

**THE EFFECT OF ENTREPRENEURSHIP EDUCATION IN  
EMPLOYMENT CREATION: A CASE STUDY OF EVELYN HONE  
COLLEGE**

**BY**

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BUSINESS ADMINSTRATION**

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## **DECLARATION**

I, Euphrasia Ng ‘andwe, do hereby declare that this dissertation represents my own work, has not previously been submitted for a degree at this or any other university and that it does not incorporate any published work or material from another dissertation.

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## APPROVAL

This report by Ng'andwe Euphrasia is approved as fulfilling the partial requirements for the degree of Master of Business Administration by the University of Zambia in collaboration with Zimbabwe Open University.

Signed:

Date:

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## DEDICATION

*To my husband Paul Mukwasa, My Niece Katie Nampemba, and Sister Maluba Ngándwe*

## **ACKNOWLEDGEMENT**

This work would not have been possible without the dedicated commitment, hardwork and tireless efforts of my supervisor Dr. William Phiri, lecturer MBA Institute of Distance Education (IDE) and coordinator School of Education Zambia Research and Development Centre (ZRDC). His tireless and selfless efforts in finding the time to attend to my research needs amidst his busy professional schedules, and his encouragement in word and in action, all served to motivate my research activities. To him I am profoundly grateful.

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## ABSTRACT

The study investigated the effect of entrepreneurship education in employment creation. The target population constituted business students and lecturers offering entrepreneurship programmes at Evelyn Hone College. The study used a case study design adopting a mixed research approach that included qualitative and quantitative methods. A total of 55 students and 5 lecturers were sampled in this study. Data was collected using questionnaires and scheduled interviews from the respondents. Quantitative data was analysed using Excel and Statistical Package for Social Sciences (SPSS) in order to generate frequencies and graphs for easy interpretation and analysis of data, while content analysis was used to analyse qualitative data.

The findings of the study revealed that there is entrepreneurship education at Evelyn Hone College. The entrepreneurship programmes are mandatory to the students in the business school. The study further established that majority of respondents have acquired entrepreneurship skills including: business management skills, identifying business opportunities, resource management, business planning, innovation and setting up of a business. However, despite the indication by the respondents that they have acquired entrepreneurship skills, these skills are moderate although majority of the respondents were not running any kind of business at the time this study was conducted. Nevertheless, most of the students indicated that they were planning to set up businesses after graduating from college. In addition, the study also established that entrepreneurship education has positively impacted on employment creation. This is attributed to the fact that it has contributed to changing of student's mindsets towards self employment as a career path. In addition, some students had set up their own small enterprises within the campus. Others were planning to start their businesses when they graduated from college. This, therefore, had the potential of creating employment for themselves and others.

The study made the following recommendations: (i) The government should revise the TEVET curriculum to further include practical aspects of entrepreneurship education (ii) The college should introduce follow-up programmes for business students who graduate from college to be able to offer them sufficient support (iii) Mentorship programmes where students will be granted an opportunity to learn from the successful and experienced entrepreneurs; and designing incubation programmes for business students that will allow their small businesses to be incubated for a period of time until they have reached a maturity stage which will help business start-ups to grow effectively.

## Table of Contents

DECLARATION .....	iii
COPYRIGHT .....	iv
APPROVAL.....	v
DEDICATION .....	vi
ACKNOWLEDGEMENT .....	vii
ABSTRACT .....	viii
LIST OF TABLES .....	xii
Table1: Year of study and programme .....	xii
LIST OF FIGURES .....	xiii
LIST OF ABBREVIATIONS AND ACRONYMS.....	xiv
CHAPTER ONE.....	1
INTRODUCTION .....	1
1.3 Purpose of the study.....	4
1.4Research objectives.....	4
Specific objectives .....	4
1.4.1Research questions.....	4
1.5 Delimitation of the study .....	4
1.6Limitations of the study .....	5
1.7Significance of Research.....	5
1.8 Theoretical framework.....	6
1.9 Ethical consideration.....	7
1.    Operational definitions of terms.....	8
CHAPTER TWO .....	10
LITERATURE REVIEW .....	10
2.0 Introduction.....	10
2.1 Global perspective .....	10
2.1.1 China.....	10
2.1.2 USA .....	11
2.1.3 UK.....	12
2. 2 Regional perspectives .....	13
2.2.1 Nigeria .....	13
2.2.2 Ghana.....	14
2.3 Zambian perspective .....	15
2.4 Comparative studies.....	16
2.4 Previous Studies.....	17
CHAPTER THREE .....	20
RESEARCH METHODOLOGY .....	20
3.0 Introduction.....	20
3.1 Research design .....	20



3.2 Target population .....	20
3.2 Study sample.....	21
3.3 Sampling techniques .....	22
3.4 Instruments for data collection.....	22
3.5 Procedure for data collection and timeline .....	22
3.6 Data analysis .....	22
3.8 Summary.....	22
CHAPTER FOUR.....	23
PRESENTATION OF FINDINGS.....	23
4.0 Introduction.....	23
4.1 Part one (Findings from students).....	23
Table 1 Year of Study and Programme Enrolled in.....	23
4.2 Status of Entrepreneurship Education at Evelyn Hone College.....	23
Table 4.2.2 Programme enrolled in and entrepreneurship courses .....	24
4.3.1 Key factors required to setup a successful business.....	26
Table 3: Key factors in setting up a successful business.....	26
Table 4: Have you acquired any entrepreneurship skills .....	26
Figure 4Entrepreneurship skills acquired .....	27
4.4 Entrepreneurship education and employment creation .....	30
4. 5.0 Findings from key respondents (lecturers).....	34
5.2 Programme Offered .....	34
5.4 Special entrepreneurship programme.....	35
4.5.6 Effectiveness of entrepreneurship education at Evelyn Hone College .....	36
4.5.7 Effect of entrepreneurship on students' skills .....	36
4.5.8 Rating of students' entrepreneurial skills.....	37
5.7.2 Notable projects done by students .....	38
Figure: 9 Projects.....	38
CHAPTER FIVE .....	41
DISCUSSION OF FINDINGS .....	41
5.0 Introduction.....	41
5.1 Status of entrepreneurship education .....	41
5.1 Effects of entrepreneurship education on students' entrepreneurial skills .....	42
5.2. Effect of entrepreneurship education on employment creation .....	44
CHAPTER SIX.....	47
CONCLUSION AND RECOMMENDATION .....	47
6.0 Introduction.....	47
6.1. Status of Entrepreneurship education .....	47
6.2 Effect of Entrepreneurship education on students entrepreneurial skills.....	47
6.3 Effect of entrepreneurship education on employment creation.....	48
6.4 Recommendations.....	48
7.0 References.....	50

APPENDIX ONE .....	53
Questionnaires for respondents (students') semi-structured .....	53
APPENDIX TWO.....	58
Interview guide for lecturers.....	58
APPENDIX THREE.....	62
Questionnaire for respondents (students') structured .....	62

## LIST OF TABLES

Table1: Year of study and programme .....	34
Table2:Programme enrolled in and entrepreneurship courses offered .....	36
Table 3: Factors that are key for setting up a successful business.....	37
Table 4: Have you acquired any entrepreneurship skills? .....	37
Table 5: Rating of entrepreneurship skills.....	39
Table 6: Challenges hindering successful entrepreneurship.....	40
Table 7: Measures to ensure the effectiveness of entrepreneurship education.....	41
Table 8: Likelihood of setting up a business in future.....	42
Table 9: Respondent’s views on self-employment.....	43
Table 10: Respondent’s views on contributing towards employment creation.....	43
Table 11: Respondent’s views on employment creation.....	44
Table 12: Status of entrepreneurship education at Evelyn Hone College.....	45
Table 13: Programmes offered.....	45
Table 14: Respondent’s length of period offering the programmes.....	46
Table 15: Status for special entrepreneurship programmes.....	47
Table 16: Effectiveness of entrepreneurship education at Evelyn Hone College.....	47
Table 17: Rating of skills.....	48
Table 18: Relevance of entrepreneurship education.....	49
Table 19: Impact of entrepreneurship education.....	49
Table 20: challenges hindering entrepreneurship education.....	50

## LIST OF FIGURES

Figure 1: Summary of enrolments second quarter 2016 (full time students).....	32
Figure 2: Entrepreneurship education.....	35
Figure 3: Entrepreneurship courses optional or mandatory.....	36
Figure 4: Entrepreneurship skills acquired.....	38
Figure 5: Ability to run a business.....	39
Figure 6: Running a business.....	41
Figure 7: Students career intentions.....	42
Figure 8: Solution to unemployment.....	44
Figure 9: Projects.....	48

## **LIST OF ABBREVIATIONS AND ACRONYMS**

EU	European Union
IDE	Institute of Distance Education
ZRDC	Zambia Research Development Center
ILO	International Labour Organisation
TEVET	Technical Education Vocational and Entrepreneurship Training
TEVETA	Technical Education Vocational and Entrepreneurship Training Authority
UNZA	University of Zambia
CBU	Copperbelt University
GEM	Global Entrepreneurship Monitor
GDP	Gross Domestic Product
USA	United States of America
IEE	Integrated Entrepreneurship Education
SPSS	Statistical Package for Social Sciences
ZICA	Zambia Institute of Chartered Accountants
ACCA	Association for Certified Chartered Accountants
ZDA	Zambia Development Agency
ZCSME	Zambia Chamber of Small Medium Enterprises
YDF	YouthDevelopmentFund

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter presents the background to the study, the statement of the problem, research objectives, research questions, significance of the study, delimitation of the study, limitation of the study, theoretical framework, and operational objectives.

#### **1.1 Background to the study**

Employment has always been a central issue in development (Global Business School Network, 2013). Jobs represent means by which individuals gain a sense of personal purpose and satisfaction, support themselves and their families and contribute to the productivity and wealth of their local and national incomes (ibid). Job creation and full employment have been a part of the development agenda for decades (Bula, 2012). One way to increase the employability of the population and promote job creation is to improve the quality of education. According to the Eurydice report (2012) a nation's ability to prosper and to thrive in an increasingly knowledge-based global society and economy depends on a nation having a progressively well-educated population. In this regard, the EU (2012) highlights the need to embed creativity, innovation and entrepreneurship into education. This is expected to translate into increased employment creation thereby reduce the numbers of unemployed youths on the streets.

Global Business School Network (2013) reports that there is evidence which suggests that entrepreneurship can create employment because it encourages high levels of innovation. Entrepreneurial activity drives economic growth and job creation. The report further notes that entrepreneurship training develops the right skills for the jobs being created, whether in formal employment or entrepreneurial self employment. Further, Alkhuemonkha, Raimi and Sofolowe (2010) also add that entrepreneurship development is an effective tool for poverty reduction, stimulating employment as well as fast-track realization of universal primary education and promoting gender equality.

Lekoko and Rankhhumise (2002) state that the need for entrepreneurship to solve social issues such as unemployment through job creation has become obvious,

especially in developing countries. According to Subrahmanyam and Ananiadou (2013), the world is currently facing a youth unemployment crisis despite the educational access and attainment across the world over the past decade. About 202 million people globally were unemployed in 2013 (Global School Business School Network, 2013). The report further indicated that six hundred million (600,000,000) jobs were also needed to absorb the increasing number of unemployed people in the working age. ILO (2012) argues that one of the main reasons for the high unemployment levels across the world is the growing mismatch between supply and demand of skills. Further, the report also notes that in some countries there is an excessive supply of skilled workers but a shortage of skilled jobs. For example, in Egypt, seventy percent (70%) of the unemployed were between the ages 15-29 years of age and sixty percent (60%) of these had a university degree (Subrahmanyam and Ananiadou, 2013).

Zambia as a developing country is characterized by high population growth rates, high unemployment levels, and high poverty levels (Chileshe, 2015). TEVET Policy (1995) states that Zambia's labour force continues to grow rapidly. The failure to generate employment has also been worsened by the inability of the formal sector to absorb the increasing number of job seekers. According to the Labor Force survey (2012), unemployment rate in 2012 was at eight percent (8%) in the urban areas compared to 3.1 percent in the rural areas.

The survey report also indicates that youthful age groups were the most vulnerable to unemployment.

At a global level, Todaro and Smith (2009) indicates that a number of measures in the past had been put in place to address the challenges affecting developed and developing countries of poverty and high unemployment. Rigley (2010) further, noted that entrepreneurial education was continually increasing in developed countries with the level of courses provided at higher educational institutes greater than ever. There has also been an increase of entrepreneurship education in developing countries with focus of using entrepreneurship education as a method of economic development in these regions.

The Zambian government has in the same vain, employed some measures to address the high rates of unemployment through various policy actions. They include; the Revised National Youth Policy, Educational Policy, National Agriculture Investment Plan, Revised Education Curriculum framework and the 2009 Technical Education

Vocational and Entrepreneurship Training (TEVET) among others (Ministry of Youth and Sport, 2015).

More emphasis in addressing the unemployment challenge has been on the development of entrepreneurship education in all Zambian schools from primary to tertiary. Therefore, this has seen the inclusion of entrepreneurship in the education curriculum. Specifically, the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) policy was instituted and enshrined in the TEVET Act No.13 of 1998(Curriculum Framework, 2012). The aim of the new policy was to create a national system providing TEVET that would satisfy the labour market, address socio-economic concerns and exploit resource based opportunities in the economy.

A recent study by Chileshe (2015) indicates that youth unemployment however has continued to rise, both among higher education graduates and non-graduates in Zambia. This was despite the implementation of the various policy frameworks in Zambian schools, colleges and universities. As such, the focus for this study was to establish whether the aims and objectives of these policies were met, and what effect they had on the students' entrepreneurial skills and employment creation in the country in order to solve the problem of unemployment.

Despite the institution of the TEVET and other policy frameworks whose aim was to promote entrepreneurial skills among students' in higher institutions of learning, its effect on employment creation at large is not fully known as the number of unemployed graduates from colleges and universities continues to increase on the labour market each year. The need, therefore, arises for a study to be conducted in this regard to determine if entrepreneurship education has had any effect on employment creation in Zambia.



### **1.3 Purpose of the study**

The purpose of this research was to establish how entrepreneurship education has affected employment creation in Zambia.

### **1.4 Research objectives**

#### **General objective**

To assess the effect of entrepreneurship education of employment creation at Evelyn Hone College.

#### **Specific objectives**

- To determine the status of entrepreneurship education at Evelyn Hone College
- To assess the effect of entrepreneurship education on students' entrepreneurial skills
- To establish the effect of entrepreneurship education on employment creation

#### **1.4.1 Research questions**

- I. What is the status of entrepreneurship education at Evelyn Hone College?
- II. How has entrepreneurship education affected the entrepreneurial skills of students' at Evelyn Hone College?
- III. What is the effect of entrepreneurship education on employment creation?

### **1.5 Delimitation of the study**

The study was conducted at Evelyn Hone College, which is located in Lusaka, along Church Road. Evelyn Hone College is Zambia's third highest public learning institution after the University of Zambia (UNZA) and Copperbelt University (CBU). Further, the college is certified by TEVETA and offers TEVETA programmes. Therefore, this fact made the process data collection with easy in terms of access to the college.

## **1.6 Limitations of the study**

The objective of this study was to assess the effect of entrepreneurship education on employment creation in Zambia. However, some limiting factors existed that might have affected the outcome of the study.

Firstly, the parameter of the study was limited to Evelyn Hone College. This, therefore, limited the extent to which the findings of the study should have been generalized. Secondly, the population included business students in their final year of study and some lecturers offering TEVETA courses. Lack of adequate literature related to this study on whose premise this study would have been developed was another limiting factor. As such, the study sourced secondary information from institutions such as Zambia Development Agency and Zambia Chamber of Small Scale and Medium Entrepreneurs Association to cover up the gap.

## **1.7 Significance of Research**

Entrepreneurship education according to Alkhuemonkha, Raimi and Sofolowe (2010) has continued to feature as a captivating theme in local summits and international conferences because of its potency as a tool for mitigating unemployment and other social-economic challenges inhibiting sustainable. As policy makers focus on reducing unemployment, many look to economic growth as a key driver of job creation.

As such, Zambia continues to strive for economic development, the ability of its unemployed youths to be self sustaining and also contribute to employment creation is an area of concern for policy makers. Need may arise to determine how various policy actions directed at reducing unemployment among the working age have performed in the recent past. This therefore can only be achieved through studies being conducted in this area of focus.

As such, this study is significant in this regard as it endeavours to investigate the effect of entrepreneurship education on employment creation. Policy makers therefore may find the information in this study vital in evaluating the effectiveness of the policy frameworks that were instituted to address unemployment .

Undertaking this study was significant in that the knowledge generated would be of help to both the lecturers and students at Evelyn Hone College to know the

effectiveness and extent to which entrepreneurship education was contributing to employment creation.

It would also contribute to the body of knowledge on which further debate could be based among researchers

## **1.8 Theoretical framework**

According to Maxwell (2005), theoretical framework provides a guide to a study. It provides a frame of reference that is a basis for observations, definitions of concepts, research designs, interpretations and generalizations. In other words, it defines the overall design of the study. Therefore, theories are used to describe, predict, explain and control phenomena.

As such, the theoretical framework in this study was based on the human capital theory. A number of scholars have contributed to the development of this theory. Schulz (1960) initiated would become the human capital revolution. According to his findings, human capital consists of the accumulation of all prior investments in education, on-the-job training, health, migration and other factors that enhance individual factors that, in turn, increase individual productivity and earnings. On the other hand, Little (2002), stated that the origin of the human capital theory dates back to Adam Smith who in the Wealth of Nations suggested that investment in physical capital through expenditure on machines might have parallel investments in human capital expenditures on education and training.

Smith (1976) referred to human capital as the acquisition of talents during education, study, or apprenticeship cost, which is capital in a person. Those talents are part of his fortune and are likewise that of society. Golden (2014) notes that one of the most important ideas in labour economics is to think of the set of marketable skills of workers as a form of capital in which workers make a variety of investments. Therefore it can be stated that human capital corresponds to any stock of knowledge or characteristic a worker has (either innate or acquired) that contributes to his or her productivity.

The essence of human capital theory is that investments are made in human resources so as to improve their productivity and, therefore, their earnings. The theory according to Smith (1976), advocates education as a tool for improving human capital, stimulating labour productivity and boosting the levels of technology across the globe. It encourages spending on a nation's workforce because expenditure on

training and development is a productive investment on physical assets. A further expectation of the human capital theory is that widespread investment in human capital creates in the labour force the skillbase indispensable for economic growth. It arises out of any activity that can raise individual worker productivity.

Therefore, the presuppositions of the human capital theory were that the skills the people acquire are a form of 'human capital'; that these are acquired through deliberate investments in education; that skills are the capabilities that contribute to economic productivity; and that earnings on the labour market are the means by which a person's productivity will be rewarded (Little, 2002).

Based on the presuppositions of the human capital theory, entrepreneurship education and its effect on employment creation, as such, can be explained based on the theories of human capital as alluded to in the preceding statements.

Sexton and Smilor (1997), point out that entrepreneurship education has been described as a formal or informal structured learning that inculcates in students/trainees the ability to identify, screen, and seize available opportunities in the environment in addition to skill acquisition. It can therefore be pointed out that entrepreneurship education can be viewed, in this case, as an investment that most nations world over have embarked on as a tool for improving the quality of human capital or a means through which its human capital expected to acquire the relevant skills that are needed for one to be productive and relevant to the labour market. In addition, (ibid) state that entrepreneurship, when effectively and efficiently taught, has the likelihood to precipitate self-employment among learners and, therefore, accelerating sustainable growth and development. This is due to the training programme as designed by education authorities to change the world view of students from job seekers to wealth creators by developing their latent and potentials.

Once these enterprising skills are acquired, it is expected, therefore, that the productive capacity of individuals must increase and translate into the creation of employment and enhanced job performance of individuals. Therefore, entrepreneurship education is expected to equip individuals with a stock of knowledge and acquisition of talent through skills development that increase's an individual's productivity and earnings.

### **1.9 Ethical consideration**

In undertaking this study, ethical issues were considered to ensure that the

respondents were aware that the purpose of the study was to contribute to the body of knowledge and that the study was purely for academic purposes. Participants were assured of confidentiality. Therefore, total privacy and adherence to the professional code of conduct in research was attained. Other ethical considerations in this regard the assurance of none violation of the laws of zambia.

## **1. Operational definitions of terms**

### **Entrepreneurship**

Entrepreneurship is a multidimensional phenomenon and an important element of economic development ( Golden, 2014). It is the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make profit. According to European Commission (2015) 'entrepreneurship', is defined as "a sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk taking, as well as the ability to plan and to manage projects in order to achieve objectives.

### **Education**

The process of facilitating, learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Rigley (2010) states that education has both private and social returns. Moretti (2006) argues that "those who attend university will eventually earn more, on average, more income than they would have earned if they had not gone to university". Education provides individuals with many benefits, as new knowledge is obtained as well as preparing for the professional work of life.

### **Entrepreneurship education**

Generally, entrepreneurship education can be said to a formal or informal structured learning that imbues in a learners' traits and competencies such as team spirit, leadership, problem-solving, negotiating skills, self-direction, and self-management. Hansemark (1998), states that traditional education is marked as only a transformation of knowledge and abilities, while entrepreneurship education, in contrast, is held up as a model for changing attitudes and motives.

**Employment creation:** The process of providing new jobs, especially for people who

are unemployed.

### **Summary**

The chapter focused on establishing the background to the study, the statement of the problem was established as well as the purpose of the study. Research objectives, limitations/ delimitations, scope of the study, operational definitions and theoretical concepts were also presented. The next chapter looks at literature review.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

The focus of this chapter was to review various studies that have been done on the subject; Effect of entrepreneurship education on employment creation.” Cano (2013) defines literature review as “ a critical summary and an assessment of the current state of knowledge or current state of the art in a particular field”. Ibid (2013) further notes that literature review detects conflicting points of view expressed by different authors. These conflicting points of view might be the indicators of diverging theories within the same topic. It also enables the researcher to identify gaps in the statistical literature, in order to justify the originality of the proposed dissertation research.

As such, literatures from a global perspective, regional perspective and the Zambian perspective were reviewed. In addition, comparative and previous studies were presented as well.

#### 2.1 Global perspective

##### 2.1.1 China

Zhou and Haixia (2012) carried out a study of entrepreneurship education as an innovative solution to the challenges facing higher education in China. They established that entrepreneurship education was still in its early stages and lagged behind the average standard of the Global Entrepreneurship Monitor (GEM). According to the findings of the survey, less than one percent of college graduates actually went on to establish their own businesses, as opposed to twenty to thirty percent in developed countries. Instead, most graduates either went on to graduate school or preferred the job security of working for large Chinese firms or ended up as civil servants.

However, Ahlstrom and Zuni (2014) observed that entrepreneurship had generated significant economic growth and job creation in China. They further noted that in the past 35 years, the entrepreneurship sector had grown rapidly from almost zero to six million registered private businesses. This, therefore, led to a 10-fold growth of China’s GDP from \$174 million in the mid-1990 to \$ 806 million in 2009.

However, it should also be observed that although the findings, according to Ahlstron and Zuni (2014), indicated some of the benefits of entrepreneurship in China on the economy and job creation, this seemed to have been in contrast with the findings of Zhou and Haixia (2014) who established that entrepreneurship education in China was still in its early stages and lacked behind the average standard of GEM. Therefore the extent to which the developments were being attributed was therefore, difficult to state as to whether it was as a result of the entrepreneurship education in China's education system or rather development of its small and medium scale entrepreneurs sector. Hence, there was need to further explore the impact of entrepreneurship education on employment creation.

### **2.1.2 USA**

Charney and Libecap (1999) evaluated the impact of entrepreneurship education on students at the University of Arizona in USA by comparing graduates of the programme to a random sample of non-entrepreneurship university students at the same university.

The aim of the study was to find out how the programme had affected the entrepreneurship students it had graduated in terms of where they were after graduation and what they were doing and whether they were faring better than the university's other graduates.

The findings of the study showed that 262 of the graduates were employed by established firms, 106 operated their own companies, 31 worked for government and non-profit entities and 40 were engaged in further graduate studies. As such, the study concluded by noting that entrepreneurship education provides self-enterprising individuals. In addition, entrepreneurship education provides successful business and industry leaders and enhances a graduate's ability to create wealth.

It was therefore, noted from the findings that entrepreneurship education had an effect on the student's enterprieneurial skills. However, compared to the total sample of 439 of those whom the study had targeted, only 24 percent of the students had ventured into setting up their companies, while the majority had opted for other academic career paths. The margin was small and would therefore, called for more review of other studies that would show recent developments in this area.

As such, in order to determine the recent developments in this area of entrepreneurship in the US, Oosterbeek, Praag and IJsselstein (2008) analyzed the



impact of entrepreneurship education on college students' entrepreneurship competencies and intentions in that country. The objective of this program was to teach students to put theory into practice. The study noted that the program was effective in more than 40 countries and more than 2 million students had participated in the period 2005/2006.

According to the findings, the program did not have the intended effects. Thus the effects on students' self-assessed entrepreneurial skills were insignificant and the effect on the intention to become an entrepreneur was even significantly negative. This was attributed to the requirements of what was needed to start and own business and little interest in entrepreneurship.

Comparing the findings with the earlier study by Charney and Libecap (1999), the latter study showed some gaps in this regard. The generalizations made were based on a larger population that included 40 countries and primary data was used to obtain the information presented. Therefore, it was established that by 2008 that could have reflected the actual situation in the US.

### **2.1.3 UK**

Simon (2012) investigated the impact of entrepreneurship teaching on the employability of scientists and engineers following the inclusion of entrepreneurship-related courses in both the study areas at undergraduate and postgraduate levels at Regents University in London. A synthesis of secondary sources of data was used to obtain the information that was required. The study revealed that both science and engineering students tended to do well in terms of gaining employment, however, it was further noted that there was still room for improvement and that the benefits of enhancing employability could be felt by other stakeholders, including higher institutions of learning, employers and government.

In conclusion, the research suggested that there was need for a well-designed entrepreneurship or enterprise programme or module in order to enhance a student's employability by developing the skills that are sought by employers

From the findings given by Simon (2012), it was observed that firstly the extent to which these findings were generalized to the entire population in London was not established as focus was given to only one university. However, it was also noted that generally, it was a well-known fact that usually students who take science and engineering courses were easily taken on the labour market and don't suffer much to

find employment. As such the extent to which their employability can be attributed to entrepreneurship education they received in college could not really be established, especially that secondary sources of data were used in the said study.

#### **2.1.4 Brussels**

Effects and impacts of entrepreneurship programmes in higher education was investigated in Brussels (European Commission, 2012). From the findings of this study, it was established that entrepreneurship education had a positive impact on the entrepreneurship mindset of young people, their intentions towards entrepreneurship, their employability and finally on their role in society and the economy. The findings also showed that entrepreneurship education sought to prepare people to be responsible, enterprising individuals who have the attitudes, skills and knowledge necessary to achieve the goals they set for themselves to live a fulfilled life.

Rigley (2010) in the same line established that entrepreneurship education had a positive effect on students' attitude and motivation, especially in areas such as opportunity identification and networking. It was also noted that entrepreneurship education had enhanced the students' perception of their networking skills significantly. Further, he noted that entrepreneurs are not just born, they also need determination as one of the skills.

From the findings of the two studies, it is evident that the entrepreneurship education had a positive effect on the the students' entrepreneurial skills, however, in terms of employment creation, there was still a gap as it was not stated as to whether the effect had interpreted into job creation or not. Therefore, it could only be assumed that that the effected had resulted in such.

## **2. 2 Regional perspectives**

### **2.2.1 Nigeria**

A study conducted in Nigeria by Babatunde and Babatunde (2014) investigated the impact of entrepreneurship education on entrepreneurial intentions among Nigerian undergraduates.

It was revealed that entrepreneurship education does influence the students' intentions of becoming self-employed. However, the findings also showed that students were not very confident about their intentions due to fear of capital, failure, and lack of experience in business management. The study concluded that entrepreneurship

education has an impact on unemployment reduction. However, additional support for the youths in Nigeria was required to overcome the foreseen challenges.

Oluwabunmi, Martins, and Adebisi (2014), in another study, examined the concept of entrepreneurship and employment in Nigeria. The findings revealed that most students taking entrepreneurship course did not take the course seriously and that majority felt that they would be considered as local, looked down upon and not valued. As such, entrepreneurship had little or no impact at all on employment creation. The findings did not clearly show the extent to which entrepreneurship education had impacted employment creation in the country at large.

Onoma (2016), investigated exposure of under-graduates students to entrepreneurial education for post-graduation job creation ability. The findings of this study showed that entrepreneurial education is relevant to students with regard to equipping them with skills for post-graduation job creation ability rather than job seekers.

Based on the findings of the two studies done in Nigeria in the preceding literature, it should be observed that the findings given in the two studies, to some extent are contradicting and inconsistent. The first study indicated that entrepreneurship education had an impact on the enterprising skills of students although no statistics were given to authenticate these findings. In the second study by Olobunmi et al (2014) the findings revealed that entrepreneurship education was looked down by most students and that it had little or no impact on employment creation in Nigeria.

### **2.2.2 Ghana**

In Ghana Samuel B and Owusu Mintah (2014) undertook a study to assess the impact of entrepreneurship education on tertiary tourism graduates. According to the findings, only 3 percent of graduates were operating their own businesses. Reasons for the low level entrepreneurship practice among the graduates, according to the report, included the inability by the students to access initial capital, absence of entrepreneurship spirit in the graduates and the unrelated nature of entrepreneurship education studied at the polytechnic to the tourism and hospitality industry.

The study recommended that there was need to evaluate the entrepreneurship program to make it subject-specific to help educators prepare syllabi and teach entrepreneurship education that would be relevant and beneficial to the tourism industry.

Owusu-Ansah and Poku (2012) investigated the influence of entrepreneurship

education on student's career intention and aspirations and their attitudes towards business start-ups. Business students' were surveyed before and after exposure to entrepreneurship education.

The findings indicated that entrepreneurship did create awareness and encouraged students to consider self-employment in their career intentions and aspirations, options, as well as inculcating a positive attitude towards business start-ups. In conclusion, the study recommended that a student's enterprise centre should be set up to provide business advice, mentorship and other practical support towards the realization of the self-employment aspirations of the students.

It can therefore be established that the findings from the two studies done in Ghana, to some extent, both show that entrepreneurship education has an effect on entrepreneurial skills, although very minimal. As such, further recommendations to develop this area were made.

### **2.3 Zambian perspective**

A study conducted in Lusaka investigated factors that influenced the current state of entrepreneurship activities at the University of Zambia (Chileshe, 2015). Five schools at the university were sampled in this study: School of Veterinary Medicine, School of Agriculture, School of Education and School of Mines. The method used in this investigation was a case study approach and applied qualitative method.

The study established that UNZA had introduced entrepreneurship courses in some schools. However, these entrepreneurship courses were optional. The study further highlighted some of the challenges that the institution was facing in line with entrepreneurial activities. Among the notable challenges was the lack of clear policies that promote guidelines on graduate entrepreneurship at university level, and making entrepreneurship courses more practical, among others.

Mwiya (2014), in his study; Impact of entrepreneurship education on the relationships between institutional and individual factors and entrepreneurship intentions of university graduates. Evidence from Zambia revealed that entrepreneurship intention is a function of perception of feasibility and desirability of entrepreneurship, a perspective which he observed that it was consistent with prior research. Additionally, the results showed that individual and institutional factors influenced perceived feasibility and desirability of entrepreneurship. In conclusion, the study confirmed that entrepreneurship contributes to the economic development,

competition, innovation and job creation for economies. It also stated that students with entrepreneurship intentions were more likely to start their own businesses.

According to the study done by Chileshe (2015), it was observed that by the time the study was being conducted, UNZA had newly introduced entrepreneurship education in some of its schools that were sampled in the study as such it's effect on employment creation at the time could not have been established.

In the study by Mwiya (2014), the findings included the fact that entrepreneurship intentions of the students were influenced by individual perceptions and the institutions at large. However, in it's conclusion the study noted that entrepreneurship education had an effect on the economy of a country and employment creation at large.

## **2.4 Comparative studies**

A review commissioned by the World Bank investigated provisions of integrated entrepreneurship education in Botswana, Uganda, and Kenya (Farstad, 2002). The study design used available documents as prime sources of information.

The review established that integrated entrepreneurship education was being provided in these countries, i.e. at primary, post secondary, TEVET and formal industrial training. The training is compulsory and based centrally on developed modern curricula as far as the content is concerned.

Further, it was established that of integrated entrepreneurship education has had some success in promoting self-employment, but no observations were made that suffice for a conclusion on a firm's performance. The study recommended that preparation of students for self-employment and employment in the informal sector should start as early as possible and be provided to all learners. In addition, development of positive attitudes to self-employment and awareness of this career option would be the first step in the process of providing a basis for income-generating activities to early school dropouts.

In the sub-Saharan Africa countries, a study on Ghana, Nigeria, Kenya and South Africa was undertaken by the British Council (2009). The aim of the study was to provide policy makers with compelling evidence on how they could build a stronger link between their higher education and the labour market. This study was undertaken because all the four countries that were being investigated had similar concerns about graduate employment. According to the findings of the survey, in Nigeria it was

established that the unemployment rate was high at 23.1 percent among those with undergraduate degrees. In South Africa, the research established that although the unemployment rate was low compared to Nigeria, the rate of unemployment was, however, high among those with diploma or certificate level qualifications. In Kenya and Ghana, the unemployment figures, specifically for university graduates, were unavailable. However, statistics showed that across the ages of 25-29 age group as a whole, the unemployment rate was 41.6 in Ghana, and 15.7 percent in Kenya. The findings also showed that entrepreneurship education was offered at university and college levels in the four countries. In this regard, it was observed that Nigeria had made entrepreneurship education compulsory in all schools. However, the impact of these initiatives is not yet known

These levels of unemployment in the four countries were attributed mainly to employers being dissatisfied with skills and qualities of graduates. In addition, it was also reported that universities were faced with quality challenges in terms of lecturer's qualifications and lack of physical resources. The limitation of this study, however, was that the research design that was used to collect data was not stated. As such it was difficult to know the extent to which these findings were generalized. Secondly, the study failed to show the effect of entrepreneurship education on employment creation. What was reflected was the employability of graduates and not the creation of employment by graduates through establishment of various innovative business enterprises after attaining the entrepreneurial skills

The study therefore suggested that in order to overcome the challenge of employability, the four sub-Saharan African countries should concentrate on updating their curricula and orienting course content towards employer needs, expansion of work placement programmes. The study recommended that while universities have expanded considerable efforts were required for students to gain the skills that employers were looking for.

#### **2.4 Previous Studies**

According to Moono and Rankim (2013), Zambia in the recent past had recorded relatively high economic growth rates. They observed that the existence of relatively high levels of unemployment suggested that the skills of those who were unemployed did not match the requirements of the various firms. The study, further examined the relationship between employment opportunities, characteristics, labour returns and

education with the key objective of identifying the potential shortages in human capital that the industry demands. The research design employed a mixed method strategy to collect and analyze data.

The overall findings showed that industry feedback was centred on the lack of modern relevant skills among higher education graduates. It was observed that there was a lack of linkage between industry and the education sector due to mismatch of skills. In addition, it was also established that there was a negative perception among students of certain courses provided by the TEVET education system. The findings showed that many students at TEVET institutions seemed to avoid certain types of training such as, bricklaying which were in heavy demand by the industry due to the expected low wages/incomes from such trades. However, responses from the industry in this regard suggested that this wasn't the case. This was attributed to the fact that construction firms were seen to be able and willing to pay competitive wages to professionals if they had been certified by TEVET education providers. Therefore, this was an indication of the need to effectively communicate the needs of the industry to high school graduates who might not have access to university education and to counter the perception that certain types of employment were lowly paid.

Other findings from the study revealed that often most employers found foreign labour more productive, since these types of individuals were more likely to have been through better education systems and were prepared to work for even lower wages.

The study recommended that in the long run, attempts to improve skills within the Zambian labour market should focus on improving the quality of primary and secondary school education. In the short run, the report recommended that post-education systems needed to better fit the students with relevant skills required by the labour market. The study was of the view that TEVET education like in many other countries is often viewed as inferior with students opting into it only when they have failed to get into universities. The reason for such a development was attributed to the fact that the TEVET system was not well resourced and, as such, did not receive strong financial support. In addition, apprenticeships were not widely available, which had in the past led to low quality of graduates being produced.

The study concluded by stating that there was need to improve the efficiency of training and employability of higher education graduates. More information on the Zambian Labour market was also needed to make available to job seekers; those

entering post secondary education and employers, by creating an active labour market information system.

Following the findings from this study, it was established that the study was conducted from a general perspective of the Zambian scenario regarding the status of entrepreneurship training in various vocational and technical training institutes that included even students who did not complete high school or never attended college or university. However, the government had made major efforts to ensure that entrepreneurship education was included in college and university curricula. According to the Ministry of Youth and Sport (2015), some of the policy frameworks which were designed to address youth unemployment included, among others, the 2009 Technical Education Vocational and Entrepreneurship Training (TEVET) , a revised education curriculum framework, Education Policy and the National Youth Policy. As such, entrepreneurship education is now inclusive in most business-related courses both at college and university levels so as to inculcate the necessary practical skills in the students that promote self- employment and employment creation in general.

Based on the literatures reviewed, it was observed that, entrepreneurship education was being offered in most of the countries as indicated and that it had some effect on the students skills, however, one area that was still lacking was that the main focus of this study was to link entrepreneurship education to employment creation. Therefore, a gap was established which justified the need for more research in this area to determine the effect of entrepreneurship education on employment creation in Zambia thereby cushioning the gap in the body of knowledge.

### **Summary**

The chapter reviewed various studies' from different parts of the world on a global perspective, regional perspective, the Zambian context, comparative studies and previous studies regarding the effect of entrepreneurship education on employment creation. The next chapter presents the methodology of the study



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm theoretical model, phases and quantitative or qualitative techniques.

The preceding chapter reviewed various literatures from researches that have been done in different countries, including Zambia. This chapter deals with seven sections; research design, study population, study sample, sampling techniques, data collection instruments, data collection procedure and timeline, and data analysis instruments and procedures.

#### **3.1 Research design**

Mwiya (2014) states that a research design provides a framework for the generalization of evidence that is suitable for examining research questions. A research design, therefore, provides explicitly or implicitly decisions about research philosophy, which in turn guides the research approach chosen.

This study used a case study design adopting a mixed research approach that includes qualitative and quantitative methods. This was to enable highly structured and objective methods employed be generalized to the relevant population. A quantitative method emphasizes quantification (numbers) in the measurement, collection and analysis of empirical data. Qualitative research emphasizes, on the other hand, narrative experiences and accounts for social actors rather than quantification of empirical data. However, due to the limitation of quantitative research, qualitative were required to provide an in depth understanding of the research issues from the under-researched Zambian context.

#### **3.2 Target population**

The purpose of this study was to assess the effect of entrepreneurship education on employment creation in Zambia. There is high youth and graduate unemployment

in country and, as such, there is need to establish the extent to which entrepreneurship education has impacted employment creation on business students at Evelyn Hone College. Therefore, the study intended to target final-year (third year) students and lecturers in the school of business. This was because final year students face an immediate career choice and self-employment could be a realistic option for some of them. The selected lecturers would also help in the collection of qualitative data and establishment of the effectiveness of entrepreneurship education at the college.

### 3.2 Study sample

The total population of students in 2016 at Evelyn Hone College registered in the business school was 1,277. The enrolment figures, according to the programmes, are summarized below;

**Figure 1: Summary of enrolments second quarter 2016 (full-time students)**

Programme	Male	Female	Sub Total
Accounting	54	117	171
Computer Studies	265	74	340
Human Resource	94	85	179
Marketing	114	123	237
Production	172	85	257
Secretarial	0	89	89
<b>Total</b>	<b>759</b>	<b>517</b>	<b>1277</b>

Source; Hamwendo (2016), Second Quarter Report, 2016.

However, the number of students enrolled in the final year in the business school according to Hamwendo (2016), was 400 from which, 55 third-year students' were sampled conveniently (Report Guidelines for Sampling and Surveys, 2015). This was because third year students were more likely to have acquired some entrepreneurial skills and were faced with immediate career options. Forty students for the quantitative research while, fifteen (15) students and five (5) lectures for the qualitative research were selected. This was in order to provide a comprehensive assessment of the entrepreneurship environment at the institution.

### **3.3 Sampling techniques**

A random sampling technique was used to select the students and lecturers for this study. The lecturers selected for this study included only those that were offering TEVET courses in the business school. This helped to ensure that accurate responses were obtained from the lecturers who were involved in entrepreneurship training at the college.

### **3.4 Instruments for data collection**

For the qualitative data, semi-structured questionnaires based on the literature review and the study objectives were used. The questions contained in these data instruments contained both open-ended and closed-ended questions. For the quantitative study sample and data collection, a structured questionnaire was adopted. To ensure uniformity in responses, the questionnaires were self-administered to all the respondents.

### **3.5 Procedure for data collection and timeline**

Sixty questionnaires were distributed to the participants including students and lecturers. A period of one week was allocated to allow for the distribution and collection of the research instruments from the respondents.

### **3.6 Data analysis**

Data was collected from the field, compiled and checked for consistency and accuracy before being entered using Excel and SPSS (Statistical Package for Social Sciences) for quantitative data which helped in generating frequency tables and other descriptive statistics for easy interpretation and analysis (Phiri, 2016). Content analysis was used to analyze the outcome of the in-depth interviews for the qualitative data.

### **3.8 Summary**

The chapter looked at the research design, study population, study sample, sampling techniques, data collection instruments, data collection procedure and Timeline, and data analysis instruments and procedures. The next chapter focuses on presenting the findings of the study.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.0 Introduction

This chapter presents the findings of the study. Sub-themes in line with the study objectives were used to achieve the aim of this chapter. They included;

- i. Status of entrepreneurship education at Evelyn Hone College
- ii. Effect of entrepreneurship education on students entrepreneurial skills
- iii. Entrepreneurship education and its effect on employment creation at Evelyn Hone College.

#### 4.1 Part one (Findings from students)

The study sought to establish the respondents' study programmes' and their year of study. The responses are tabulated in table 4.1.1

**Table 1 Year of Study and Programme Enrolled in**

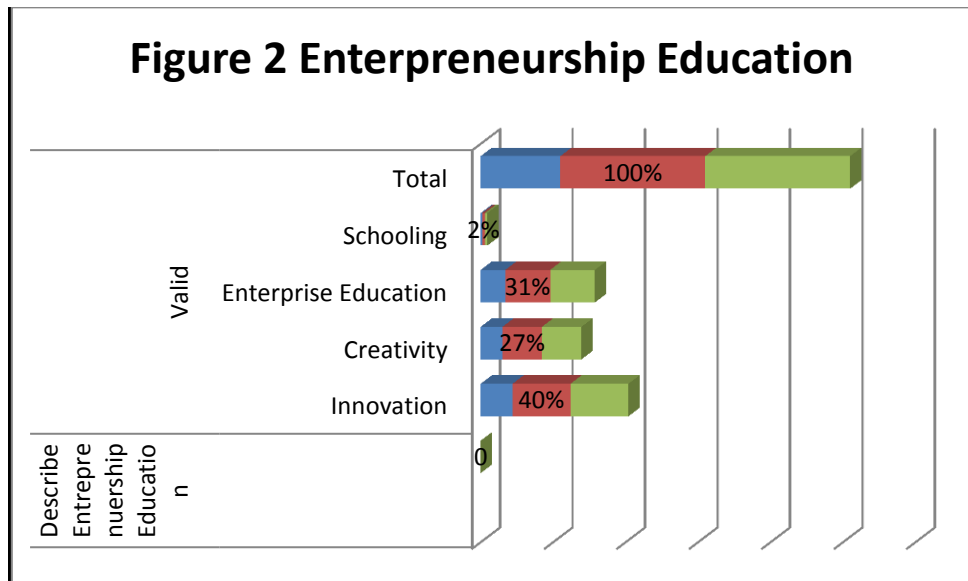
Question		Responses	
		Frequency	Percentage
<b>Year of study</b>	<b>Third year</b>	<b>55</b>	<b>100</b>
<b>Programme</b>	<b>Human Resource</b>	<b>7</b>	<b>12.7</b>
	<b>ZICA</b>	<b>33</b>	<b>60</b>
	<b>ACCA</b>	<b>2</b>	<b>3.6</b>
	<b>Business Management</b>	<b>13</b>	<b>23.6</b>
	<b>Total</b>	<b>55</b>	<b>100</b>

Source: Field data 2016

The findings show that 55 (100%) third-year students participated in the study. They include 7 (12.7%) from Human Resource Management, 33 (60%) from ZICA programme, ACCA 2 (3.6%), and 13(23.3%) from Business Management.

#### 4.2 Status of Entrepreneurship Education at Evelyn Hone College

The respondents were asked to describe entrepreneurship education according to their understanding. The following figure indicates the findings:



Source: Field data (2016)

According to figure 4.2.1, 22(40%) of the respondents described entrepreneurship education as innovation, while 17 (31%) indicated enterprise education. Further, 15 (27%) of referred to entrepreneurship education as creativity and only 1(2%) indicated schooling as entrepreneurship education

**Table 4.2.2 Programme enrolled in and entrepreneurship courses**

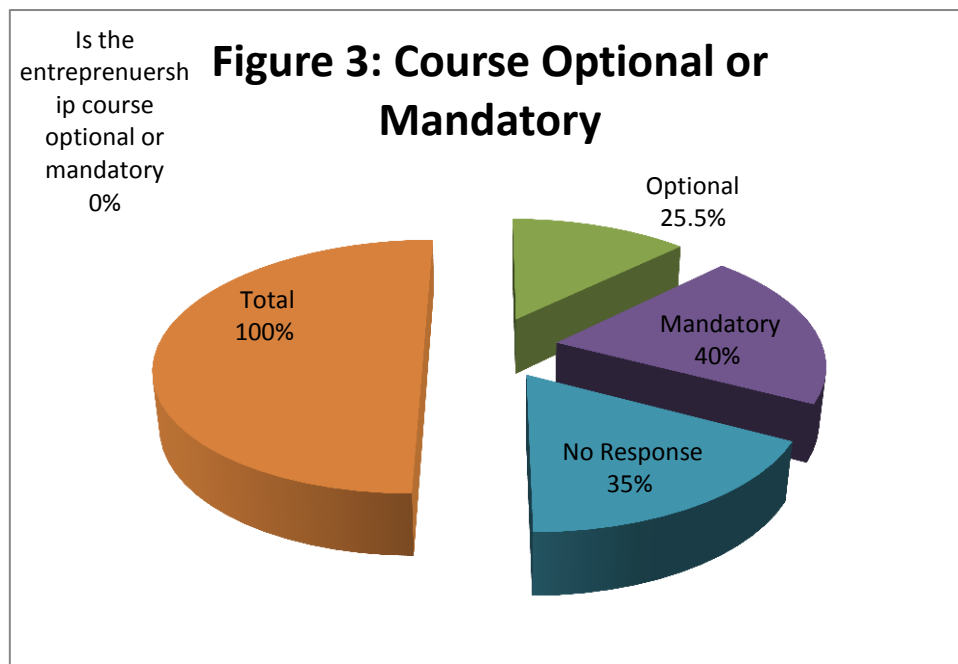
The study endeavoured to establish which programmes the respondents were enrolled in and the entrepreneurship courses in the programmes that were available. The findings are summarised in the following cross tabulation table:

**Table 2 Programme enrolled in and entrepreneurship courses offered**

Programme enrolled in	Do you have entrepreneurship courses in your programme?		Total
	YES	NO	
Human Resource Management	6	1	7
ZICA	19	14	33
ACCA	1	1	2
Business Management	13	0	13
<b>Total</b>	<b>39</b>	<b>16</b>	<b>55</b>

Source: Field data (2016)

From the findings, as indicated in the figure above, majority of respondents, i.e. 36 out of 55, indicated that there was entrepreneurship education in the respective programmes, while 16 out of 55 respondents indicated that there was no entrepreneurship education in their programmes.



Source: Field data (2016)

The findings show that 14 (25.5%) of the respondents indicated that the entrepreneurship course in their programme was optional, while 22 (40%) indicated that the course was mandatory. 19 (35%), however, did not give any response to the variable.

The study also tried to establish whether the respondents thought that the entrepreneurship courses were relevant to their respective programmes. In this regard, the findings showed that 54 (98.2%) of the respondents said the course was relevant, while only 1 (1.8%) respondent indicated otherwise.

#### 4.3.1 Key factors required to setup a successful business

The table below is an indication of the findings that were obtained from the respondents regarding the key factors that influence the success of a business.

**Table 3: Key factors in setting up a successful business**

Responses	Frequency	Percentage
Capital	5	9
Enterprise education	2	4
Business Skills	6	11
Personal Drive	9	16
How to persuade customers	2	4
All of the above	31	56
<b>Total</b>	<b>55</b>	<b>100.0</b>

Source: Field data (2016)

The study established that 5 (9%) respondents think that capital is key for a business to succeed while 2 (3.6%) said enterprise education is key. On the other hand, 9 (16%) of the respondents indicated personal drive as a key factor, while 2 (4%) said capacity to persuade customers is important. 31 (56%) of the respondents said all the factors listed are very crucial to business success.

**Table 4: Have you acquired any entrepreneurship skills**

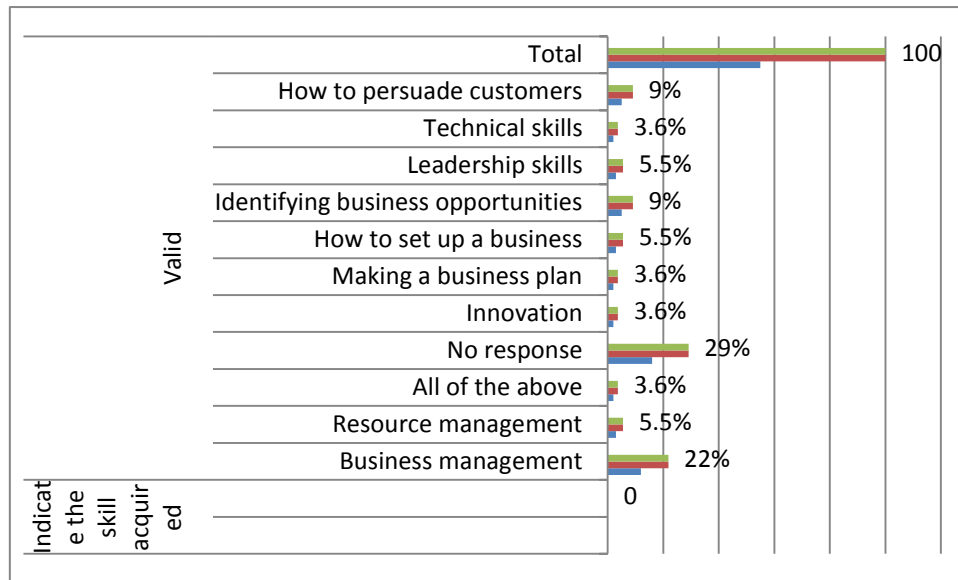
Response	Frequency	Percentage
<b>Yes</b>	43	78
<b>No</b>	12	22
<b>Total</b>	<b>55</b>	<b>100</b>

Source: Field data (2016)

The study sought to establish whether the students had acquired any business-related skills from entrepreneurship education. Majority of respondents, 43 (78%) indicated that they had acquired entrepreneurship skills, while 12 (22%) said they did not acquire any skills.

In this regard, the respondents were further asked to indicate the skills that they had acquired. The following responses were obtained:

**Figure 4 Entrepreneurship skills acquired**



Source: Field data (2016)

Although the findings indicate that majority 16(9%) of the respondents did not give any response, 12 (22%) said they had acquired business management skills, while 5 (9%) said they had acquired skills in identifying business opportunities. Three(5.5%) indicated that they have acquired resource management. Two(3.6%) of the respondents revealed that they had acquired skills in making a business plan, on the other hand 2(3.6%) also indicated that they had innovation skill. Others include 3(5.5%) of respondents who said they had skills in setting up a business. In addition, 2(3.6) further indicated that they had acquired all the skills listed.



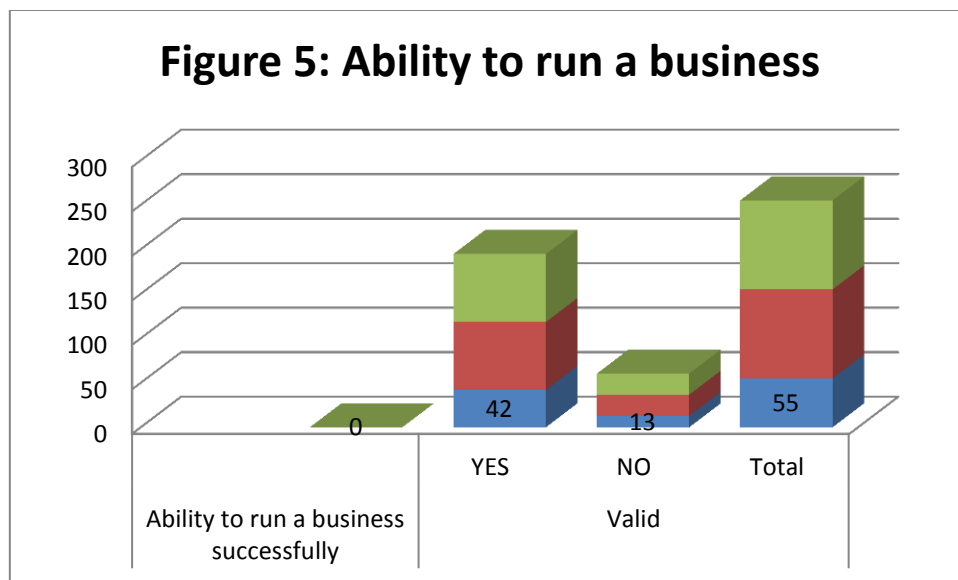
**Table 5: Rating of Entrepreneurship skills**

Skills	Frequency	Percentage
High skills	16	29
Moderate skills	22	15
Low skills	8	15
None of the above	5	16
<b>Total</b>	<b>55</b>	<b>100</b>

Source : Field data (2016)

The level of skills acquired by the respondents according to the table above, shows that 16 (29.1%) of the respondents had acquired high skills, 22(40%) had moderate skills, while 8(14.5%) had acquired low-skills. However, 5 (16.4%) of the respondents did not indicate their skills level.

As such, compared to the findings obtained regarding the level of skills that the respondents had acquired, majority, 42 (76%), also said that they had the ability to successfully run a business while 13 (24%) said they were not in a position to run a business, as indicated in the table below:



Source: Field data (2016)

Considering the findings revealed in in figure 4.3.3, which showed that not all respondents had the ability to run a business, the study further sought to establish some of the challenges which could be of hinderance to the succesful implementation of entrepreneurship education.

The following responses were obtained:

**Table 6: Challenges hindering successful entrepreneurship**

Challenges	Frequency	Percentage
<b>Still acquiring skills</b>	<b>11</b>	<b>20</b>
<b>Lack of finances</b>	<b>1</b>	<b>1.8</b>
<b>Lack of interest</b>	<b>2</b>	<b>3.6</b>
<b>Failure to identify opportunity</b>	<b>2</b>	<b>3.6</b>
<b>All of the above</b>	<b>6</b>	<b>11</b>
<b>No response</b>	<b>33</b>	<b>60</b>
<b>Total</b>	<b>55</b>	<b>100</b>

Source: Field data, 2016

As shown in figure 4.3.4, 11 (20%) said the challenge they faced was that they were still acquiring more skills. Only 1 (1.8%) said he lacked finances, while 2(3.6%) said they lacked interest in entrepreneurship and 2 (3.6%) indicated that failure to identify opportunities was a challenge. Six (10.9%) indicated all the responses as being the challenges hindering the succesful implementation of entrepreneurship education. Thirty-three(60%) gave no response to this variable.

Therefore, having established some of the chllenges that are hindering the successful implementation of entrepreneurship education at Evelyn Hone College, the study further endeavoured to establish what the respondents thought could be done to ensure that entrepreneurship education becomes effective. The table below indicates the different responses that were obtained from the respondents:

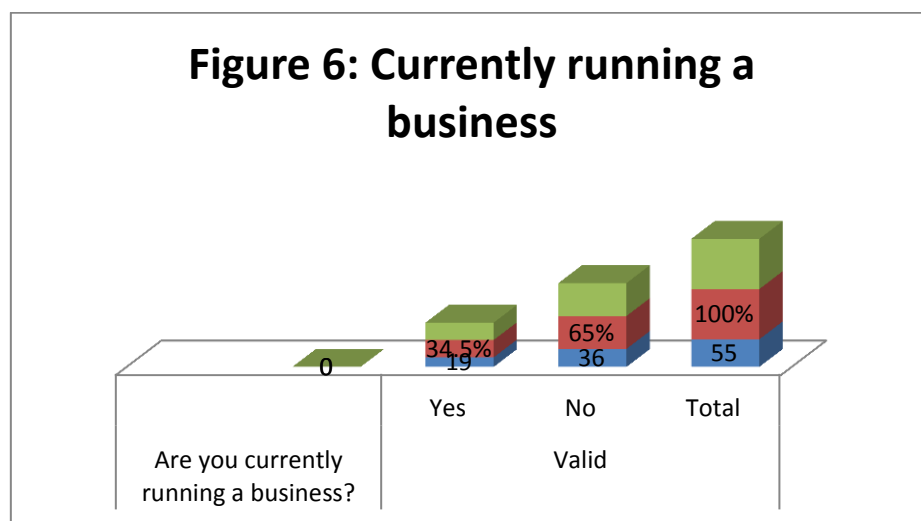
**Table 7: Measures to ensure effectiveness of entrepreneurship education**

Response	Frequency	Percentage
Enhancing entrepreneurship programme	7	12.7
Government should intervene	1	1.8
Introduce entrepreneurship as a course on its own	2	3.6
Financial support	2	3.6
Creating more awareness	7	12.7
Entrepreneurship should be compulsory to all students	9	16.4
Empower students to run their own businesses	6	10.9
Provide more entrepreneurship material	1	1.8
Mentorship programmes	3	5.5
Learning from successful entrepreneurs	6	10.9
Introducing internship programmes	3	5.5
All of the above	2	3.6
No response	6	10.9
<b>Total</b>	<b>55</b>	<b>100</b>

Source: Field data 2016

#### 4.4 Entrepreneurship education and employment creation

Respondents were asked to state if they were currently running any kind of business after acquiring entrepreneurship education. The findings show that majority of the respondents 36 (65.5%) of the respondents were not running any business compared to 19 (34.5%) of respondents who said they were running a business. The findings are shown in the figure below:



Source: Field data, 2016

Based on the findings presented in figure 4.4.1 above, which shows that most students were currently not in any kind of business, the study went further to establish their likelihood of establishing a business in future once they graduated from college. The table below shows the findings in this regard:

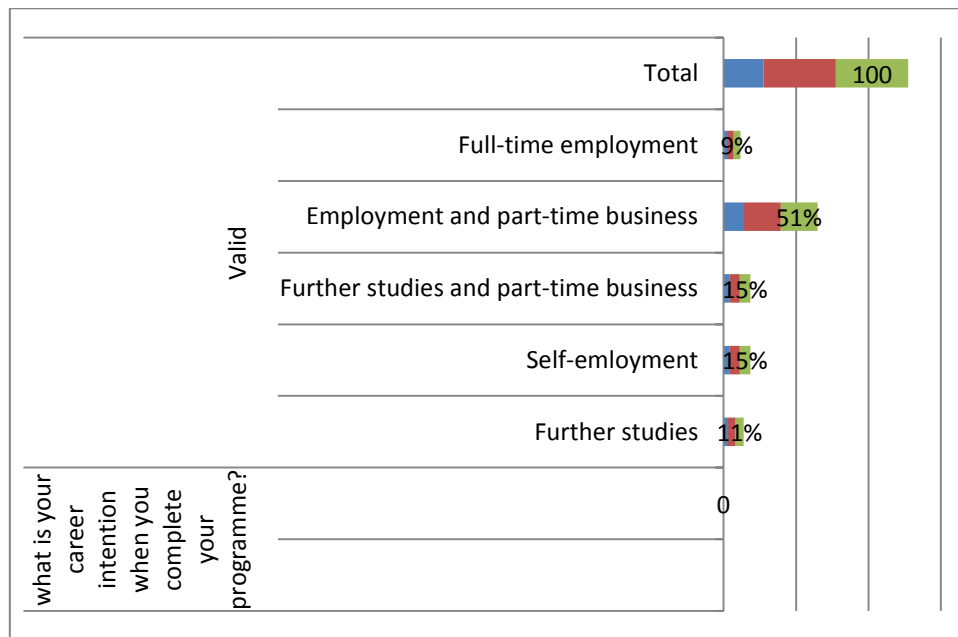
**Table 8: Likelihood of setting up a business in future**

Response	Frequency	Percentage
<b>Very likely</b>	49	89
<b>Not sure</b>	4	7.3
<b>Unlikely</b>	1	1.8
<b>Likely</b>	1	1.8
<b>Total</b>	55	100

Source: Field data (2016)

It is evident from the findings as indicated in table 4.4.2 that majority of students (49; 89%) said they were very likely to setup businesses in the future. Those that were unsure were 4(7.3%). Only 1(1.8%) respondent indicated that he/she was likely to set up a business in the future and another 1 (1.8%) said he/she was unlikely to set up a business in the future. Similarly, the study also investigated the career intentions of the respondents with a view to establishing the effect of entrepreneurship education on employment creation in Zambia . The findings are shown in the table below:

**Figure 7: Students career intentions**



Source: Field data (2016)

As indicated in the figure above, the findings show that the majority (28; 51%) of respondents intended to get employed and also do part-time business in future after their graduation from college. Those that indicated further studies and part-time business were 8(15%). Including those that said self-employment were also 8(15%). Lastly 6(11%) of the respondents indicated that they intended to go for further studies once they were done with their current programmes.

The study further sought the views of the students on self-employment. The findings are indicated in the following table:

**Table 9: Respondents' views on self-employment**

Response	Frequency	Percentage
<b>Create employment for others</b>	44	80
<b>Need a lot of business experience</b>	9	16
<b>None of the above</b>	2	4
<b>Total</b>	55	100

Source : Field data, 2016

Students' views on their ability to contribute towards employment creation after graduation from college were also investigated. The following responses were obtained:

**Table 10: Respondents' views on contributing towards employment creation**

Response	Frequency	Percentage
<b>Yes</b>	44	98
<b>No</b>	1	2
<b>Total</b>	55	100

Source: Field data, 2016

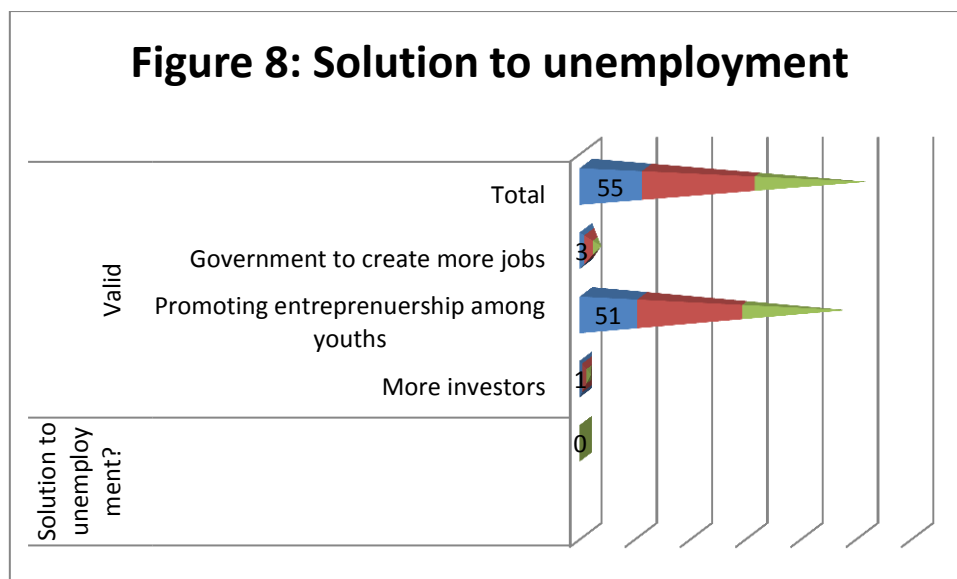
Further, in the same vein, the study endeavoured to determine what the views of the respondents were regarding employment creation and whose responsibility it was to create employment. Among their responses included the following:

**Table 11: Respondents' views on employment creation**

Response	Frequency	Percentage
<b>Government</b>	17	39.1
<b>Investors</b>	2	3.6
<b>Citizens</b>	33	60
<b>Companies</b>	3	5.5
<b>Total</b>	55	100

Source : Field data, 2016

Having established the views of respondents on whose responsibility it was to create employment creation in the nation, respondents were further asked to suggest measures that could be put in place to solve the problem of unemployment among young graduates in Zambia. The findings in this regard are shown below:



Source: Field data (2016)

The data collected and presented in figure 4.4.7 shows that 51(92.7%) indicated promoting entrepreneurship among youths as a solution to youth unemployment in Zambia, while 3(5.5%) said government should create more jobs. Only 1(1.8%) indicated that there is need to increase the number of investors as a solution to youth unemployment.

#### 4. 5.0 Findings from key respondents (lecturers)

As stated chapter three, different presents the views were also obtained from lecturers offering entrepreneurship education at Evelyn Hone College.

##### 4. 5.1 Entrepreneurship education at Evelyn Hone College

The study investigated the status of entrepreneurship education at Evelyn Hone College, the following responses were obtained from the key respondents:

**Table 12: Status of entrepreneurship education at Evelyn Hone College**

Response	Frequency
Yes	5
No	0
<b>Total</b>	<b>5</b>

Source: Field data , 2016

#### 5.2 Programme Offered

Lecturers were asked to indicate the entrepreneurship program that they offer at the college. The following include the programmes that the respondents offer in their respective fie

**Table 13: Programmes offered**

Response	Frequency
Marketing ,computer science, business administration and human resource management	1
Business administration, marketing, public relations and video production	1
Purchasing and supply management and diploma in information technology	1
Trade certicates and diploma levels in entrepreneurship	1
Diploma in marketing and international relations	1
Total	5

Source : Field data,2016

The respondents were asked to state the period that they had been offering these. programme. The findings are summarised in the table below:

**Table 14: How long respondents had been offering the prgrammes**

	Frequency
3 years	1
5years	2
7years	1
No response	1
Total	5

Source: Field data, 2016

#### **5.4 Special entrepreneurship programme**

The study investigated the status of any special entrepreneurship programmes designed to enhance entrepreneurship education at Evelyn Hone College.The findings are indicated in the following table:



**Table 15: Status for special entrepreneurship programmes**

Response	Frequency
Yes	3
No	2
<b>Total</b>	<b>5</b>

Source : Field data, 2016.

According to the findings indicated in the table above, majority (3) of the respondents said that there were special entrepreneurship programmes at Evelyn Hone College.

As such, the respondents were asked to specify the special entrepreneurship programmes that were being offered. Among the three respondents who had indicated that the college, only one respondent specified the special programme. According to him/her:

*“Organisations and individuals do come to the college from time to time to talk to students on entrepreneurship” (field data, 2016).”*

#### **4.5.6 Effectiveness of entrepreneurship education at Evelyn Hone College**

The effectiveness of entrepreneurship education was also investigated. The findings obtained from the respondents:

**Table 16: Effectiveness of entrepreneurship education at Evelyn Hone College**

Response	Frequency
Effective	4
Very Effective	1
Not effective	0
<b>Total</b>	<b>5</b>

Source: Field data (2016)

According to the findings, majority of the respondents (4) indicated that entrepreneurship education was effective at Evelyn Hone College.

#### **4.5.7 Effect of entrepreneurship on students' skills**

The effect of entrepreneurship education was assessed according to the findings of the study. It has been established that the course has an effect on students' skills due to the following reason:

*“.....Entrepreneurship education has impacted positively on the students entrepreneurship skills by changing their mindset. It has taught them to look at self-employment positively as a solution to unemployment.”.*

*This was attributed to the fact that before entrepreneurship was introduced by the college as a core subject, students had a negative perception towards undertaking such entrepreneurial programs.they viewed entrepreneurship as course for unskilled labour which resulted in low paying jobs.*

In addition, another respondent indicated the following statement:

*“.....Some students do engage in entrepreneurship activities within school even before they graduate.”*

Another one said that,

*“..... After graduation a number of students have successfully set up businesses thereby enhancing the acquired entrepreneurship skill”(field data, 2016).*

#### **4.5.8 Rating of students’ entrepreneurial skills**

The key respondents were also tasked to indicate the rate of entrepreneurship skills for their students. The findings are as follows:

**Table 17: Rating of skills**

<b>Response</b>	<b>Frequency</b>
<b>Very high</b>	0
<b>High</b>	0
<b>Moderate</b>	5
<b>Total</b>	5

Source: Field data ,2016

The study sought to establish the views of the key respondents on the relevance of the entrepreneurship programme to the students. The following findings were obtained:

**Table 18: Relevance of entrepreneurship education**

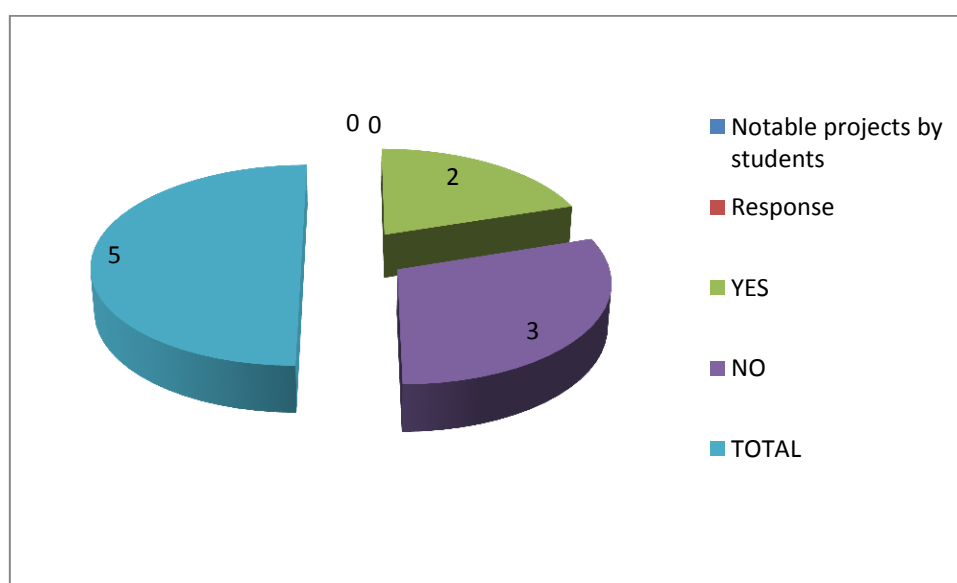
Response	Frequency
<b>Helps students understand the entrepreneurship concept and enables them to practise</b>	2
<b>Helps students set up their own businesses</b>	1
<b>Helps them engage in self-employment and equips them with survival skills</b>	1
<b>Creates employment and contributes to development</b>	1
<b>Total</b>	5

Source: Field data ,2016

### 5.7.2 Notable projects done by students

The key respondents were asked to indicate the number of successful projects that were done by the students which they were aware of. The findings are indicated in the following figure:

**Figure: 9 Projects**



Source : Field data , 2016

The figure above shows that only two respondents indicated that there were notable projects while the other three said that there were none.

The projects that were noted by the respondents included:

“Sole trader business dealing with grocery stores and a restaurant”.

### 5.7.3 Effect of entrepreneurship education

According to the findings that were obtained in this regard, the study established that entrepreneurship education has positively contributed to employment creation. This is attributed to the following findings:

**Table 19: Effect of entrepreneurshhip education**

Response	Frequency
Some students have employed themselves while they are still in college	3
Some students end up as pushed entrepreneurs due to lack of jobs	1
Some students have teamed up while in college to set up small businesses.	1

Source: Field data,2016

### 5.7.3 Student Support

The study sought to establish whether the college did offer to entrepreneurship students any form of support to help them set up their own businesses during and after college. In this regard the findings showed that all the 5 respondents indicated that there was no form of support given.

Further, the study also investigated the challenges which the key respondents thought were hindrances to the successful implementation of entrepreneurshhip education. The findings are summarised below;

**Table 20 challenges hindering entrepreneurshhip education**

Response	Frequency
Lack of financial support	4
Student-lecturer ratio is too high	1
<b>Total</b>	<b>5</b>

Source : Field data, 2016

Having established the challenges presented in table 5.7.4, the respondents were asked to suggest measures to address these challenges. The proposed measures are presented in the

following table:

**Table 21: Measures for enhancing entrepreneurship education**

<b>Response</b>	<b>Frequency</b>
<b>Provide financial and material support to students</b>	2
<b>Introduce Practical aspect of entrepreneurship</b>	1
<b>Take students for industrial visits</b>	1
<b>Introduce entrepreneurship projects</b>	1
<b>Total</b>	5

Source : Field data, 2016

### **5.8 Summary**

The chapter looked at the analysis and presentation of findings. The first part presented findings obtained from the students while the second part presented findings from their lecturers. The next chapter discusses the findings that have been presented in this section.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.0 Introduction

Having presented the findings of the study in the previous chapter, this chapter discusses the findings that were established by the study.

#### 5.1 Status of entrepreneurship education

The TEVET policy was instituted by the government as a measure to address youth unemployment in Zambia. Its aim was to promote entrepreneurship skills among the youths in order to increase economic activity thereby reducing unemployment. Following its implementation in schools, colleges and universities, it was therefore, hoped that its effect on students' skills had interpreted into the creation of employment in the country.

Proponents of the human capital theory argued that the acquisition of talents during education, study, or apprenticeship cost, is important for increasing the productiveness of employees in a nation. As such, the implementation of the TEVET policy by the government which had seen the introduction of entrepreneurship education was in line with the pre-suppositions of the human capital theory as this was a way in which the government has invested in the nation's human capital in order to empower the youths with skills that will enable them to be productive as well as promoting self-employment once they have acquired the skills. This would therefore, align them with the skills demanded on the labour market as well as prepare them for self-employment in the future.

The study established that entrepreneurship education was being offered to all the business students at Evelyn Hone college. However, the entrepreneurship programmes offered were integrated in other main programmes as was indicated in Table 2 (page 36). From all indications it can be argued that this seemed to be a positive indication regarding the objectives of the TEVET policy framework. However, merely offering the programme was not adequate enough to assess the effect of the programme on the students' entrepreneurial skills. Considering the assertion of Sexton and Smilor (1997) that entrepreneurship should be viewed as a tool for improving the quality of human capital or a means through which its human capital is expected to

acquire the relevant skills that are needed for one to be productive and relevant to the labour market. It was, therefore, expected entrepreneurship education had interpreted into the acquisition of relevant skills.

As such, to enhance the learning experience of business students the college introduced special programmes that were designed to enhance students' entrepreneurial skills. These include special arrangements whereby organisations and individuals come to talk to the students on the subject of entrepreneurship. However, these programmes were not very effective. However, the general perception obtained was that the entrepreneurship programmes being implemented were effective.

### **5.1 Effects of entrepreneurship education on students' entrepreneurial skills**

From the findings presented in chapter four, it is clear that entrepreneurship education had positively affected the entrepreneurial skills of the students'. Therefore it is expected that these skills acquired are adequate enough for them to run businesses successfully. However, most of them were not running any kind of business at the time the research was conducted. This was attributed to the challenges that were seen to have been of hindrance to the success of the programme. Some of the hindrances identified included lack of financial support from college authorities, lack of practical skills, lecturer-student ratio and lack of interest in entrepreneurship among others.

Basing this fact on the human capital theory, Schultz (1960), the accumulation of all prior investments in education that includes on-the-job training, increase individual factors, which in turn, increase individual productivity and earnings. In other words, for the entrepreneurship programme to be effective, practical skills are of great importance too. On-the-job training and apprenticeship are other avenues that can provide the practical experience that would complete the programme successfully. This in itself could act as a major demotivating factor for the failure by most students to run their own small businesses at the time. Therefore, there was need to ensure that practical skills were included in the entrepreneurship programme for it to be very effective. The Ministry of Education in this regard had already put up measure to address this challenge in the TEVET curriculum that had excluded the practical skills from the theoretical aspect. This is stated in a recent report on technical and vocational education and training in Zambia presented by Kanayoma (2016). It

indicates that the policy was currently undergoing review in order to address changes in the social-economic set up of the nation. It should be noted that the policy under review had been in existence for the past 12 years but its effect on entrepreneurship and employment creation was not yet established as it facilitated for the theoretical aspect of education and not much emphasis was put on the practical part. At the time the study was being conducted, the new revised TEVET curriculum in some colleges was already being piloted although Evelyn Hone College was not among the selected institutions.

However the general view that was obtained from the majority of the respondents was that they were capable of running businesses successfully regardless. Therefore the study findings established that entrepreneurship programme had positively affected the mindsets of the students. This was in line with findings of the study that was done by the European Commission, (2012) which established that entrepreneurship education had a positive impact on the entrepreneurship mindset of young people, their intentions towards entrepreneurship, their employability and finally on their role in society and the economy. Further, entrepreneurship education sought to prepare people to be responsible, enterprising individuals who have the attitudes, skills and knowledge necessary to achieve the goals they set for themselves to live a fulfilled life.

In terms of notable projects, a few students' were running some businesses within the college. While others had teamed up to combine effort to set up small enterprises within the campus. This was attributed to fact that the students' were not receiving adequate support form college authorities in terms of financial support. In addition there was little awareness among the students regarding the different means that can be used to source for finances that will allow them to set up businesses successfully. For example, a number of organisations such as Chamber of Small and Medium Scale Enterprises, Zambia Development Agency and Youth Development Fund do exist. These organisations aim at support youth entrepreneurship initiatives and do offer financial support to projects that are seen to be viable. A report by the Auditor General Report (2015), supports this assertion and indicates that the government in the year 2006, through the Ministry of Youth and Sport, created the Youth Development Fund (YDF) to respond to Zambia's youth unemployment crisis and be able to enhance job creation thereby reducing poverty. This therefore, has seen a number of businesses being set up and jobs being created in the country (Auditor General's



Report ,2015).

## **5.2. Effect of entrepreneurship education on employment creation**

Self-employment is a career option that was before now not so popular among graduate youths as most of them preferred full time white collar jobs compared to skills related employment. Mostly the trend was such the top students in class opted for career options that were considered to be more professional and well paying such as doctors, lawyers, nurses teachers etc. Moono and Rankin (2013) highlight this further by stating that there was a negative perception among students of certain courses provided by the TEVET education system. They noted students at TEVET institutions seemed to avoid certain types of training such as, bricklaying which were in heavy demand by the industry due to the expected low wages/incomes from such trades. However, responses from the industry in this regard suggested that this wasn't the case. This was attributed to the fact that construction firms were seen to be able and willing to pay competitive wages to professionals if they had been certified by TEVET education providers. With the inclusion of entrepreneurial skills in most college and university programmes, it is therefore hoped that this perception will be completely changed as entrepreneurship education has the potential to empower students' with self survival skills thereby creating more employment in long run.

The indication by most of the respondents' regarding self-employment and their career intentions was that majority of them wanted to go into both full-time employment and part-time businesses. They were of the view that self-employment had the potential to create employment for themselves as well as others.

Therefore, it can be stated that entrepreneurship education has positively contributed to employment creation. This can be attributed to the fact that it has helped to change the students' mindsets towards self-employment as a career option. Some of the responses obtained from the lecturers indicated that entrepreneurship education has helped some students to start up small enterprises even before graduating from college. Although not impressive in terms of statistics, two former students were running their own businesses successfully among others who were running their businesses within the college. In addition, entrepreneurship education has contributed to employment creation because some students' have ended up being "pushed entrepreneurs", due to lack of employment, thereby employing themselves as well as

others after they have graduated.

It is true that there is literally no follow-up programmes regarding the students that graduate from the college.

However, regarding students entrepreneurship skills and the general employment situation, it can be stated that entrepreneurship education has effected these areas, and, therefore, it is expected that the number of employment being created from graduate students in due course is likely to increase as a result. Besides this, these business graduates are more likely to perform better even as employees in different firms'because of the business management skills that they have acquired from college. Which therefore, will increase there productivity and income base. This, as such, is in agreement with the human capital which argues that investment in education empowers individuals with skills that will in turn increase there productive capacity and income

The implications of the findings of this study therefore, are such that the rate of unemployed graduate youths on the labour market will eventually decrease as a result of entrepreneurship education. This can be attributed to the business skills they have received from college as well as university education. The change in their mindsets also implies that most of them now see entrepreneurship as a career option once they graduate from college. This will, therefore, reduce the dependence on government to provide jobs to the many youths on the streets. It will also promote the spirit of innovation and research in the country that is required for development to take place. Take an example of countries such as China and USA, which have seen major economic growth ratesas a result of increase in entrepreneurship activities and developments in research and innovations. To support this assertion, Ahlstrom and Zuni (2014) observed that entrepreneurship had generated significant economic growth and job creation in China. They noted that in the past 35 years, the entrepreneurship sector had grown rapidly from almost zero to six million registered private businesses. This, therefore, led to a 10-fold growth of China's GDP from \$174 million in the mid-1990 to \$ 806 million in 2009. This therefore, is hoped that it will eventually be the case of Zambia as more developments are made the area of entrepreneurship and education.

## **Summary**

This section has discussed the findings of the study from the point of view of

students' and lecturers'. Key themes were used in trying to achieve the study's objectives. From the student's perspective, it was established that entrepreneurship education does exist at Evelyn Hone College and the general overview was that it was effective. Several students' expressed intentions of considering self-employment as an option although only a few were involved in running small businesses at the time of this research. A number of challenges including lack of financial support and lack of interest, among others were identified. The necessary measures indicated included providing financial support for the business students. The next chapter will conclude and make recommendations to the study.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATION**

#### **6.0 Introduction**

This chapter concludes the study and will make recommendations for future prospects. It is important to highlight at this point that the purpose of this study was to understand the effect of entrepreneurship education on employment creation. In the previous sections, the findings and their discussion were presented.

#### **6.1. Status of Entrepreneurship education**

The study has established that entrepreneurship education is offered at Evelyn Hone College as a compulsory course to all students enrolled in the business school. The college introduced special entrepreneurship programmes in which organisations and successful entrepreneurs are invited to the college to talk to students, thereby enhancing the effectiveness of the programme. Among the key factors that were identified for setting up a successful business included the following: personal drive, a right mindset, capital and competence.

#### **6.2 Effect of Entrepreneurship education on students entrepreneurial skills**

Entrepreneurship education at Evelyn Hone College had a positive effect on students entrepreneurial skills. Most students had acquired entrepreneurial skills that include; business management, business planning, identifying business opportunities, innovation. As such they had ability to run businesses successfully.

Further, there was a very high likelihood that the students would set up businesses once they graduate from college. Others, however, intended to get employed and do part-time business. Based on these findings, the study as such established that the aims of the TEVET policy to empower the students with skills that will make them more productivity could therefore, be said to have been achieved. Although not completely as the initial TEVET curricular lacked practical skills education. Which have since been included and their effect yet to be realised.

### **6.3 Effect of entrepreneurship education on employment creation**

The study has established that entrepreneurship education has positively affected employment creation. This was attributed to the fact that it had contributed to changing of students' mindsets towards self-employment as a career path. In addition, some students were already running their own small enterprises within the campus even before they graduated from college. Others were planning to set up businesses after graduating from college. while still others had set up businesses after they had graduated from college. This, therefore, has the potential of creating employment for themselves as well others.

However, a number of challenges affecting the successful implementation of entrepreneurship education were established, they include lack of financial support required to set up businesses ,lecturer-student ratio and lack of interest in entrepreneurship.

### **6.4 Recommendations**

Entrepreneurship education has the potential of developing the productive capacity of students, and contributing to employment creation. In as much entrepreneurship education is offered at Evelyn Hone college, a number of factors need to be implemented for it to be more effective. Based of the findings established and discussed, the study therefore makes the following recommendations.

- i. A deliberate policy should be in instituted that will provide financial support to viable innovative student initiatives in colleges through provision of soft loan schemes.
- ii. Designing incubation programmes for business students that will allow small businesses to be incubated for a period of time untilthey have reached a maturity stage. This will help business start-ups to grow effectively.
- iii. There is need to include business start-up packages that will attract the interest of students entrepreneurs
- iv. The study further recommends that the college should introducing entrepreneurship projects where students will compete by setting up viable enterprises while they are still in college. This will further help to develop their practical skills in entrepreneurship.
- v. There is need to engage both public and private sector at all levels of incubation programmes to enhance the success development of entrepreneurs.

- vi. There is need for a national survey in this area to further assess the extent to which entrepreneurship education has impacted on employment creation in Zambia

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## APPENDIX ONE

### Questionnaires for respondents (students') semi-structured

The University of Zambia in Collaboration with Zimbabwe Open University, Institute  
of Distance Education  
Department of Post Graduate Studies

**Dear Respondent,**

I am a final year postgraduate student at the University of Zambia undertaking the a masters degree course in Business Administration. I am conducting a research on the topic “ **Role of Entrepreneurship Education on Employment Creation: A Case of Evelyn Hone College**”.

With reference to the above topic, you have been randomly selected to help in this research by completing this questionnaire. Be rest assured that the information you provide will be purely for academic purposes and treated with maximum confidentiality.

Please **DO NOT** indicate your name on the questionnaire.

Your assistance is much appreciated.

Yours sincerely,

Ng'andwe Euphrasia

### **INSTRUCTIONS**

1. Please answer all questions and if you are in doubt, seek clarification from the researcher/ research assistant.
2. Tick the answer that expresses your view
3. Only one response is required for each question

### **SECTION A: BACKGROUND INFORMATION**

- 1) Year of study-----
- 2) Name of programme you are enrolled in \_\_\_\_\_

**SECTION B: STATUS OF ENTREPRENEURSHIP EDUCATION AT EVELYN HONE COLLEGE**

3) In your view, which of the following describes entrepreneurship education?

- a. Innovation [ ]
- b. Creativity [ ]
- c. Enterprise education [ ]
- d. Schooling [ ]

4) Do you have any entrepreneurship courses in your programme?

- a. Yes [ ]
- b. No [ ]

5) If the answer to question (4) above is Yes, is the entrepreneurship course optional or mandatory?

.....  
.....

6) In your view do you think the entrepreneurship programme is relevant to your study programme?

- a. Yes [ ]
- b. No [ ]

7) Briefly explain your answer to question 6 below.

.....  
.....

**SECTION C : EFFECTS OF ENTREPRENEURSHIP EDUCATION ON STUDENTS' SKILLS**

8) Which of the following factors are key for one to set up a successful enterprise(business)?

- a. Capital [ ]
- b. Enterprise education [ ]
- c. Bussiness skills [ ]
- d. Personal drive [ ]
- e. Material support [ ]

f. All of the above [ ]

9) Have you acquired any business skills from studying entrepreneurship?

a. Yes [ ]

b. No [ ]

10) If any, please indicate the skills you have acquired below.....

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

11) How would you rate entrepreneurship skills that you have acquired

a. High skills [ ]

b. Moderate skills [ ]

c. Low skills [ ]

d. Non of the above [ ]

12) Are you in a position to run a business successfully?

a. Yes [ ]

b. No [ ]

13) If the answer is NO to question 12 above, please explain your answer briefly below

.....  
.....

14) Learning about entrepreneurship is only valuable if you intend to start your own business

A Strongly agree [ ]

B Agree [ ]

C Disagree [ ]

D Strongly disagree [ ]

15) In your own opinion, what do you think should be done to ensure the effectiveness of Entrepreneurship education in your school?

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

.....

**SECTION D: ENTREPRENEURSHIP EDUCATION AND EMPLOYMENT CREATION**

16) Do you currently run any kind of business?

a) Yes [ ]

b) No [ ]

17) Are you likely to setup a bussiness in the future either full time or parttime?

a. Very likely [ ]

b. Not sure [ ]

c. Unlikely [ ]

d. Very unlikely [ ]

18) Please indicate your career intention once you complete your programme below

a. Further studies [ ]

b. Self-employment [ ]

c. Further studies and par- time business [ ]

d. Employment and part-time business [ ]

e. Full-time employment [ ]

19) What is your view about self employment ?

a. For failures [ ]

b. Creates employment to others [ ]

c. Needs a lot of business experience [ ]

d. Is a waste of education you have acquired [ ]

e. Non of the above [ ]

20) As a business student do you think you can contribute to employment creation in the country?

a) Yes [ ]

b) No [ ]

21) In your view , who is responsible for employment creation in our country ?

a) Government [ ]

b) Citizens [ ]

c) Investors [ ]

d) Companies [ ]

22) Which of the following could be a solution to unemployment among youths in Zambia?

- a) More investors [ ]
- b) Building more colleges and schools [ ]
- c) Promoting entrepreneurship among youths [ ]
- d) Government to create more jobs [ ]

***THANK YOU FOR YOUR COOPERATION***

## **APPENDIX TWO**

### **Interview guide for lecturers**

**The University of Zambia in Collaboration with Zimbabwe Open University,  
Institute of Distance Education  
Department of Post Graduate Studies**

**Dear Respondent,**

I am a final year postgraduate student at the University of Zambia undertaking a master's degree in Business Administration. I am conducting a research on the topic “ **Role of Entrepreneurship Education on Employment Creation: A case of Evelyn Hone College**”

With reference to the above topic, you have been randomly selected to help in this research by completing this questionnaire. Be rest assured that the information you provide will be purely for academic purposes and treated with maximum confidentiality.

Please **DO NOT** indicate your name on the questionnaire.

Your assistance is much appreciated.

Yours sincerely,

Ng'andwe Euphrasia

**SECTION A: BACKGROUND INFORMATION**

- 1) Do you offer entrepreneurship courses?
  - a) Yes [ ]
  - b) No [ ]
- 2) Please indicate the programme (course) you offer.....
- 3) For how long have you been offering the entrepreneurship programme indicated in question 2?  
.....

**SECTION A: STATUS OF ENTREPRENEURSHIP EDUCATION AT EVELYN HONE COLLEGE**

- 4) Is there entrepreneurship education at Evelyn Hone College?
  - a) Yes [ ]
  - b) No [ ]
- 5) Are there any special programs designed to enhance entrepreneurship among the students?
  - a) Yes [ ]
  - b) No [ ]
- 6) If the answer to 5 is Yes, please indicate the programme(s) below  
.....  
.....  
.....
- 7) How effective is the entrepreneurship programme?
  - a) Effective [ ]
  - b) Very effective [ ]
  - c) Not effective [ ]



**SECTION B : EFFECTS OF ENTREPRENEURSHIP EDUCATION ON STUDENTS' SKILLS**

8) In your view, how has entrepreneurship education affected students entrepreneurial skills?

.....  
.....

9) How would you rate the students' entrepreneurship skills?

- a) High [ ]
- b) Very high [ ]
- c) Moderate [ ]
- d) Low [ ]

10) In your view, is the introduction of entrepreneurship education relevant to students in higher learning?

Please explain your answer below.

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

11) Are there any notable projects that have been designed and implemented by your entrepreneurship students? indicate the project (s) below if any.

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

**SECTION C: IMPACT OF ENTREPRENEURSHIP EDUCATION ON EMPLOYMENT CREATION**

12) Is entrepreneurship education helping to create employment among graduate youths?

- a) Yes [ ]
- b) No [ ]

13) Please explain your answer for question(12)

.....  
.....

.....  
14) Is there any form of support given to entrepreneurship students during and after they have graduated in terms of establishing successful businesses?

a) Yes [ ]

b) No [ ]

15) Please indicate the kind of support, if any, below.

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

16) Are there any challenges that are faced by the institution that may hinder the effectiveness of entrepreneurship education at your college?

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

17) Please suggest any measure(s) that you feel could improve the effectiveness of entrepreneurship education at your college.

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

*THANK YOU FOR YOUR COOPERATION*

## **APPENDIX THREE**

**Questionnaire for respondents (students') structured**  
**The University of Zambia in Collaboration with Zimbabwe Open University,**  
**Institute of Distance Education**  
**Department of Post Graduate Studies**

**Dear Respondent,**

I am a final year postgraduate student at the University of Zambia undertaking a master's degree in Business Administration. I am conducting a research on the topic “ **Role of Entrepreneurship Education on Employment Creation: A case of Evelyn Hone College**”

With reference to the above topic, you have been randomly selected to help in this research by completing this questionnaire. Be rest assured that the information you provide will be purely for academic purposes and treated with maximum confidentiality.

Please **DO NOT** indicate your name on the questionnaire.

Your assistance is much appreciated.

Yours sincerely,

Ng'andwe Euphrasia

### **INSTRUCTIONS**

4. Please answer all questions and if you are in doubt, seek clarification from the researcher or research assistant .
5. Tick the answer that expresses your view
6. Only one response is required for each question

### **SECTION A: BACKGROUND INFORMATION**

- 1) Year of study-----
- 2) Name of programme you are enrolled in \_\_\_\_\_

### **SECTION B: STATUS OF ENTREPRENEURSHIP EDUCATION AT EVELYN HONE COLLEGE**

- 3) In your view, which of the following describes entrepreneurship education
  - a. Innovation [ ]
  - b. Creativity [ ]
  - c. Enterprise education [ ]
  - d. Schooling [ ]
- 4) Do you have any entrepreneurship courses in your programme?
  - a. Yes [ ]
  - b. No [ ]
- 5) If there are entrepreneurship courses, are they mandatory or optional?
  - a) Optional [ ]
  - b) Mandatory [ ]
- 6) In your view do you think the entrepreneurship programme is relevant to your study programme?
  - a. Yes [ ]
  - b. No [ ]

SECTION B : **EFFECT OF ENTREPRENEURSHIP EDUCATION ON STUDENTS SKILLS**

- 7) Which of the following factors are key for one to set up a successful enterprise(business) ?
- a. Capital [ ]
  - b. Enterprise education [ ]
  - c. Bussiness skills [ ]
  - d. Personal drive [ ]
  - e. Material support [ ]
  - f. All of the above [ ]
- 8) Have you acqiured any skills from studying entrepreneurship?
- a. Yes [ ]
  - b. No [ ]
- 9) If any please indicate the skills you have acquired below
- a) Business management [ ]
  - b) Making a business plan [ ]
  - c) How to set up a business [ ]
  - d) Identifying business opportunities [ ]
  - e) How to source for financial assistance [ ]
  - f) All of the above [ ]
- 10) How would you rate your entrepreneurial skills ?
- a. High skills [ ]
  - b. Moderate skills [ ]
  - c. Low skills [ ]
  - d. Non of the above [ ]
- 11) Are you in a position to run a business successfully?

a. Yes [ ]

b. No [ ]

12) In your opinion, what are some of the challenges that can hinder an entrepreneur running a business successfully?

a) Lack of entrepreneurship education [ ]

b) Lack of finances [ ]

c) Lack of interest [ ]

d) Failure to identify opportunities [ ]

e) Lack of support [ ]

f) All of the above [ ]

13) Learning about entrepreneurship is only valuable if you intend to start your own business

A Strongly Agree [ ]

B Agree [ ]

C Disagree [ ]

D Strongly Disagree [ ]

14) In your own opinion, what do you think should be done to ensure the effectiveness of

Entrepreneurship education in your school?

a) Enhancing entrepreneurship programmes [ ]

b) Support-financial and material [ ]

c) Creating more awareness [ ]

d) Learning from successful entrepreneurs [ ]

e) All of the above [ ]

SECTION C: **ENTREPRENEURSHIP EDUCATION AND EMPLOYMENT CREATION**

15) Do you currently run any kind of business?

c) Yes [ ]

d) No [ ]

16) Are you likely to setup a business in the future either full time or parttime?

a. Very likely [ ]

b. Not sure [ ]

c. Unlikely [ ]

- d. Very unlikely [ ]
- 17) Please indicate your career intention once you complete your programme below
- a. Further studies [ ]
- b. Self-employment [ ]
- c. Further studies and part-time business [ ]
- d. Employment and part-time business [ ]
- e. Full-time employment [ ]
- 18) What is your view about self employment ?
- a. For failures [ ]
- b. Creates employment to others [ ]
- c. Needs a lot of business experience [ ]
- d. Is a waste of education you have acquired [ ]
- e. Non of the above [ ]
- 19) As a business student do you think you can contribute to employment creation in the country?
- a. Yes [ ]
- b. No [ ]
- 20) In your view , who is responsible for employment creation in our country?
- a. Government [ ]
- b. Citizens [ ]
- c. Investors [ ]
- d. Companies [ ]
- 21) Which of the following could be a solution to unemployment among youths in Zambia?
- a. More Investors [ ]
- b. Building more colleges and schools [ ]
- c. Promoting entrepreneurs among youths [ ]
- d. Government should create more jobs [ ]

*THANK YOU FOR YOUR COOPERATION*