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RESEARCH ARTICLE

THE IMPACT OF ENTREPRENEURSHIP EDUCATION AND TRAINING ON ENTREPRENEURIAL INTENTIONS OF CONSUMER SCIENCES' GRADUATES OF UNISWA

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ABSTRACT

Swaziland's high unemployment rate challenges its development and one coping strategy has been identified as the production of small and medium enterprises. With one third of Swaziland's labour force unemployed in 2008, amongst them were the University of Swaziland (UNISWA) graduates from the Faculty of Agriculture (FOA). The problem of graduates' unemployment led to the FOA's introduction of entrepreneurship education so as to impart entrepreneurial personality, knowledge and skills in training its graduates. A descriptive survey research was conducted to determine the impact of the Entrepreneurship course on attitudes of Consumer Sciences (COS) graduates. The instrument with both close-ended and open-ended questions was validated and pilot-tested with a reliability coefficient of 0.788 obtained. Random selection and snowballing technique were used for sample selection of fifty 2010-2012 COS graduates. Study results showed that respondents had a positive attitude towards the Entrepreneurship course, although they felt there was a major need for improvement on the Entrepreneurial Project. The majority of respondents were not involved in business, which could probably be due to lack of determination and interest for business; and, perhaps failure of the Entrepreneurship course and Entrepreneurial Project to impart into the respondents those vital entrepreneurial skills and attributes during the training period. Recommendations are that a similar study be done with graduates from all departments of the Faculty of Agriculture for more conclusive findings.

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INTRODUCTION

Entrepreneurship has been widely recognised as the key driving engine of global economies, with Small and Medium Enterprises (SMEs) as a "backbone of the national economy" which has played a vital role in the socio-economic conditions of most nations (Silas, 2008; Muhammad *et al.*, 2011). Wealth and a great majority of jobs are created by small businesses most often started by entrepreneurially-minded individuals, with many eventually developed into big businesses as reported by the Consortium for Entrepreneurship Education (CEE, 2004). This recognition of the importance of entrepreneurship led to an increasing interest in the development of education programmes designed to encourage and enhance entrepreneurship (Gorman *et al.*, 1997; Brown and Denny, 2009; CEE, 2004). Harvard University was the first to offer entrepreneurship course in 1947 followed by the University of Southern California in 1971, increasing to more than 300 institutions a decade later and the number growing to 1,050 universities in the 1990s (Brown and Denny, 2009; Fayolle *et al.*, 2006). This indicates that there has been a rapid growth

in universities offering Entrepreneurship education, and the course is seen as imperative for purposes of preparing and encouraging learners to be job-creators instead of job-seekers, through equipping them with innovative enterprise skills to understand opportunities in the environment and be willing to take risks (Lekoko *et al.*, 2012; Mellalieu, 2006).

Entrepreneurship Education

Generally, there is no accepted worldwide definition of SMEs (Muhammad *et al.*, 2011), likewise there are many definitions of entrepreneurship but in almost all of the definitions, there is agreement that it is a behaviour that includes: initiative taking, creative strategies; knowledge and skill-building resulting in ability to organising and re-organising of several activities to turn resources into products and services; and, the acceptance of risk or failure. (Hisrich *et al.*, 2005; Kabongo and Okpara, 2010). From literature, the study of Entrepreneurship as a subject in higher institutions of learning has been referred to as one of the interesting and challenging areas of research for governments and tertiary education institutions. 'Traditionally, Entrepreneurship has been defined as education that provides the needed skills to set-up new business ventures, thus posing a

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challenge in coping with students' needs in preparing them to be more entrepreneurial' (Lekoko *et al.*, 2012; Kabongo and Okpara, 2010). The authors (2010) reported that although there has been debate on whether entrepreneurship can be taught, their approach is that "like any other discipline it can be taught"; and, thus entrepreneurial success depends on acquiring the "how to" skills as well as having a network of individuals who provide support, guidance and connections. As noted, from the same study "traditional teaching methods requiring students to create business plans were still popular; instructors continued to use guest speakers and class discussions more often than traditional lectures". Additionally, in their summary of the essence of entrepreneurship, within the entrepreneurship education, they stated that it should chart a course for new business ventures through creative strategies, innovative tactics, with the entrepreneurship component that exposes students among many others, to any or all of seven areas of entrepreneurship knowledge and skill-building which are: negotiation, leadership, new product development, creative thinking, technological innovation, sources of venture capital and entrepreneur career options" (p. 300).

Brown and Denny (2009) distinguished the four types of entrepreneurship education as:

- a) *Entrepreneurial awareness education*- through university-level courses, and aimed at increasing quantity of people with knowledge of entrepreneurship who might consider self-employment.
- b) *Education for start-up* - prepares the individual to be owner of a new business, through aspects associated with start-up, obtaining financing, networking and marketing.
- c) *Education for entrepreneurial dynamism*- focuses on promoting entrepreneurial behaviour through raising the intention.
- d) *Continuing education for entrepreneurs* - designed to improve an existing entrepreneur's abilities (2009, p. 683).

There is a significant relationship between education and entrepreneurship because success in helping students understand the necessity and need of taking entrepreneurship education courses leads to cultivating their entrepreneurial intention(s). Therefore, there is a need to learn business and entrepreneurship through education to ensure that university students acquire and are equipped with the necessary and appropriate entrepreneurial skills. In support of this notion by Gorman *et al.* (1997) their views were that:

"Propensity or inclination towards entrepreneurship and small business is commonly associated with several personal characteristics that might be expected to be influenced by a formal program of education. These include values and attitudes, personal goals, creativity, risk-taking propensity and locus of control. Education also can serve as a preparatory function in relation to new venture initiation or start-up, whereby the transfer of knowledge and the acquisition and development of relevant skills would be expected to increase the self-efficacy" (1997, p. 56).

Factors Affecting Entrepreneurial Attitudes

The Consortium for Entrepreneurship Education supports the concept of Lifelong Learning Process that has at least five

distinct stages of development which are: Basics; Competency Awareness; Creative Applications; Start-up; and, Growth. It's also been noted that "Entrepreneurs are not 'born'...but rather 'become' through the experience of their lives" (CEE, 2004). According to Fridolin (2009) people's attitudes are major determinants of people's behaviours; and thus, one of the predictors of becoming an entrepreneur is a person's intention towards entrepreneurship. The same author (2009) identified background factors (age, gender, education, and work experience) to be key factors that have a significant relationship towards entrepreneurial attitudes and therefore, affecting people's attitude towards entrepreneurship. Gurol and Atson (2006) used in their study six personality characteristics to define the entrepreneurial profile of (Gwen 2003) students, basing their choice on the fact that these characteristics are frequently cited in entrepreneurial literature which were: *need for achievement; locus control; risk-taking propensity; tolerance for ambiguity; innovativeness and self-confidence*. Furthermore, the same author indicated that "*entrepreneurial intentions*" give birth to entrepreneurship and those intentions precede "*entrepreneurial behaviour*".

Challenges in entrepreneurship and causes of business failure

When starting businesses, Gwen (2003) indicated that about one-quarter of entrepreneurs had diverse management problems which focussed on themselves, such as; controlling their own time and setting goals, measuring performance, etc. amongst many others: while approximately one-third of entrepreneurs found "cash flow finance, insufficient sales volume, and pricing goods or services to be most problematic" and Muhammad *et al.* (2011) were in agreement with previous studies and cited in their study the major categories of challenges SMEs and entrepreneurs face as: recession, barrier from global sourcing, low productivity, lack of managerial capabilities, and lack of financing, difficulty in accessing management, with major obstacles to entrepreneurship development as lack of access to credit, lack of access to formal business and social networks; while main problems for Malaysian entrepreneurs were identified as: lack of knowledge regarding marketing techniques, branding, customer loyalty and also lack of good contacts with other local and international enterprises. In support of this, Mehralizadeh and Sajady's (2006) study revealed that from the entrepreneurs' point of view, some of the important effects pertaining to their weak performance and business failure were; weak management technical skills, financial issues, planning and organising of their business, economic issues and weak human relations.

According to Lewis (2009), the statistics on business failures showed that about 88.7% of all failures are due to management mistakes, and Silas (2008) outlined some of the broad major causes that lead to business failure as follows: *Lack of Industry Experience; Inadequate financing; Lack of adequate cash flow; Poor business planning; Management incompetence; Unworkable goals; Inappropriate location; and, Lack of entrepreneurial skills* -which is very crucial, as business success heavily depends on entrepreneurial skills possessed by its owner. Lack of critical skills by the owner lends into making costly or unwise decisions which consequently affects

production and result in business failure. Nevertheless, despite these listed causes for business failure, Mehralizadeh and Sajady (2006, p.31) cited the following as things that should assist in the improvement of chances for business success: Development of a business plan and evaluating it; Obtaining accurate financial information about the business in a timely manner; Profiling of target customer, and of competition; Networking with other business owners in similar industries; and, Becoming better informed of the resources that are available.

Swaziland's Economy

Swaziland, a small landlocked, middle-income country in Southern Africa is reported as having been one of the slowest growing economies in Africa, for about two decades; thus it has one of the highest youth unemployment rates in Africa (Brixiova and Kangoye, 2013). About one-third of the labour force in Swaziland was unemployed and that included (UNISWA) graduates (Dlamini *et al.*, 2008). The country faced a serious fiscal crisis with an overall budget deficit estimated to be 13% of the country's Gross Domestic Product (GDP) for its end March 2010/2011 fiscal year (Thompson, 2011). 'Swaziland's economy is hampered by natural disasters of drought, increased competition in global markets and declining prices of agricultural commodities in the world market' (Dlamini, *et al.*, 2008). Youth unemployment in Swaziland is invariably high and unsustainable (Brixiova and Kangoye, 2013, p.1), the high unemployment rate challenges Swaziland's development and, hence the production of small and medium enterprises has been identified as one coping strategy (Dlamini *et al.*, 2008).

The Development of Entrepreneurship Education at UNISWA UNISWA churns out a lot of graduates, yearly, but given that the country's businesses have less capacity to employ these graduates at the pace they are produced, has resulted in increased high unemployment rate of qualified graduate students (Thompson, 2011). This therefore, prompted the government to intervene by undertaking steps to address youth unemployment, although a comprehensive approach in tackling the situation is yet to be developed (Brixiova and Kangoye, 2013). In support of this undertaking, the FOA's concern about UNISWA graduates' unemployment rate led to the review and adjustment of curricula and introduction of an entrepreneurship course in order to produce potential entrepreneurs (Dlamini *et al.*, 2008), thus providing an alternate avenue for graduates to start their own businesses and thereby make a living; and, also create more job opportunities for employment in the country through these new businesses. The entrepreneurship training was spread over two semesters with the introductory "Entrepreneurship" course offered in the first semester, while the "Entrepreneurial Project" as a subsequent course offered in the second semester to all third year students enrolled in the faculty. As with any new programme (s) there is always teething problems; it was not different for the UNISWA FOA's "Entrepreneurship" course wherein from problems encountered it was observed that the period for running the "Entrepreneurial Project" was inadequate. Given that students were not able to achieve their projected profits within the course duration led, to reviewing the course, with changes being made in the

"Entrepreneurship" course structure and the academic year it was being offered. Changes resulted in the "Entrepreneurship" course being moved for offer on second semester of second year in the academic year of 2009/2010 (UNISWA Calendar, 2009/2010). This resulted in the "Entrepreneurial Project" being sanctioned to run for the whole academic year over two semesters to third year students, thus giving it more operational time, translating into more experience to enable students realise better profits.

Problem Statement

With regards to "the turn of events that has been characterised by economic crisis, recession, and unprecedented unemployment levels around the world for the past few years, it's been imperative for universities to establish programmes to instil entrepreneurial intentions among its students" (Fridolin, 2009). Entrepreneurship is seen as a vehicle that can change the country's socio-economic status through the self-employed contributing in taxes to the government. Considering that about one-third of the unemployed labour force in Swaziland included graduates from the FOA (Dlamini *et al.*, 2008); the Faculty undertook the introduction of entrepreneurship education with the hope of developing positive attitudes of students towards entrepreneurship; and, also that these graduates would gain entrepreneurial personality, knowledge and skills. From studies (Volkmann and Tokarski, 2009; Dlamini, *et al.*, 2008) when students have a positive attitude towards entrepreneurship, it indicates that there is future in entrepreneurship. From their study, Johansen *et al.* (2012) several studies on assessment of entrepreneurship education have shown a significant positive impact on various competencies associated with entrepreneurship; entrepreneurial intentions; and, attitudes to entrepreneurship. Therefore, this study focused on the impact of the entrepreneurship course on the FOA graduates' attitudes towards entrepreneurship.

Purpose and Objectives of the Study

The purpose of the study was to describe how attitudes of Consumer Sciences graduates impact the purpose of the Entrepreneurship course; and, specifically guided by these objectives: identify the attitudes of graduates towards the Entrepreneurship course; identify major challenges graduates encountered in the Entrepreneurial Project, ascertain improvements that can be made to the Entrepreneurial Project; and, determine demographic characteristics that may encumber the graduates from starting their own business.

METHODOLOGY

Research Design and Sample Selection

The descriptive survey research design method was used, and both quantitative and qualitative procedures, with content analysis of narrative responses to open-ended questions explored. The target population was 153 Consumer Sciences graduates of the academic years 2009/2010; 2010/2011; and 2011/2012, and a sample size of 50 graduates were used for the study. Random sampling was done for the first 10 respondents and then snowballing was used to locate other graduates as

they were not easy to reach. The list of the graduates was obtained from the UNISWA Calendar (University Catalogue) for the respective years.

Instrument Development

The self-administered questionnaire, based on objectives of the study (attitudes, challenges, improvements and demographics), was designed by the researchers and comprised of both closed and open-ended sections, with part of Section C composed of the open-ended questions. For consistency The Sections A, B, and C were rated by a six-point Likert scale, which was: 1=strongly disagree; 2=disagree; 3=slightly disagree; 4=slightly agree; 5=agree; and, 6=strongly agree. Section D of the questionnaire on participants' demographic information (gender, programme of study, year of completion, employment status, running a business, etc.) required for respondents to make their selections.

Validity and Reliability

For purposes of ensuring that the instrument measures what it is intended to measure, the questionnaire was reviewed by experts from the Department(s) of Consumer Sciences and Agricultural Economics and Management for face, construct and content validity. For consistency, clarity, suitability and appropriateness of the instrument Pilot-testing was done using 10 randomly selected graduates from Agricultural-related programmes. The reliability for assessing internal consistency of the instrument was computed using the Cronbach Alpha coefficient with overall reliability results of 0.7888 (Table1) obtained (Wikipedia, 2012) as shown on Table 2.

Table 1. Reliability Testing of the Instrument

Domain	Number of Items	Reliability coefficient
Attitudes of graduates towards entrepreneurship	14	0.769
Challenges encountered during entrepreneurial project	16	0.712
Improvements that can be made on entrepreneurial project	9	0.883
Overall reliability coefficient	39	0.788

Table 2. Cronbach's alpha table

Cronbach's alpha	Internal consistency
0.9	Excellent(High-stakes testing)
0.7 < 0.9	Good(Low-stakes testing)
0.6 < 0.7	Acceptable
0.5 < 0.6	Poor
< 0.5	Unacceptable

Data Collection and Analysis

Data were collected from 50 randomly selected COS graduates using self-administered questionnaires which were collected after 14 days. Data analysis was done using the Statistical Package for Social Science (SPSS) version 20.0 (Kirkpatrick and Feeney, 2012). Means, standard deviations, frequency and percentages were computed and conclusions drawn from the differences of the statistics. Content analysis was used with qualitative data. Based on the six-point Likert rating scale, for

the close-ended section, responses with means above 3.5 indicated level of agreement with the statements, and those that were below 3.5 indicated level of disagreement with the statement. Standard deviation was calculated to measure dispersion of ratings from the means, a standard deviation of less than 1.5 meant that there was no significant difference between the means, and a standard deviation of 1.5 and more meant a variation in response.

RESULTS AND DISCUSSION

Attitudes of graduates towards Entrepreneurial Project

Findings in Table 3 indicate factors considered as attributes to the attitudes of COS graduates towards the Entrepreneurial Project. Respondents highly agreed that entrepreneurship is an important course (M=5.42; SD= 0.54) with a mean on a Likert scale of 1=strongly disagree and 6=strongly agree, with a standard deviation showing there was no significant difference in the respondents' rating of the items on the questionnaire; and, slightly disagreed that the course enabled graduates into utilising every opportunity into a business opportunity (M=3.68; SD=1.04) wherein (M=3.50) was the cut-off point between agreement and disagreement on the questionnaire items. The average mean (4.49) showed that graduates had a positive attitude towards the Entrepreneurial Project and the standard deviation (0.92) showed less dispersion amongst respondents. The study therefore, revealed that COS graduates had a positive attitude towards the Entrepreneurial Project. They viewed it as 'an important course' which helped them 'utilise every given opportunity into a business opportunity' as well as 'gain confidence in business' by providing business management skills (M=4.74; SD=0.694). Therefore, entrepreneurship provided money management skills, and helped graduates gain responsibility to any given task with (M=4.34; SD=1.17). The graduates through the entrepreneurship education therefore, gained entrepreneurial skills to enable them to run businesses as the training helped them gain self-confidence, and strengthened the entrepreneurial mind-set as it provided financial literacy skills to engage in self-employment through the entrepreneurial project which they engaged in as a team. The study revealed that graduates positively changed their perception towards business after taking the course (M=4.52; SD=1.23) as shown on Table 3.

Major challenges encountered by graduates in the Entrepreneurial Project

From Table 4, study results indicate that COS graduates agreed mostly with the item "not enough is covered in the Entrepreneurship course which is needed for the subsequent Entrepreneurial Project" (M= 5.24 SD=0.94) as the highest mean on all questionnaire items agreed on in this domain. Furthermore, respondents also highly agreed on 'limited time in running the project' (M=5.12; SD=1.023) indicating that respondents agreed the Entrepreneurial Project would be more beneficial if allocated more time for running it. The problem with 'delayed loans' (M=5.02; SD=0.685) was amongst the challenges that negatively affected the success of the respondents' business ventures. They however, disagreed with the item "the stealing of ingredients from the kitchen" (M=2.98

SD=1.44). The average mean (M=4.71) proved that COS graduates agreed to have encountered most of the challenges listed in Section B of the questionnaire. The standard deviation (SD=1.066) implied that there was no variation in the perception of graduates.

Table 3. Attitudes of graduates towards Entrepreneurship Project

Items	Mean	SD
An important course	5.42	0.538
Helped me gain a lot of experience	5.02	0.654
Helped me gain confidence on business	5.00	0.728
Provides students with business management skills	4.74	0.694
Provides students with money management skills	4.34	1.171
Project was more successful if done by a group than an individual	3.98	1.571
Teaches individuals to work in partnership	4.36	1.241
Helped me to be responsible in any given task	4.56	0.884
Helped me develop creativity for producing marketable items	4.50	0.647
Positively changed my perception towards business	4.52	1.233
Developed a business interest in me	4.30	1.216
Helped me aspire to be my own boss	4.08	1.383
Created confidence towards business after taking the course	4.38	1.105
Enabled me to utilize any given opportunity into a business opportunity	3.68	1.039
Overall Average	4.49	0.921

The various challenges faced by respondents negatively impacted on the on-set and smooth running and operation of the projects, for purposes of obtaining maximum profits at the end of the designated period of running the project. From studies, businesses have challenges of raising start-up capitals during the beginning of their projects as indicated by some respondents who were not able to borrow funds for use in the business ventures. Findings in Table 4 are also supported by Gwen (2003) and Silas (2008) who cited "inadequate financing" amongst many other major causes of business failure. Lack of industry experience, management incompetence, inappropriate location, poor system of control, lack of entrepreneurial skills were the other cited broad major causes that lead to business failure. Given that entrepreneurship requires bringing together the necessary and adequate resources and productively managing them into a product or service through activities for the establishment and operation of a business enterprise (Hisrich *et al.*, 2005); therefore; lack of the necessary and adequate resources to carry out the project were challenging to graduates, amongst the statements agreed on being 'limited time was available to carry out the project' and 'not enough knowledge was delivered from the course'. Furthermore, some respondents indicated they had challenges with their project supervisors who were not familiar with accounting, while others would have unworkable goals (e.g. expected to see a rise of profit each and every week). Pertaining to 'stealing of ingredients as resulting in loss' respondents were not in agreement with the statement but saw it as irresponsibility of the respective groups which concurs with Muhammad *et al.* (2011) whose study indicated that management of businesses demand good management skills of resources, labour and finances.

Table 4. Major challenges graduates encountered in the Entrepreneurial Project

Items	Mean	SD
Delayed release of loan	5.02	0.685
Delayed payments by debtors	4.86	0.707
Entrepreneurship groups were too large	4.88	1.043
Lack of clear focus by group members	4.62	1.176
Less cooperation of group members	4.78	1.266
Unavailability of equipment e.g. machines, stoves etc	4.32	1.236
Insufficient production skills	3.06	1.150
Insufficient marketing skills	5.04	1.087
Perishable items contributed to loss	3.69	1.240
Stealing of ingredients in the kitchen	2.98	1.437
Delayed supply of products from suppliers	3.44	1.232
Difficulty on business accountability (financial reports)	4.66	1.042
Challenges with supervisors	3.84	1.490
Too much pressure in other courses, as the project(s) demands a lot of time	5.06	1.150
Limited time (1 academic year) for carrying out the project (duration)	5.12	1.023
Not enough is covered in the entrepreneurship course, which is needed for the project	5.24	0.938
Overall Average	4.71	1.066

Demographic characteristics that influenced graduates attitudes towards the course

Results of the demographic characteristics for COS graduates presented indicated 66% females and 34% males, 34% graduates as off-springs of self-employed parents while 66% were not. From findings 76% of the graduates were employed with 24% unemployed and yet only 28.0% of all the graduates were involved in businesses. Background factors which include age, gender, education, and work experience were identified to be key factors that affect people's attitude towards entrepreneurship. Fridolin's (2009) study indicated that gender and family background showed a higher influence on entrepreneurial intentions, with male students from families engaged in entrepreneurial activities showing much higher inclination towards self-employment. Furthermore, studies indicate that men are considerably more often involved in entrepreneurial activity compared to women; this possibly, is the reason for the 28% graduates' involvement in business ventures, considering that males were only 34% of the respondents of the study. Table 5 shows COSE, a Consumer Sciences teaching discipline, with the least percentage (16.7%) involved in entrepreneurship; and, TADM graduates as the most active programme in the business ventures with 75.0% [perhaps TADM being a practical-based course lends itself easier to entrepreneurial characteristics' inclination of its graduates] while those from other courses were a minority considering that 38 (76%) of the respondents were employed and working for the government; and, thus were financially stable and probably found no need to engage themselves to businesses.

Conclusions, Implications and Recommendations

Based on the literature review, it is evident that entrepreneurship education is still at its inception stage having been started in 2006/2007 academic year and thus, have a bearing on the success of imparting entrepreneurial characteristics and attributes to COS graduates. From results of

the study, the majority of COS graduates were not involved in businesses; this may be due to lack of determination and interest for business, and perhaps failure of the "Entrepreneurship" course and "Entrepreneurial Project" to cultivate and impart into the respondents those vital entrepreneurial skills and attributes during the period of training. Alternatively, as supported by Rasmussen and Sorheim (2006), it could be from the respondents' unwillingness or ability to work individually as entrepreneurs given that their training involved working cooperatively as a team. However, the majority of graduates were also not economically stable as they depended on salaries and could not access start-up funds to inject into an entrepreneurial business venture; while the unemployed had no chance of even being considered for loans by financial institutions, as they would be considered a financial risk. Furthermore, fears of debt as well as accessibility to loans were some identified challenges to using banks for financial support (Dlamini *et al.*, 2008); this could also be true with the COS graduates.

Table 5. Graduates currently running their own businesses

Programme of study	Frequency	Running business	Percentage %
Consumer Science (COS)	13	5	38.5
Consumer Science Education (COSE)	18	3	16.7
Textile, Apparel Design and Management (TADM)	4	3	75.0
Food Science Nutrition and Technology (FSNT)	15	4	26.7
Overall	50	14	28.0

From studies it is noted that "not everyone with entrepreneurial intention will set up a business venture, thus it is clear that although an intention could be necessary for starting a business it doesn't guarantee actual business set-up or success of such business as it might not be the right choice for the respective individual". Furthermore, it is evident from the low percentage of respondents involved in self-employment that "business establishment is not everybody's cup of tea. It is only a few individuals with certain characteristics that can strive and venture into setting a business enterprise. Results of the study showed that a high percentage of respondents were the offspring of parents who were not self-employed, which supports previous studies in that "inclination for entrepreneurship is affected by family culture with fathers being role models; and, with a great number of mothers not working coupled with a significantly low rate of women entrepreneurs given that women's working life is mostly as salaried workers". The tendency therefore, displaying a support of Gurol and Atson (2006) whose views were that: economic, social and political instability in the country may lead people to prefer salaried jobs in public and private sectors instead of running their own business. It could therefore, be concluded as why there were few graduates running businesses as COSE is mostly female. Besides, lack of sufficient incentives towards entrepreneurship education hamper the development of entrepreneurial vision of individuals.

Recommendations for the study are that the "Entrepreneurial Project" be run as a business start-up, for two academic years, and by realising great profits students can think of business out

of the campus nutshell. More conclusive findings though, could be made by involving a larger number and more variation of respondents including graduates from other departments to represent graduates from the various disciplines within UNISWA.

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