined population as the identifiable set of interests to the researcher which is highly imperative for the information problems. It involves identifying the survey group which is under study. Population also refers to the total group of people or all elements about which information is needed (Proctor, 2000; Cant, Gerber-Nel, Nel, & Kotze, 2005).

Cooper and Schindler (2006) described population as the study objects which include individuals, groups, organizations, human products and events; these could be the subject of the research interest or the conditions to which they are exposed. They noted that population is the total collection of elements in which inferences or conclusions can be made. The definition population needs to be crystal clear in order to draw an accurate sample size. Since the present study investigated entrepreneurship education as a viable tool to promote entrepreneurship among university students for poverty reduction, its population consists of all the registered students at the university of Fort Hare in Alice Eastern Cape, South Africa. Also, in identifying the population of this study, the researcher contacted a consultant in the Teaching and Learning Centre (TLC) of the university who provided the researcher with the definite number of

registered students at the university of Fort Hare. Therefore, the survey population for this study was thirteen thousand three hundred and thirty one (13,331) registered students of the university. It was from this population that the sample was drawn.

4.4 Sample

Sample is described as a small part of the population with the same characteristics as those in the entire population. According to Welman, Kruger and Mitchell (2006) representative sample is referred to as the miniature image or small group of a given population. Bryman and Bell (2007) posited that in every research business, a sample is drawn from the entire population as a representative of that population. Zikmund and Babin (2010) emphasized that the purpose of sampling is to make generalizations or inferences about the entire population which are valid and allow prediction. However, many authors are of the opinion that sampling allows the researcher to make inferences about the entire population as it is impossible to observe all relevant events in the population as a result of time and cost.

Zikmund and Babin (2010) further suggested series of steps that must be taken before a researcher selects the sample, this starts from defining the target population to selecting a representative sample size and frame, determining the sampling technique to be used, identifying the sampling procedures, selecting the actual sampling unit and conducting fieldwork.

4.4.1 Advantages of Sampling

Some of the advantages of sampling process are outlined below:

- It helps to reduce research cost.
- It provides greater accuracy of results
- It promotes greater speed of data collection
- It ensures the availability of population elements

The following subsections provide details on sampling procedure, sampling technique and the sample size used in this study; it also explains how the sample size was obtained.

4.4.2 Sampling Procedures

Sampling procedures refer to the procedures applied by the researcher in selecting a representative portion of the population for the survey (Parasuraman, Grewal & Krishnan, 2007). Researchers prefer to use sampling method, rather than the entire population because it is impossible and very costly to conduct a survey of the whole population. Sampling procedures comprise of two basic types which include probability and non-probability sampling procedures.

According to Roberts-Lombard (2002) probability sampling is a sampling procedure in which every element has equal chance of being selected while in non-probability sampling reveals that the selection of sample elements relies on the judgment of the researcher. Churchill and Brown (2007) described probability sampling procedure as the technique that allows the researcher to estimate sampling error, which means the samples that are not represented.

The present research adopted probability sampling procedure to select respondents from the entire population. This enabled all the respondents to have equal chance of being represented in the sample. The researcher also chose the probability sampling method because the method is consistent with the sampling methods used in previous empirical studies and with probability sampling procedure, each of the population elements has equal chance of being included in the sample. In non- probability sampling procedure, the units of the sample are selected on the basis of personal judgment or convenience (Zikmund & Babin, 2010).

4.4.3 Sample Size

According to Cant *et al.* (2005) sample size refers to the total amount of elements included in the research. It means the number of respondents which should be included in the study and this is considered very important for any research because the size of the sample drawn has an effect on the quality and generalization of data (Cant *et al.*, 2003). Sample size, reduces the likely error of generalizing a population. Therefore, a sample size selected and used in a study should be large enough to ensure that a reliable and valid conclusion can be made about the population (Churchill & Lacobucci, 2010). In order to get accurate results from a study, statisticians recommend that a sample size larger than 40 is ideal, even though it might not apply to all studies.

For the purpose of this study, the Raosft sample size calculator was used to calculate the recommended sample size and this was determined by using a 5% margin of error, 90% confidence level and 50% response distribution. Having a population size of 13,331 thousand students, the recommended minimum sample size using Raosoft sample size calculator was 374 respondents. Raosoft sample size calculator is a statistical software package that enables researchers to determine the sample size given the following variables (Raosoft, 2011).

4.4.4 Sampling Technique

This study adopted a simple random sampling technique which is one of the five major types of probability sampling method. In simple random sampling technique, the probability of being selected in the sample is guaranteed and equal for all members of the entire population (Zikmund & Babin, 2010). In the words of Cooper and Schindler (2006) simple random sampling technique is described as the technique, in which members of the population are chosen randomly for inclusion in the sample with each population element having an equal probability of being selected. Churchill and Lacobucci (2010) maintained that each possible sample of units has a known and equal chance of being selected.

The major reasons for selecting the simple random sampling technique were that: simple random sampling is recognized for its simplicity in application as well as its ability to produce a representative sample with limited selection biases and the fact that it is easy to follow, less expensive and quick to implement. The availability of a sampling frame from the Teaching and Learning Centre (TLC) of the university made it possible for the use of simple random sampling technique.

4.5 Data Collection

This involves the process of gathering and measuring relevant information on targeted variables in an established systematic fashion, which then enables the researcher to answer relevant questions and evaluate answers (Lescroel *et al.*, 2014). Data gathering process may vary from relatively simple observation at a specific location to an extensive survey of large corporations across the world (Martins, Loubster & Van Wyk, 1999). The methods used in data gathering, especially in the social sciences and business include questionnaires, interviews, focus group

discussions and observation of participants. There are two main methods of data collection that can be used in research, and they are; secondary data collection and primary data collection. Below is the detailed explanation of the two data collection methods.

4.5.1 Secondary Data Collection

Secondary data involves the data that is already in existent and its collection regarded as desk research (Cant *et al.*, 2005). These are data that have been gathered or collected for other research purposes but may be relevant or help resolve existing research problems (Churchill & Iacobucci, 2010). In secondary data collection method, any data that the researcher wants to make use of must undergo thorough evaluation to determine whether the data appropriately fits the specific research problem (Cant *et al.*, 2005).

In this research, we conducted general search using the name, entrepreneurship education and poverty reduction in different online database sources such as Google Scholars, Springer Link, Wiley, Science Direct, JSTOR, Emerald full text, Scopus, and EBSCO HOST etc. From the searches, we found a good number of journal articles, conferences, organizational websites and also dissertations of related research studies conducted by others previously and other types of work, which we have read to determine which articles need to be included in this research. After reading thoroughly, most relevant articles that have been collected were found as the best fit within objectives of the present study about entrepreneurship education as well as poverty alleviation. The study has been examined on the basis of objectives, methods and findings according to all the collected empirical studies.

4.5.2 Primary Data Collection

According to Cooper and Schindler (2006) primary data are those data collected by a researcher to seek a solution to the specific research problems identified in a research. The basic primary data collection methods may involve observations, experiments and surveys (Cant *et al.*, 2005). Primary data collection methods involve the actual collection of data from the respondents (Zikmund & Babin, 2010). The Primary data collection method is concerned with gathering of the original data to provide answers to questions which are specifically connected to the objectives of the research; this is usually done where the required information is not readily

available to the researcher (Hair, *et al.*, 2008). They are obtained by researchers; through field research where data are collected from the relevant respondents that are specific to the requirements of the study (Burns & Burns, 2008). Respondents for primary data collection can be individuals, groups of individuals, students and employees in organizations, communities or projects. The present study collected its primary data collected from the selected university students at the University of Fort Hare.

4.5.3 Data Collection Instrument

Questionnaires are regarded as vital instruments for collecting relevant data from the respondents. Kumar (2005) defined a questionnaire as a written list of questions, answers or statements to which the respondents respond to. Questionnaires are survey methods that utilize standardized set of questions, which allow respondents' answers to be systematically compared or contrasted. Questionnaires must be designed carefully in order to ensure clarity. The questions on the questionnaire may be designed to measure different responses. For example, (Yes/no or true/false) and interval responses (i.e. Likert scale) or semantic differential responses (“never”, “sometimes”, or always) In questionnaires, respondents are expected to read the questions, interpret what is expected and then pen down the answers (Trochim, 2006).

The researcher employed self-administered questionnaires as the data collection instrument. Self-administered questionnaires are research questionnaires and are regarded as the most inexpensive ways of gathering data from a large number of respondents than other data gathering instruments such as personal interviews where the researcher must be present with the respondents at all times, this is economical in terms of time and money. Questionnaire involves a direct and a face to face meeting between the researcher and the respondent (Lavrakas, 2008).

In this research, the researcher adopted a structured questionnaire. Structured questionnaires contain both open and closed ended questions. The closed ended questions provide a set of predetermined answers from which the respondents have to choose applicable answers. Although some the questions probe to explore, most of the questions are targeted to obtain relevant information or to establish a relationship between certain variables for example the attitudes of middle students towards entrepreneurship and the factors influencing such. In the present study,

the researcher used survey questionnaire to collect data because of its numerous advantages and its ability to yield the most satisfactory range of reliable data. Questionnaires are most suitable in a quantitative study such as the present research.

4.5.4 Description of the Research Instrument

The instrument was divided into six sections to enable the researcher to cover the entire research hypothesis and also to achieve the research objectives. Below are the various sections of the research instrument.

Section A: General Information

This first section contains the general information of the respondents and these ranges from the Nationality, Faculty, Departments, Study Level, Gender and Marital Status of the respondents. It also covered question that borders on whether the respondents have received entrepreneurship education.

Section B: Entrepreneurship and Attitudes towards Entrepreneurship

This section comprises of five statements that bordered on the students attitude towards entrepreneurship, some of these questions were derived from the General Measure for Enterprising Tendency Test (GET2 Test) developed by Sally Caird (Caird 2013). The Scale adopts a 5-point Likert scale, were participants were asked to indicate the extent to which they experience particular feelings about entrepreneurship. The Responses range from 1 (strongly disagree) to 5 (strongly agree).

Section C: Entrepreneurship Education, Self-Reliance and Self-Independence

The third section contained six statements on entrepreneurship education, self-reliance and self-independence. The statements were designed to know if entrepreneurship education promotes self-reliance and self-independence. The responses from these statements could help in finding the best approach to promote entrepreneurship education.

Section D: Entrepreneurship Education and Entrepreneurial Competencies

This section of the research instrument consists of six (6) statements which placed emphasis on entrepreneurship education and entrepreneurial competencies. The statements were designed to elicit information on whether entrepreneurship education improves entrepreneurial competencies.

Section E: Entrepreneurship Education and Entrepreneurship Culture

The section consists of 6 statements on entrepreneurship education and entrepreneurship culture. It was structured in way to collect responses from the respondents in order to determine whether entrepreneurship education would promote entrepreneurship culture.

Section F: Entrepreneurship Education and Poverty Reduction

This section is the final section of the research instrument used in this study. It contained four statements bordering on entrepreneurship education and poverty reduction. The statements in this section were designed to discover whether the respondents believe entrepreneurship education would reduce poverty.

4.5.5 Reliability and Validity of the Research Instrument

The Validity and reliability of the questionnaire were ensured before the questionnaire was distributed. Wang (2004) defined reliability as the stability and the consistency of replicated measurements. This simply means that reliability is the extent to which measures are free from random errors. Terreblanche and Durrheim (2002) argue that subject error and subject bias are the major detriments of data reliability. The reliability of this research instrument was enhanced by using Cronbach alpha test for reliability. The supervisor of this study and a statistical consultant also reviewed the questionnaire for question phrasing and sequencing.

The reliability of a research instrument depends on the validity of the results. Cooper and Schindler (2006) argued that reliability is a necessary contributor to validity but it is not a sufficient condition for validity. This means that validity also has to be assured when conducting research. According to Shammout (2007) Cronbach's method of calculating the coefficient alpha, has been predominantly regarded as a technique for estimating the internal consistency of

individual constructs. The acceptable value for Cronbach's alpha is any value above 0.7 (Malhotra 2004).

Babbie and Morton (2002) defined validity as the ability of an instrument to actually measure what it is supposed to measure given the context in which it is applied. In other words the researcher has to ask whether the research has measured what it intended to. The validity of a scale reveals the extent to which differences in observed scale scores reflect true differences between objects on the characteristics being measured, rather than systematic or random errors (Cant, *et al.*, 2005). External validity refers to the generalization of the research to the target population whereas internal validity refers to the relationship among variables whether it is genuine. In this study content validity and construct validity have been used. Content validity refers to the degree to which the instrument investigates the intended phenomena (Cooper and Schindler, 2006). While construct validity is referred to as the extent to which the constructs hypothetically relate to one another to measure a concept based on theories underlying a research (Malhotra, 2004).

In ensuring the validity of the instrument, a statistician and the supervisors were consulted to evaluate the research instrument. The statistician conducted statistical tests on the validity of the questionnaire and the results obtained were positive. The questionnaire was pre-tested before it was used to collect data and comprehensive literature review was done. A large sample (far greater than 40) and a margin of error not more than 5% with a confidence interval of 90% also ensured validity.

4.5.6 Errors

Cooper and Schindler (2006) described errors, especially the response and non-response errors as errors that can pose a serious threat to the reliability of data and must be minimized by the researcher. Gerber-Nel, Nel, and Kotze,(2005) identified that non-response errors are caused by failure to contact all members of a sample or the failure of some contacted members of the sample to respond to all or a specific part of the questionnaire. Cooper and Schindler (2006) labeled non-response errors as errors that exist when the researcher cannot locate the targeted respondents. Response errors occur when a participant fails to give a correct or complete answer (Cooper & Schindler 2006). The following steps were used to reduce non-response errors

- Using self-administered questionnaires, which involved a direct meeting between the researcher and the respondents
- Removing sensitive questions from the questionnaire
- Carefully constructing and pre-testing the questionnaires

4.5.7 Pilot Study (Pre-Test)

Pilot study was conducted to pre-test the questionnaire. Pre-testing refers to testing the questionnaire on a small number of the sample of respondents, to identify and eliminate potential harmful questions (De Vos, 2002). The purpose is to ensure that the questionnaire meets the researcher's expectations in terms of information that it obtains. Pre-testing the research instrument during the survey development stage was done through a pilot study covering 20 respondents. The results of the pre-test led to the test-retest reliability. This reliability measure used the same measurement scale a second time under nearly the same conditions. The correlation between the answers to the first and second tests were then examined and found acceptable. The results of the pre-test led to some corrections to the questionnaire.

4.5.8 Administration of the Research Instrument

The questionnaires were personally distributed and administered to the respondents in different faculties and departments of the University. The questionnaires were administered only on the respondents who had been selected randomly from the sampling frame. The questionnaires were completed by the respondents without interference from the researcher except in some cases where his assistance was needed by the respondents for clarification on certain questions.

The researcher distributed the questionnaires to the respondents and obtained the names and phone numbers of some of the respondents to follow up on the completion of the questionnaires. To ensure that the respondents completed the questionnaires, repeated call-backs were made to them. After the questionnaires were retrieved from the respondents, the collected data were analyzed in order to answer the research questions. The distributed questionnaires were aimed at obtaining information that is relevant in achieving the objectives of this research.

4.6 Data Analysis

Data analysis involves reducing accumulated data to a manageable size, obtaining summaries, looking for patterns and applying statistical techniques (Zikmund & Babin, 2007). It also involves the interpretation of research findings in the light of the research questions, which helps to determine the consistency between results, the research hypotheses and theories. It is thus clear that data analysis involves the gathering, modeling, and transforming data in order to identify useful information, suggest conclusions, as well as support decision making (Cooper & Schindler, 2006).

For this research, collected data was tabulated for easy interpretation. Graphs and tables were used to display the collected data, which had to be edited to facilitate the process. All the proposed hypotheses were tested using statistical methods such as descriptive statistics, one sample t-test, independent t-test as well as chi-square test. Descriptive analysis provides a very useful initial examination of data and a means of presenting data in a transparent manner with graphs, using the most fundamental techniques; the construction of frequency distributions or measures of variability (Welman & Kruger 2006).

4.6.1 Data Editing

According to Sekaran (2008) the purpose of data editing is to impose some minimum quality requirements on data. Churchill and Brown (2007) posited that editing involves the inspection and if necessary the correction of the questionnaire. Bradley (2007) affirmed that editing ensures that answers are complete, accurate and suitable for further processing.

4.6.2 Data Coding

Data coding involves identifying, classifying and assigning numeric symbols to data. Churchill and Brown (2007) purported that data coding involves the transformation of raw data into symbols. Wilson (2003) view coding assigning numerical codes to responses so that they can be recognized by a computer for storage in fields and interpreted at the hand of statistical analysis. According to Tustin, Martins, Lighthelm and Van Wyk (2005), the initial stage of coding is to design a coding manual. It is important that one understands the process and statistics when coding the responses to the questions in the questionnaire. Thus, it is pertinent to design a coding guide, which then could be the instrument, by providing instructions and vital information about

variables in the questionnaire. Also, coding played a role in assisting the researcher to minimize the large number of replies into a few categories containing only the information required for analysis.

4.6.3 Data Capturing

Data was captured by the researcher into Microsoft Excel. At this stage, the data is transformed into a computerized format. This was done using a Microsoft Excel spreadsheet which happens to be the most common method of entering and manipulating coded data. The Excel spreadsheet used will score the data automatically, readying it for further data analysis in the statistical software package.

4.6.4 Data Cleaning and Processing

Data was examined before analysis in order to ensure that it was captured correctly in the data file. This process involved identifying questions that were answered incorrectly or not answered at all for possible elimination termed data cleaning.

4.7 Ethical Considerations

Ethical clearance certificate was obtained from the University and informed consent was also obtained from each respondent. The study relied heavily on the honesty of the responses received. The researcher assured the respondents that their responses would be kept anonymous and encouraged them to answer as truthfully as possible.

4.7.1 Protection from Harm

There was no risk of physical harm in the research. The fieldworkers exercised tact and discretion during the distribution of the questionnaires. The researcher treated the respondents with dignity and respect.

4.7.2 Confidentiality & Right to Privacy

The personal details of the respondents were not recorded. They were identified by a case identifier printed on the questionnaires. No identifying features were recorded and the research painstakingly ensured that the respondents' identity remained anonymous.

4.7.3 Integrity, Objectivity and Honesty in Reporting Procedures

The findings of this research were clear and objective, because the questionnaires were fixed responses. The researcher worked with some of his colleagues in the distribution of questionnaires. The procedures were explicitly laid out. The limitations to the study were indicated clearly and any adverse events were immediately reported.

4.7.4 Honesty when Reporting Findings

The findings of this study were reported favorably. No data was be manipulated, with the exception of standard scoring and transformation. The data will be stored for five years to enable other researchers to interrogate such data to ensure its veracity.

4.8 Limitations of the Study

The limitations, this study encountered were non-response or non-co-operation of some of the respondents which caused delays during data collection. The study was limited to the University of Fort Hare, due to the unavailability of funds for transportation and other logistics.

4.9 Chapter Summary

The chapter provided a clear description of the research design used in this study. The chapter the details of the population under study, sampling technique used, and research instrument adopted for this study. The chapter further provided detailed description of the instrument administration, data analysis process of the study as well as the test for validity and reliability. It also highlighted the ethical considerations employed in this study. The limitations of the study as well as errors were also discussed in this chapter. The research results and findings are presented in the next chapter.

CHAPTER FIVE

RESEARCH DATA ANALYSIS, RESULTS AND INTERPRETATION

5.1 Introduction

The previous chapter provided clear detail of research methods which the researcher employed for the collection the relevant data for this research. This chapter explains and presents the overall analysis and findings of this research. The researcher used descriptive statistics such as frequency tables, graphical tables, and bar charts for data analysis to provide a clear understanding of the research results. The results of the study in relation to the hypotheses are also presented in this chapter. To clearly present and discuss the results, this chapter will begin with a clear presentation of the Cronbach alpha coefficient table, demographic distribution using graphical representation. This will be followed by the hypotheses testing.

5.2 Internal Consistency

Cronbach's Alpha for the Structured Questionnaire

Table 5.1 shows the Cronbach's alpha coefficient for the structured entrepreneurship education and poverty reduction questionnaire used in this study. Except for the demographic or general information, all sub-scales were tested for reliability. Cronbach's alpha coefficient for this study is 0.942. This indicates an acceptable reliability measure for the questionnaire.

Table 5. 1: Reliability Statistic

Cronbach Alpha	No of Items
.942	28

5.3 Demographic Distributions

This section presents the demographic findings. The demographic findings of this research comprise of nationality, faculty, departments, study level, gender and marital status.

5.3.1 Nationality Distribution

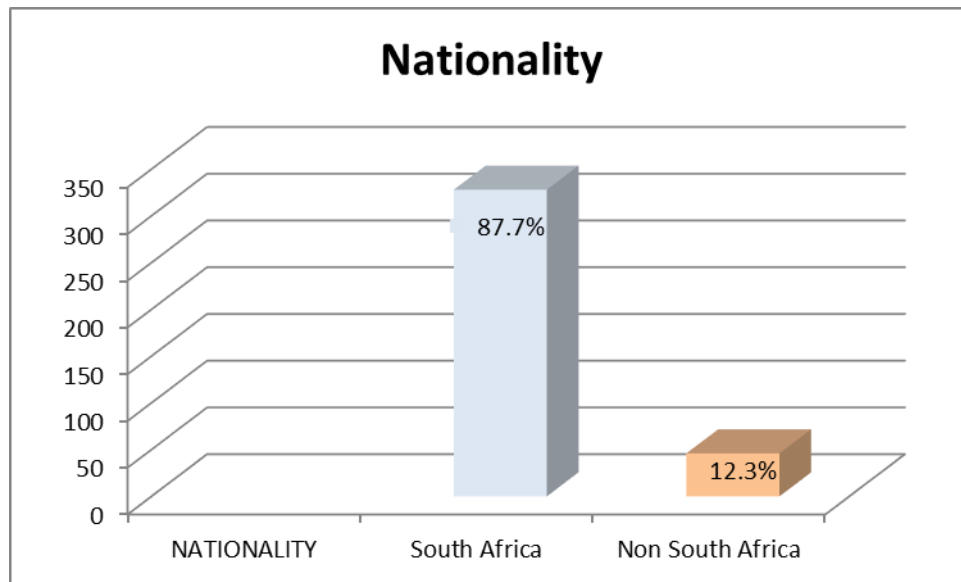


Figure 5. 1 Nationality

The figure 5.1, illustrates the nationality of the respondents who participated in this study. It is shown here, that the majority of the respondents were South Africans, which comprises of 87.7% while the meager 12.3% were non- South Africans. This simply means that more students of South African origin participated in this study than the non- South African students. This will help in achieving the objectives of this study, since the study is focused on South Africa.

5.3.2 Faculty Distribution

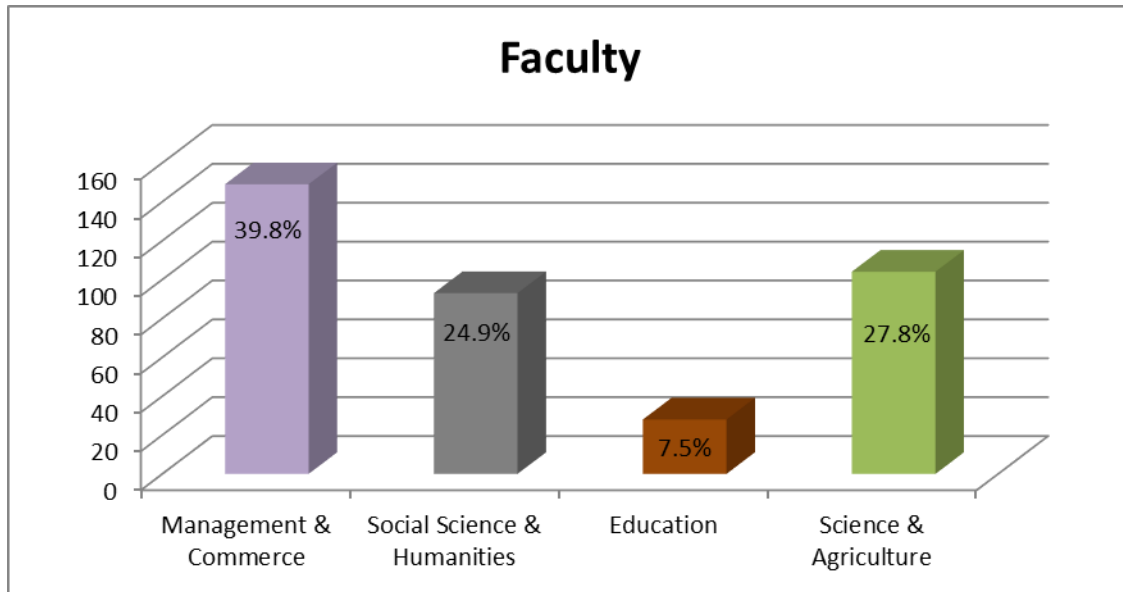


Figure 5. 2 Faculty

Figure 5.2, depicts different faculties in which the respondents belonged to. The figure clearly indicates that 39.8% of the overall respondents in this the study belonged to the Faculty Management and Commerce, 24.9% of the respondents came from the Faculty of Social Science and Humanities; 7.5% of the respondents were from the Faculty of Education, while 27.8% of the respondents were from the Faculty of Science and Agriculture which sums up the total number of the respondents that participated in this research. From the figure, four faculties were represented in this study; this will help to put to rest the issue of most previous researchers concentrating mainly on management disciplines leaving other disciplines at bay. This would go a long way in helping to achieve the objectives of this study.

5.3.3 Department Distribution

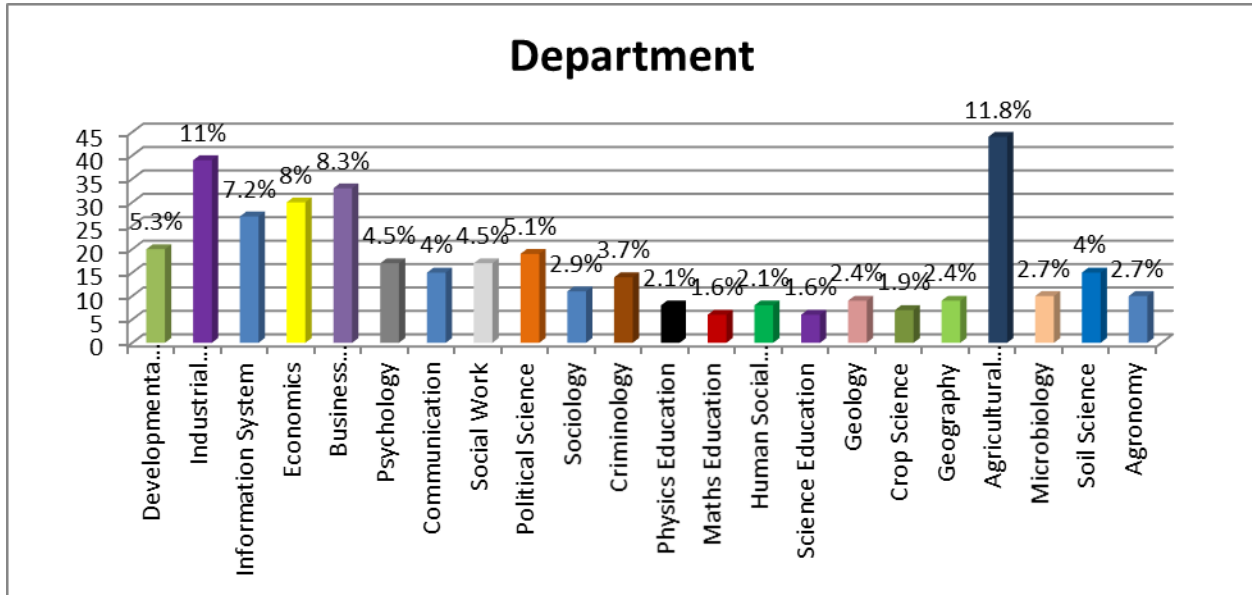


Figure 5. 3 Department

Figure 5.3, represents a breakdown of the different departments of the respondents that participated in this study. It is shown here that 5.3% of the respondents belonged to the Department of Development Studies, 11% belonged to Industrial Psychology, 7.2% of the respondents were from Information System, 8% belong to Economics, 8.3% were from the Department of Business Management while 4.5% of the respondents were from Psychology. Another 4% of the respondents were from the department of Communication, 4.5% of the respondents came from the Department of Social Work while 5.1% were from Political Science. Furthermore, 2.9% belong to Sociology department, 3.7% belong to Criminology department, and 2.1% belong to Physics Education while 1.6% was from the department of Mathematics Education. 2.1% of the respondents belong to Human Social Science, 1.6% belongs to Science Education, 2.4% of the respondents belong to Geology department, and 1.9% was from Crop Science. Another 2.4% of the respondents belong to Geography while 11.8% of the respondents were from the department of Agricultural Economics. The department of Microbiology has 2.7%

of the respondents, Soil Science has 4.0% of the respondents and Agronomy department has 2.7% of the respondents that took part in this study. From the figure, it can be deduced that almost all the departments were duly represented. With this, the researcher is suggesting that entrepreneurship education teachings should be taken across management sciences or disciplines.

5.3.4 Study Level Distribution

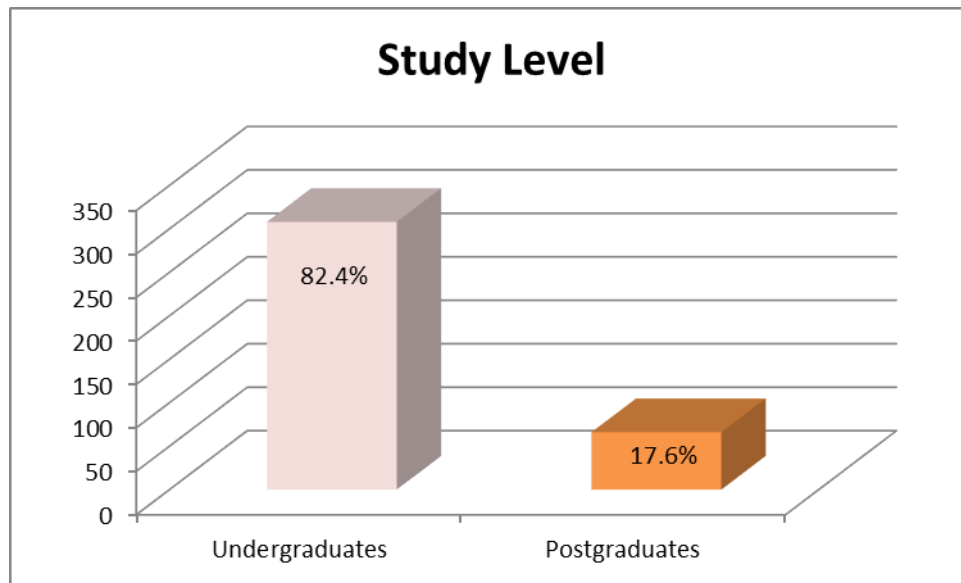


Figure 5. 4 Study Level

Figure 5.4, illustrates the level of study for the respondents that participated in this research. The figure illustrates that the majority of the respondents which comprises of 82.4% of the overall respondents were undergraduates while the rest 17.6% of the respondents were postgraduates. This shows that there were more undergraduate students who participated in this study compared to their postgraduate counterparts. This is important because it will help to determine where improvements are needed in the delivery of entrepreneurship education in the Universities.

5.3.5 Gender Distribution

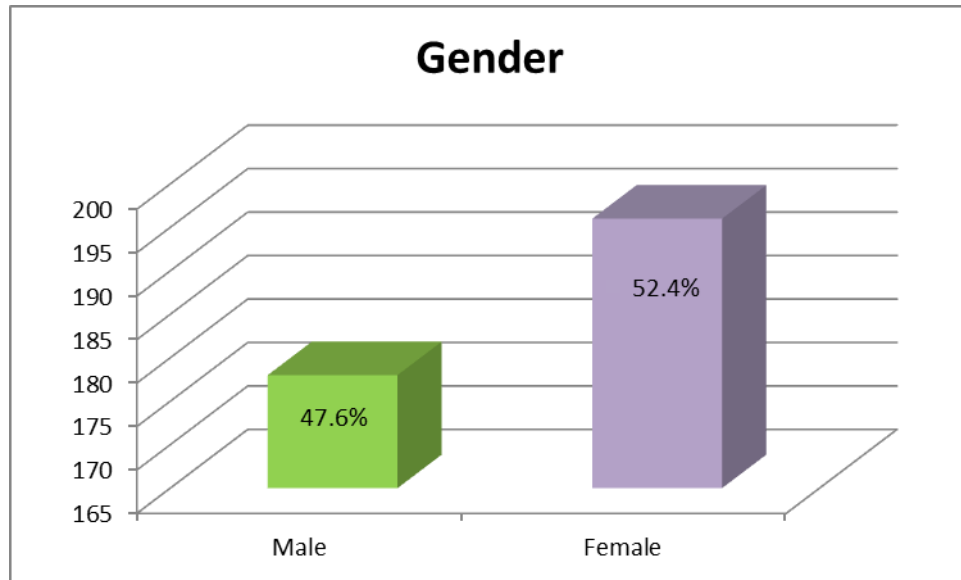


Figure 5. 5: Gender

Figure 5.5, illustrates the gender of all the respondents who participated in this research. It indicates that a greater proportion of the respondents were female respondents which consist of 52.4% of the overall respondents while the male respondents were made up of 47.6% of the entire respondents. The figure shows there were more female students in the university where this research was conducted. This recommends to the government, government agencies, policy makers and private businesses to on the need of using entrepreneurship education to promote entrepreneurship among female students in universities and empower them with requisite skills and innovation.

5.3.6 Marital Status Distribution

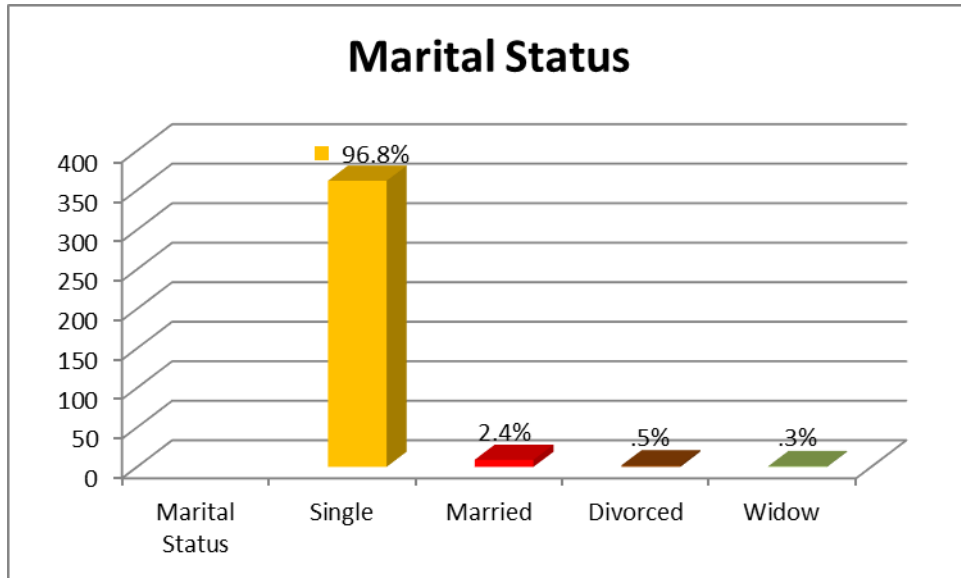


Figure 5. 6 Marital Status

Figure 5.6, illustrates the marital status of all the respondents that participated in this research. It stipulates that the majority of the respondents were single which constitute 96.8% of all the respondents, 2.4% were married, 0.5% were divorced while 0.3% was having the status of widow. Since the majority of the respondents are singles, the respondents can be regarded as youth population, which are the group this research targeted at; this will also help in achieving the objectives of this study and provide recommendations to the relevant bodies for onward implementation.

5.4 Hypotheses Testing

The research was conducted to investigate entrepreneurship education as a viable tool for the promotion of entrepreneurship among university students for poverty reduction in South Africa. These hypotheses were tested individually using chi-square test, one sample t- test and independent t-test. They are outlined as follows:

5.4.1 Hypothesis 1

H₀ There is a negative attitude towards entrepreneurship among University students

H₁ There is a positive attitude towards entrepreneurship among University students

Table 5. 2: Chi-Square Tests for Hypothesis one

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.144 ^a	11	.000
Likelihood Ratio	39.122	11	.000
Linear-by-Linear Association	15.251	1	.000
N of Valid Cases	374		

The chi-square test for hypothesis 1 in **Table 5.2** shows a Pearson chi-square value of 37.144 with 11 degree of freedom and a P-value less than the alpha value was found. Since the p-value (probability) of .000 is less than 0.05, the null hypothesis is rejected. This means that there is a positive attitude towards entrepreneurship among the university students that participated in this study. In ensuring that this positive attitude discovered among the university students is maintained overtime, Potter (2008) suggested that entrepreneurship education and its initiatives should be considered as vital means to enhance the entrepreneurship attitudes of individuals at tertiary level of education and in increasing potential entrepreneurs supply, making more students conscious and interested in choosing entrepreneurship as a career option. Below is the second statistical test for the research hypothesis one, to further determine whether the null hypothesis is rejected.

Table 5. 3: Descriptive Statistics Test for Hypothesis one

	N	Mean	Std. Deviation	Std. Error Mean
Total Attitude	374	10.74	1.629	.084

Table 5. 4: One-Sample Test for Hypothesis one

	Test Value = 15					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Total Attitude	-50.565	373	.000	-4.259	-4.42	-4.09

The **Table 5.3** depicts the simple descriptive statistics that was used to investigate whether the university students who participated in the study possess a negative or positive attitude towards entrepreneurship. The result from **Table 5.3**, indicates that the respondents N=374 have mean score of (10.74) with (SD= 1.629). To test the hypothesis using one sample test with 15 as a test value, the result in **Table 5.4**, indicates a t-value of -50.565 and 373 degree of freedom, with a probability of .000. Since the P-value (probability) of .000 is less than 0.05, the null hypothesis is rejected which suggests that there is a positive attitude towards entrepreneurship among the university students who took part in this study. To improve and promote more of this positive attitude towards entrepreneurship among university students, critical attention must be paid to entrepreneurship education. The researcher suggests that entrepreneurship education equips the students with the requisite knowledge, entrepreneurial intentions, skills and innovation so that when they leave school, they would think more of creating their own businesses other than opting for salaried jobs. The results from the two hypotheses tests can be supported by Schoof (2006) who argued that entrepreneurship education is not only a means to foster youth entrepreneurship, but to equip young people with entrepreneurial attitude and skills. In a similar vein, Akudolu (2010) added that entrepreneurship education promotes entrepreneurial knowledge, attitudes, innovations and skills which enable learners apprehend life challenges in

whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life.

5.4.2 Hypotheses 2

H₀ Entrepreneurship education does not promote self-reliance and self -independence

H₂ Entrepreneurship education promotes self-reliance and self-independence

Table 5. 5: Chi-Square Tests for Hypothesis Two

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	231.254 ^a	20	.000
Likelihood Ratio	286.958	20	.000
Linear-by-Linear Association	201.449	1	.000
N of Valid Cases	374		

The chi-square test for hypothesis 2 in **Table 5.5** indicates that Pearson chi-square value of 231.254 with 20 degree of freedom and P-value of .000 that is less than alpha value. Since the p-value (probability) of .000 is less than 0.05, the null hypothesis is rejected suggesting that the promotion of self-reliance and self-independence is dependent on entrepreneurship education. This result is supported by Atakpa (2011) who declared that entrepreneurship education is an aspect of education which equips an individual and creates in the individual the independent mindset to undertake the risk of venturing into something new, by applying the knowledge and skills acquired in school. Below is the second statistical test for the research hypothesis two, to determine whether the null hypothesis is to be rejected.

Table 5. 6: Group Statistics for Hypothesis Two

	Have you ever received entrepreneurship education.	N	Mean	Std. Deviation	Std. Error Mean
Section C	YES	157	19.25	3.945	.315
	NO	217	12.47	2.305	.156

Table 5. 7: Independent Samples Test for Hypothesis Two

	Levene's Test for Equality of Variances		t-Test for Equality means						
	F	Sig	t	df	Sig(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval Difference	
								Lower	Upper
Equal variances assumed	87.717	.000	20.900	372	.000	6.789	.325	6.151	7.428
Equal variances not assumed			19.310	232.367	.000	6.789	.352	6.097	7.482

The **Table 5.6** shows the result from hypothesis two using descriptive statistics. It indicates that $N=157$ of the respondents with mean score of (19.25) and standard deviation of ($SD= 3.945$) responded (*YES*) that they have received entrepreneurship education. While $N=217$ of the respondents with mean of (12.47) and standard deviation of ($SD= 2.305$) responded (*NO*) that they have never received entrepreneurship education. In testing the Hypothesis to discover whether entrepreneurship education does not promote self-reliance and self-independence, an independent t- test was performed. As can be seen in **Table 5.7**; the result illustrates t-value of 20.900 and 372 degree of freedom with probability of .000. Since P-value (probability) is less than 0.05 the null hypothesis is rejected. Therefore, entrepreneurship education promotes self-reliance and self-independence among university students. Additionally, the assumption of homogeneity of variances was also tested and satisfied through Leven’s test for equality $F=87.717$, $P= .000$ this also shows that the p-value is less than 0.05. The findings of these two

statistical tests conducted on research hypothesis two are supported by Ogundele, Akingbade and Akinlabi (2012) who argued that entrepreneurship education comprises the philosophy of self-reliance such as creating a new cultural and productive environment, promoting new sets of attitudes and culture for the attainment of future challenges. Djordevic (2013) concurred by stating that entrepreneurship education develops the right skills for the jobs being created, whether in formal employment or entrepreneurial self-employment and also involves encouraging creative thinking and promoting a strong sense of self-worth and empowerment.

5.4.3 Hypotheses 3

H₀ Entrepreneurship education does not improve entrepreneurial competencies

H₃ Entrepreneurship education improves entrepreneurial competencies

Table 5. 8: Chi-Square Tests for Hypothesis Three

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	364.394 ^a	21	.000
Likelihood Ratio	493.438	21	.000
Linear-by-Linear Association	322.519	1	.000
N of Valid Cases	374		

The **Table 5.8** result of chi-square test for **hypothesis 3** indicates Pearson chi-square value of 364.394 with 21 degree of freedom and P-value of .000 which is less than alpha value. Since the p-value (probability) of .000 is less than 0.05, the null hypothesis is rejected. This illustrates that there is a significant association between entrepreneurship education and entrepreneurial competencies, which actually that entrepreneurship education improves entrepreneurial competencies. The result is buttressed by Moberg, Stenberg and Vestergaard (2012), who posited that entrepreneurship education equips university students with latent business knowledge, entrepreneurial competencies which includes creativity, initiative, tenacity, teamwork, understanding of risk and a sense of responsibility and social resilience to make them more employable and more entrepreneurial in their work within existing organisations and in starting

new business ventures. Below is the second statistical test for the research hypothesis three to determine whether the null hypothesis is to be rejected.

Table 5. 9: Group Statistics for Hypothesis Three

	Have you ever received entrepreneurship education.	N	Mean	Std. Deviation	Std. Error Mean
Section D	YES	157	22.16	2.714	.217
	NO	217	10.64	1.856	.126

Table 5. 10: Independent Samples Test for Hypothesis Three

	Levene's Test for Equality of Variances		t-Test for Equality means						
	F	Sig	T	df	Sig(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval Difference	
								Lower	Upper
Equal variances assumed	15.116	.000	48.751	372	.000	11.523	.236	11.059	11.988
Equal variances not assumed			45.986	258.113	.000	11.523	.251	11.030	12.017

The **Table 5.9** illustrates the descriptive statistics of the respondents which indicates that $N=157$ of the respondents with mean score of (22.16) and standard deviation of ($SD= 2.714$) responded (*YES*) to having received entrepreneurship education while $N=217$ respondents with a mean of (10.64) and standard deviation of ($SD= 1.856$) responded (*NO*) to not have received entrepreneurship education. To test if the null hypothesis is rejected, an independent t-test was performed as can be seen in the **Table 5.10**; the result indicates a t- value of 48.751 and 372 degree of freedom with p-value of .000. Since P-value (probability) is less 0.05, the null hypothesis is rejected. Therefore, entrepreneurship education promotes entrepreneurial competencies. The findings of these two statistical tests conducted on hypothesis three can

supported by Djordevic (2013) who advised that exposing the increasing number of university students to entrepreneurship education is an effective way of improving the level of soft skills among all types of graduates. This notion is supported by Suleiman (2010) who added that entrepreneurship education equips people particularly the youths with skills, competencies and knowledge to be enterprising individual, who become entrepreneurs by immersing them in real life learning experience whereby they can take risks, manage result and learn from the outcome.

5.4.4 Hypotheses 4

H₀ Entrepreneurship education does not promote entrepreneurship culture.

H₄ Entrepreneurship education promotes entrepreneurship culture.

Table 5. 11: Chi-Square Tests for Hypothesis Four

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	370.110 ^a	19	.000
Likelihood Ratio	500.971	19	.000
Linear-by-Linear Association	344.226	1	.000
N of Valid Cases	374		

The **table 5.11** result of chi-square test for **hypothesis 4** indicates Pearson chi-square value of 370.110 with 19 degree of freedom and P-value of .000 which is less than alpha value. Since the p-value (probability) of .000 is less than 0.05, the null hypothesis is rejected. This suggests that there is a significant association between entrepreneurship education and entrepreneurship culture. In other words, entrepreneurship education promotes the culture of entrepreneurship. This is buttressed by Ngosiane (2010) who revealed that entrepreneurship education promotes the culture of entrepreneurship through the formation of entrepreneurial clubs at the various universities. Below is the second statistical test for the research hypothesis two to determine whether the null hypothesis is to be rejected.

Table 5. 12: Group Statistics for Hypothesis Four

	Have you ever received entrepreneurship education.	N	Mean	Std. Deviation	Std. Error Mean
Total Section E	YES	157	23.43	2.565	.205
	NO	217	9.42	1.473	.100

Table 5. 13: Independent Samples Test for Hypothesis Four

	Levene's Test for Equality of Variances		t-Test for Equality means						
	F	Sig	T	df	Sig(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval Difference	
								Lower	Upper
Equal variances assumed	70.559	.000	66.710	372	.000	14.014	.210	13.601	14.427
Equal variances not assumed			61.504						

The **Table 5.12** illustrates the descriptive statistics of the respondents which indicates that $N=157$ respondents with mean score of (23.42) and standard deviation of ($SD= 2.565$) responded (*YES*) to have received entrepreneurship education while $N=217$ respondents with mean score of (9.42) and standard deviation of ($SD= 1.473$) responded (*NO*) to not have never received any form of entrepreneurship education. In testing the hypothesis, on whether the null hypothesis is to be rejected, an independent statistics was performed as can be seen in the **Table 5.13**; the result indicates a t-value 66.710 and 372 degree of freedom with a probability of .000. In addition, the assumption of homogeneity of variances was also tested and satisfied via Levene's F test = 70.559 and $P=.000$. Since the P-value of .000 is less than 0.05 the null hypothesis is rejected. This suggests that entrepreneurship education promotes entrepreneurship culture. The two results of the tested hypothesis are supported by Dickson, Solomon and Weaver (2008) who argued that entrepreneurship education serves as a precondition for the development of entrepreneurship culture particularly in a place where the spirit and culture is very minimal. Adejimola and Olufunmilayo (2009) added that educational system should be refined with a

view to creating and enhancing the supply of entrepreneurial initiatives and activities, with the bottom line of inculcating the spirit of entrepreneurship in the students through entrepreneurial education programmes.

5.4.5 Hypotheses 5

H₀ Entrepreneurship education is perceived not to reduce poverty

H₅ Entrepreneurship education is perceived to be reducing poverty

Table 5. 14: Chi-Square Tests for Hypothesis Five

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	374.000 ^a	11	.000
Likelihood Ratio	508.807	11	.000
Linear-by-Linear Association	362.856	1	.000
N of Valid Cases	374		

The **Table 5.14** result of chi-square test for **hypothesis 5** shows that Pearson chi-square value of 374.00 with 11 degree of freedom and P-value of .000 which is less than alpha value was found. Since the p-value (probability) of .000 is less than 0.05, the null hypothesis is rejected which means that there is a significant relationship between entrepreneurship education and poverty reduction. Therefore, entrepreneurship education is perceived to reduce poverty. The result is buttressed by Utim (2013) who advocated the use of entrepreneurial education as a solution for poverty eradication and noted that entrepreneurship education is the main mechanism for social and economic development of the people, which contributes to economic growth by eradicating poverty through skill acquisition, job training and wealth creation. Below is the second statistical test for the research hypothesis two, to determine whether the null hypothesis is to be rejected.

Table 5. 15: Group Statistics for Hypothesis Five

	Have you ever received entrepreneurship education.	N	Mean	Std. Deviation	Std. Error Mean
Section F	YES	157	17.67	1.094	.087
	NO	217	6.12	.841	.057

Table 5. 16: Independent Samples Test for Hypothesis Five

	Levene's Test for Equality of Variances		t-Test for Equality means						
	F	Sig.	T	Df	Sig(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence interval Difference	
								Lower	Upper
Equal variances assumed	24.574	.000	115.355	372	.000	11.549	.100	11.352	11.746
Equal variances not assumed			110.681	280.875	.000	11.549	.104	11.344	11.754

The **Table 5.15** depicts the descriptive statistics of the respondents which indicates that ($N=157$) respondents with mean score of (17.67) and standard deviation of ($SD= 1.094$) responded (*YES*) to have received entrepreneurship education while $N=217$ respondents with a mean score of (6.12) and standard deviation of ($SD= .841$) responded (*NO*) that they have never received any form of entrepreneurship education. To test the hypothesis, an independent statistics was performed as can be seen in **Table 5.16**. The result illustrates a t-value of 115.355 and 372 degree of freedom with probability of .000. Since the p-value (probability) of .000 is less than 0.05, the null hypothesis is rejected. This implies that entrepreneurship education is perceived to actually reduce poverty. The result is supported by Anho (2013) who argued that basic and functional entrepreneurship education paves way for the building of good human and personal relations thereby addressing personal and social challenges such as poverty and unemployment. Lending credence to this, Ediagbonya (2013) argued that entrepreneurship education equips

individuals with the requisite skills, creativity and innovativeness to become entrepreneurs, thereby reducing the number of people who are unemployed by giving them the opportunity to be self-employed in order to escape poverty.

5.5 Summary of the Hypothesis

The hypotheses listed below were statistically tested in order to achieve the objectives of this research.

H01 There is a negative attitude towards entrepreneurship among university students

H02 Entrepreneurship education does not promote self-reliance and self -independence

H03 Entrepreneurship education does not improve entrepreneurial competencies

H04 Entrepreneurship education does not promote entrepreneurship culture.

H05 Entrepreneurship education is perceived not to reduce poverty

Table 5.17 Summary of Result Hypothesis for Chi-square Test

The statistical analysis using chi- square test was performed on the hypotheses to verify the results and it rejected all the null hypotheses. The summary of the results of the hypothesis that were tested are presented in this table.

Table 5. 17: Summary of Chi-Square Test

Hypothesis	Pearson Chi-Square Value	Degree of Freedom	P-Value	Decisions
H01	231.254	11	.000	Rejected
H02	231.254	20	.000	Rejected
H03	364.394	21	.000	Rejected
H04	370.110	19	.000	Rejected
H05	374.000	11	.000	Rejected

The statistical analysis using the independent t-test and one sample t-test were performed on hypotheses to verify the results and it rejected all the null hypotheses. The summary of the results of the hypothesis that were tested are presented in a table.

Table 5. 18: Summary of Result Hypothesis for Independent T-Test

Hypotheses	Equality of Variance	t-value	Degrees of Freedom	P-Value	Decisions
H01		-50.565	373	.000	Rejected
H02	87.717	20.900	372	.000	Rejected
H03	15.116	48.751	372	.000	Rejected
H04	70.559	66.710	372	.000	Rejected
H05	24.574	115.355	372	.000	Rejected

The **Table 5.12** illustrates that all the null hypotheses were rejected which clearly indicates that entrepreneurship education serves as a viable tool for the promotion of entrepreneurship among university students for poverty reduction.

5.6 Chapter Summary

This chapter has given a clear presentation the research findings. The hypotheses were revisited. Methods of data analysis used to arrive at the results were clearly explained. The hypotheses were tested, and the conclusions drawn were related to empirical studies to see whether there is consistence, or lack of consistence. Chapter six summarizes the complete study, gives recommendations and highlights areas that still need further research.

CHAPTER SIX

DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The first chapter of this study provided an introduction and background to the study, the problem statements, hypotheses and objectives of the study, while chapter two gave an overview of entrepreneurship and poverty alleviation. It also discussed the theories of entrepreneurship and the poverty theory. The concept of entrepreneurship education, its objectives, roles, benefits and teaching approaches were discussed in chapter three. Chapter four discussed research design and techniques of research methodology, the analysis of data and the research results were presented in chapter five. The present chapter focused on the discussions of the result in relation to the objectives and hypotheses of the result. It also concluded this chapter with focus on conclusions, limitations, and recommendations. It will also give guidance to future research directions in related studies.

6.1.1 Discussion of the Results

This study focused on entrepreneurship education as a viable tool for the promotion of entrepreneurship among university students for poverty reduction in South Africa. The main aim of this study is to investigate whether entrepreneurship education will be used as a viable tool to promote entrepreneurship among university students to tackle the problems of poverty in South Africa. The objectives of this study were achieved considering the findings of the research hypotheses. As highlighted earlier, this study sought to address the following objectives.

- To determine the attitudes of university students towards entrepreneurship
- To investigate the extent to which entrepreneurship education promotes self-independence and self-reliance
- To determine the impact of entrepreneurship education in improving entrepreneurial competencies

- To assess the extent to which entrepreneurship education will reduce the high rate of poverty.
- To determine the impact of entrepreneurship education on entrepreneurship culture

The outcome of the statistical tests conducted on the first hypothesis revealed that there is a positive attitude towards entrepreneurship among university students. Therefore, the first objective of this study is achieved. Since there is positive attitude towards entrepreneurship among the university students, the best measure is to put in place the most viable entrepreneurship education programme in all faculties of every university to improve these student's positive attitudes towards entrepreneurship. Akudolu (2010) argued that entrepreneurship education promotes entrepreneurial knowledge, attitudes, innovations and skills which give learners the ability to apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life.

The second objective of this study is achieved judging from the results of the two statistical tests conducted on the second hypothesis. The results obtained show that entrepreneurship education promotes self-reliance and self-independence. The researcher suggests that these two attributes are among the attributes required of the would-be entrepreneurs in order to achieve success in their business after leaving school and this is highly important since entrepreneurship education promotes these attributes. The results are supported by Cheng and Chan (2009) who added that entrepreneurship education improves and promotes self-independence, entrepreneurial self-efficacy, self-employment, and risk-taking attitude of an entrepreneur; it also helps individuals to create enormous business opportunities and train people with innovative enterprise skills to grasp the opportunities for starting new entrepreneurial activities which could raise their standard of living.

The third objective of the research is also achieved because the results from the Chi-square and independent t-tests conducted on the third hypothesis have proven that entrepreneurship education has the capacity to improve entrepreneurial competencies. These results agree with previous research by Ibrahim and Soufani (2002) who maintained that entrepreneurs who received entrepreneurship courses tend to exhibit the high propensity of starting their own

businesses and the competence in running them when compared to those that received other business courses or did not receive any courses at all. Therefore entrepreneurship education promotes entrepreneurial competencies.

The fourth objective of this research is achieved judging from the outcome of the statistical tests conducted on the fourth research hypothesis; the test results showed that entrepreneurship education promotes entrepreneurship culture. The outcome is supported by Blokker and Dallago (2008) who stated that an enterprising culture is what is needed today to boost entrepreneurship. They cautioned that if entrepreneurial and enterprising behavior among young people especially university students are to emerge; more emphasis must be placed on entrepreneurship education and methodologies that encourage “learning by doing” and “Just in time learning.”

The fifth objective of this research which is also the last is achieved; the results of the statistical tests conducted illustrate that entrepreneurship education is perceived to reduce poverty. The outcome is buttressed by Arogundade (2011) who opined that entrepreneurship education improves sustainable economic development through the promotion of entrepreneurship to create employment in order to reduce poverty.

6.1.2 Other Important Findings of this Study

- The majority of the respondents, precisely 87.7% of the students who participated in this study were of South African origin which makes the recommendations of this research very crucial for the government of South Africa, Government agencies, Non- Governmental Organization and Institutions of Higher Learning for consideration and implementation.
- The respondents of this research were drafted from different faculties and department to put an end to the frequent use of students from management disciplines. This will also help to spread entrepreneurship education across all disciplines because any body can be an entrepreneur irrespective of the person’s discipline.
- The study also discovered that 82.4% of the respondents were undergraduates which happens to be the group which are in dire need of entrepreneurship education, which will equip them with the requisite skills, creativity and innovations that they need, to be able to identify

business opportunities and be able to create new ventures for themselves to earn a living other than opting for white-collar jobs that are scarce.

- Another vital discovery from this study was that more female students took part in this study than their male counterpart making it very crucial for South Africa as a nation. This stands in consonance with the various government policies that empower women economically through some of the Department of Trade and Industry various programmes such as Isvande women Fund (IWF). This is crucial because entrepreneurship education will equip them with the entrepreneurial competencies that will make them thrive when they venture into business with seeds from these empowerment programmes.

6.2 Recommendations

Based on the overall findings of this study, some vital recommendations have been provided and suggested to the Government, Government Agencies, and Institutions of Higher Learning and Policy makers.

6.2.1 Government and Policy Makers

South Africa needs a generation of technology entrepreneurs to change its growth path. This can be achieved by employing successful strategies for encouraging entrepreneurship and small business such as changes in tax policy, regulatory policy, access to capital, and the legal protection of property rights.

- **Tax Policy:** Governments use taxes to raise money. But taxes increase the cost of the activity taxed, thereby discouraging it somewhat. Therefore, government needs to balance the goals of raising revenue and promoting entrepreneurship. Corporate tax rate reductions, tax credits for investment or education, and tax deductions for businesses are all proven methods for encouraging business growth.
- **Regulatory Policy:** The government regulatory process should be expedited and made simpler because this increases the likelihood of small business expansion. Regulatory processes must be shortened to facilitate creation of small businesses while compliance issues such as registration, tax regimen, regulation and inspections must be simple and user

friendly. Governments can, for example, provide one-stop shops in strategic places where entrepreneurs can find assistance and allow electronic filing and storage of forms.

- **Access to Capital:** Opening a business requires capital and there are required procedures and fees as well as the initial costs of the new enterprise itself. Therefore, the most important activity a government can undertake is to assist potential entrepreneurs with funding money for start-ups through the banks in the form of micro-credit loans. Government need to accelerate these funding and coordination to further the establishment of entrepreneurship incubation programmes. These incubation programmes can help to increase success rates of new businesses by providing aspiring entrepreneurs with start-up capital and micro-loans, skills-training, professional development and mentoring, and by exposing their ideas to outside investors
- **Creating a Business Culture:** Governments can also show that they value private enterprise by making it easier for individuals to learn business skills and by honoring entrepreneurs and small business owners; this also can be achieved through the its agencies. To encourage these skills development enhancement and building entrepreneurship at an early age to empower the youth, there is the need to aggressively build a culture of professionalism, excellence, innovation, creativity, competitiveness and creation of better solutions and products and offering a better quality service.

6.2.2 Government Agencies

- The government agencies has big role to play by targeting youths and empower them to become employment creators rather than ordinary job seekers. It is also suggested that government agencies should collaborate and work hand in hand with the banks to ease access to finance by SMMEs through the provision of grants to this small scale businesses. Other than provision of grants, government agencies also need to do more; by equipping entrepreneurs with the necessary knowledge, technical know-how and skills needed to grow a business through some of their agencies such as Small Enterprise Development Agency (SEDA), Eastern Cape Development Agency (ECDC), Incubation Support Programme (ISP) and other government establishments should also be well coordinated in the provinces with

their activities closely monitored. They should also be easily accessible to the youth and would-be entrepreneurs.

- The government agencies should encourage youth entrepreneurship in South African economy that seems to be experiencing jobless growth. The best approach is to properly incorporate youth with the requisite skills and work experience into the mainstream economy and provide them with the support necessary through these agencies mentioned above in order to overcome early obstacles and challenges. These small business support institutions must be strengthened and be made more accessible. The one stop shop approach must be encouraged especially consolidation of small business financing and supporting agencies for better impact. Incubation and mentorship are the mainstay mechanisms for small business development that help to reduce the high failure rate of start up small business.

These recommendations can be achieved as suggested by Arogundade (2011) who maintained that entrepreneurship education improves sustainable economic development through the promotion of entrepreneurship to create employment in order to reduce poverty.

6.2.3 Institutions of Higher Learning

The untapped potentials for commercialization and entrepreneurship at South African universities are tremendous, so there is need for policies and human capacity to unleash these potentials. Therefore South African universities should ensure that the following are done.

- The universities need to develop a culture of innovation and entrepreneurship which will permeate through all parts of society to transform South Africa into an entrepreneurial nation in the near future. The universities must be outwardly focused with strong engagement with external stakeholders, especially private businesses and industries in providing financial and technical support for the growth of entrepreneurship in South Africa.
- The development of curriculum must be a continuing process involving a collaboration of higher education institutions, secondary education institutions, and government agencies. Secondary education institutions need to be fully involved in this process as they will influence the early interest or motivation of the youth to study entrepreneurship. This will

ensure that there is congruence in the knowledge, skills and values imparted to students to what the market currently needs.

- The institutions of higher learning need to carry out full scale evaluation on whether their present teaching and assessment methodologies are effective and imparting the necessary knowledge. There is need to adopt the modern entrepreneurial teaching approaches. There is need to carry out an evaluation on whether these techniques help accomplish the objectives set out by the courses. There should also be an increased use of more interactive methods such as role playing and simulation for students to practice analytical and decision making skills. There should be outside classroom methods such as internships, small business consulting and community development can be encouraged to expose the students to actual problems and experiences of entrepreneurs.
- The academics in the institutions of higher learning must continually update themselves by attending international conferences on entrepreneurship education to be exposed to new trends and practices in teaching and curriculum development. These institutions should strive to examine the possibility of creating linkages with international universities with strong entrepreneurship programmes. This is important because a collaboration of such would benefit South African universities through “transfer of knowledge and technology”. Student exchanges between countries will also be beneficial to students as they will be exposed to a myriad of entrepreneurial contexts.
- There is also need for the institutions of higher learning and the Department of higher education to structure the higher institution curriculum in such a way that entrepreneurship education is made compulsory in all disciplines of higher institutions. This will help to promote the culture of entrepreneurship in the South African universities. These recommendations are supported by Blokker and Dallago (2008) who maintained that an enterprising culture is what is needed today to boost entrepreneurship. They cautioned that if entrepreneurial and enterprising behavior among young people especially university students are to emerge; more emphasis must be placed on entrepreneurship education and methodologies that encourage “learning by doing” and “Just in time learning.”

6.2.4 Private Organizations

There should be partnerships between private organizations and institutions of higher learning. These partnerships or linkages between the institutions of higher learning and private businesses can open up avenues for internships and on-site visits as well as provide consulting opportunities for third year or postgraduates students as part of their corporate social responsibility.

6.3 Limitations

The major limitation of this study was unavailability of funds for transportation and other logistics. Due to this problem of finance, the study was limited to the University of Fort Hare only.

6.4 Conclusions

A thorough and well developed entrepreneurship education paves way for the building of good human and personal relationships thereby addressing personal and social challenges such as poverty and unemployment (Anho, 2013). In the light of this, the study investigated entrepreneurship education as a viable tool for the promotion of entrepreneurship among university students for poverty reduction. Having tested the five hypotheses generated in this research, using the Chi-square and the independent t-tests, the objectives of this research were achieved as solution to problems identified in this research.

The research concludes that there is a positive attitude towards entrepreneurship among university students, that entrepreneurship education promotes self-reliance, self-independence and entrepreneurial competencies. Finally entrepreneurship education promotes entrepreneurial culture and ultimately reduces poverty. The research also puts to rest the myth whether entrepreneurship can be taught or learned, it is very clear that entrepreneurship can be learned. This was confirmed by Dickson *et al.* (2008) who posited that there is a significant and positive relationship between entrepreneurship education and entrepreneurial performance. Thus, the body of knowledge on entrepreneurship education was focused on specific objectives to train

individuals in entrepreneurship through adequate teaching methods, to identify success indicators, and evaluation methods as well as impact measurements (Matlay & Carey, 2007).

In sum, entrepreneurship education can be used as strategy for the promotion of entrepreneurship culture and poverty reduction among university students. This is buttressed by Isaac et al. (2007) who posited that better entrepreneurship education can contribute significantly to job creation through the establishment and survival of SMMEs, economic growth and poverty alleviation. This therefore means that entrepreneurship education can be a solution to real challenges faced by South Africans today. Moreover, the European Commission has thrown its weight behind this assertion, noting that the primary purpose of entrepreneurship education at higher education level is to develop entrepreneurial capacities and mindsets and recommends integrating entrepreneurship education fully into university curricular (European Commission, 2008).

6.5 Directions for Future Research

The researcher suggests that the same research should be conducted or replicated at the national level. The researcher also suggests that current entrepreneurship teaching methods in our various universities should be subject for investigation. The researcher goes further to suggest that the various obstacles to graduate unemployment should be investigated. Finally the researcher suggests that full implementation of government entrepreneurship policies and initiatives should be assessed.

6.6 Chapter Summary

This chapter covered the discussions of the results, achievements of the objectives, where the objectives and hypothesis of the study were re-visited in relation to empirical literatures. The chapter also highlighted the recommendations of this study to the government and policy makers, institutions of higher learning, government agencies and private organizations. This chapter discussed the limitations encountered in this study, conclusions of the study and the directions for future research.

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Appendix A: Questionnaire



University of Fort Hare
Together in Excellence

Faculty of Management and Commerce

Department of Industrial Psychology

Dear Prospective Respondent,

My name is Nwokolo Echezona, I am a Master's degree student in the Department of Industrial Psychology, Faculty of management and Commerce at the University of Fort Hare. I am conducting a research on **Entrepreneurship Education as a viable tool for promoting entrepreneurship among University Students for Poverty Reduction**. The research will serve as a prerequisite for the completion of my degree. It is solely for academic purposes and all information obtained will be kept confidential. You are kindly requested to respond to the statements in the following questionnaire. Please your name is not required, but your responses are of great importance. I therefore value your co-operation very highly. Please ensure that you respond to every question truthfully.

Thank you.

Section: A (General Information)

Please fill in the appropriate answer and mark (X)

1. Nationality

South Africa	
Non- South Africa	

2. **Faculty:** Please mark (X) where appropriate

Management and Commerce	
Education	
Social Sciences and Humanities	
Science and Agriculture	
Law	

3. **Department**

--

4. **Study Level:** Please mark(X) where appropriate.

Undergraduate	
Postgraduate	

5. **Gender:** Please mark (X)

Male	
Female	

6. **Marital Status:** Mark (X)

Single	
Married	
Divorced	
Widow	
Widower	

7. Have you ever received entrepreneurship education?

Yes		No	
-----	--	----	--

Section: B Please mark (X) where appropriate: Attitudes towards Entrepreneurship

Instructions

Below are a number of statements that may or may not apply to you. Mark with an X in the box to indicate the extent to which you agree or disagree with each statement.

1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = strongly agree

	1	2	3	4	5
1. At one point, I seriously considered becoming an entrepreneur?					
2. I rather prefer a salaried work than becoming an entrepreneur					
3. There are students from my university who intend to start their own business in future					
4. I have a good network to start my own business in future					
5. I will start my own business within three years after my graduation					

Section: C Entrepreneurship education, Self-reliance and Self-independence

Below are **6** statements that may or may not apply to you concerning entrepreneurship education, self-reliance and self-independence. Please mark with an **(X)** in the box to indicate the extent to which you agree or disagree with each statement.

1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = strongly agree

	1	2	3	4	5
1. Entrepreneurship education will promote self-reliance and self-independence					
2. When I set my own targets, I prefer setting difficult targets rather than easy ones					
3. I would prefer to have reasonable income in a job that I am sure of keeping rather than in a job that I might lose if I did not perform well					

4. I enjoy finding out about things even if it means handling some problems whilst doing so					
5. When I am in group I am happy to let someone else take the lead					
6. When I am faced with a challenge I think more about the results of succeeding than the effects of failing					

Section: D Entrepreneurship Education and Entrepreneurial Competencies

Below are 6 statements that may or may not apply to you concerning entrepreneurship education and entrepreneurial competencies. Please mark with an (X) in the box to indicate the extent to which you agree or disagree with each statement.

1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = strongly agree

	1	2	3	4	5
1. Entrepreneurship education improves entrepreneurial competence.					
2. You are either naturally good at something or you are not, effort makes no difference					
3. Before I make a decision I like to have all the facts no matter how long it takes					
4. I prefer to be quite good at several things rather than being very good at one thing					
5. Entrepreneurship education equips individuals with several ways of doing things rather than the usual ways.					

6. Entrepreneurship education equips individuals with good ideas of creating new ventures in order to earn a living					

Section E: Entrepreneurship Education and Entrepreneurial Culture

Below are 6 statements that may or may not apply to you concerning entrepreneurship education and entrepreneurial culture. Please mark with an (X) in the box to indicate the extent to which you agree or disagree with each statement.

1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = strongly agree

	1	2	3	4	5
1. Entrepreneurship education promotes entrepreneurship culture.					
2. Entrepreneurship Education provides individuals with the right attitudes to become entrepreneurs.					
3. I think that capable people who fail to become successful have not taken chances when they have occurred.					
4. Being successful in life is the result of working hard, luck has nothing to do with it.					
5. I get up early, stay late or skip meals in order to get special tasks done.					
6. Entrepreneurship education equips individuals with requisite skills to adapt to change than keep to routine.					

Section F: Entrepreneurship Education and Poverty Reduction

Below are **4** statements that may or may not apply to you concerning entrepreneurship education, entrepreneurship and poverty reduction. Please mark with an **(X)** in the box to indicate the extent to which you agree or disagree with each statement.

1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = strongly agree

	1	2	3	4	5
1. Entrepreneurship Education helps me to seek to for better business opportunities to better my living standard.					
2. Entrepreneurship education prepares me against unemployment challenges.					
3. Entrepreneurship education contributes to the growth of entrepreneurship which leads to reduction in poverty					
4. Entrepreneurship education can actually reduce poverty.					

Appendix B: Frequency Tables

NATIONALITY

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SOUTH AFRICA	328	87.7	87.7	87.7
Valid NON SOUTH AFRICA	46	12.3	12.3	100.0
Total	374	100.0	100.0	

FACULTY

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MANAGEMENT AND COMMERCE	149	39.8	39.8	39.8
Valid SOCIAL SCIENCE AND HUMANITIES	93	24.9	24.9	64.7
Valid EDUCATION	28	7.5	7.5	72.2
Valid SCIENCE AND AGRICULTURE	104	27.8	27.8	100.0
Total	374	100.0	100.0	

DEPARTMENT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid DEVELOPMENT STUDIES	20	5.3	5.3	5.3
Valid INDUSTRIAL PSYCHOLOGY	41	11.0	11.0	16.3
Valid INFORMATION TECHNOLOGY	27	7.2	7.2	23.5
Valid ECONOMICS	30	8.0	8.0	31.6
Valid BUSINESS MANAGEMENT	31	8.3	8.3	39.8
Valid PSYCHOLOGY	17	4.5	4.5	44.4
Valid COMMUNICATION	15	4.0	4.0	48.4
Valid SOCIAL WORK	17	4.5	4.5	52.9
Valid POLITICAL SCIENCE	19	5.1	5.1	58.0
Valid SOCIOLOGY	11	2.9	2.9	61.0

CRIMINOLOGY	14	3.7	3.7	64.7
PHYSICS EDUCATION	8	2.1	2.1	66.8
MATHS EDUCATION	6	1.6	1.6	68.4
HUMAN SOCIAL SCIENCE	8	2.1	2.1	70.6
SCIENCE EDUCATION	6	1.6	1.6	72.2
GEOLOGY	9	2.4	2.4	74.6
CROP SCIENCE	7	1.9	1.9	76.5
GEOGRAPHY	9	2.4	2.4	78.9
AGRICULTURAL ECONOMICS	44	11.8	11.8	90.6
MICROBIOLOGY	10	2.7	2.7	93.3
SOIL SCIENCE	15	4.0	4.0	97.3
AGRONOMY	10	2.7	2.7	100.0
Total	374	100.0	100.0	

STUDY LEVEL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid UNDERGRADUATE	308	82.4	82.4	82.4
POSTGRADUATE	66	17.6	17.6	100.0
Total	374	100.0	100.0	

GENDER

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MALE	178	47.6	47.6	47.6
FEMALE	196	52.4	52.4	100.0
Total	374	100.0	100.0	

MARITAL STATUS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SINGLE	362	96.8	96.8	96.8
MARRIED	9	2.4	2.4	99.2
DIVORCED	2	.5	.5	99.7
WIDOW	1	.3	.3	100.0
Total	374	100.0	100.0	

Appendix C: Ethical Clearance Certificate



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE
REC-270710-028-RA Level 01

Certificate Reference Number: DYW031SNWO01

Project title: **Entrepreneurship Education as a viable tool for the Promotion of Entrepreneurship among University Students for Poverty Reduction**

Nature of Project: Masters

Principal Researcher: Echezona Nwokolo

Supervisor: Mr M Dywili

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:


Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

17 June 2015