

Impact of entrepreneurship education on employment creation: A case study of Evelyn hone college

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Abstract

The study investigated the impact of entrepreneurship education on 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 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. However, majority of the respondents were not currently running any kind of business. Nevertheless, most of the students indicated that they were planning to set up businesses of their own once they had graduated from college. In addition, the study also established that entrepreneurship education has impacted on employment creation positively. This is attributed to the fact that it has contribute to changing of students mind sets towards self-employment as a career path. In addition, some students were already running their own small enterprises within campus that is even before they graduated from college. While others were planning to set up businesses after they have graduated from college. This therefore has the potential of creating employment for others. However, it was difficult to quantify the number of students who have set up their own business after they had graduated from college because the college had no follow up programmes for such students.

This therefore creates more room for further research to be conducted in this area. Therefore the study made the following recommendations among others: (i) The government should revise the TEVET curriculum to further include practical aspects of entrepreneurship education (ii) the college should introduce industrial visits for students in order to enhance the practical skills (iii) developing mentorship programmes were students will be granted an opportunity to learn from the successful and experienced entrepreneurs (iv) designing incubation programmes for business students that will allow their small businesses to be incubated for a period of time until they had reached a maturity stage which will help business startups to grow effectively.

Keywords: entrepreneurship, education, employment creaion

1. Introduction

Employment has always been a central issue in development (Global Business School Network, 2013) ^[8]. 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 (CSO) ^[2]. Job creation and full employment have been a part of development agenda for decades (Bula, 2012) ^[1]. One way to increase the employability of the population and promote job creation is to improve the quality of education. According to the European report (2012) ^[7] 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. Which is expected to translate into increased employment creation thereby reduce the numbers of unemployed youths on the streets. Global Business School Network, (2013) ^[8] reports that there is evidence that suggest that entrepreneurship can create employment because it encourages high levels of innovation. The report further notes that entrepreneurship training develops the right skills for the jobs being created,

whether in formal employment or entrepreneurial self-employment

According to Subrahmanyam and Ananiadou (2013) ^[23] 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) ^[8]. The report further indicated that 600 million jobs were also needed to absorb the increasing number of unemployed people in the working age. ILO (2012) ^[11]. argues that one of the main reasons for the high unemployment across the world over is 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, 70% of the unemployed were between the ages 15-29 years of age and 60% of these had a university degree (Subrahmanyam and Ananiadou, 2013) ^[23].

Zambia as a developing country is characterized by high population growth rates, high unemployment levels, and high poverty levels (Chileshe, 2015) ^[4]. TEVET Policy (1995) ^[24] states that Zambia's labor 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 Zambia Labor Force survey (2012) ^[28]. Unemployment rate in 2012 was at 7.9 percent 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. With this view, a number of efforts to address the high rates of unemployment through various policy actions have been. They include; the Revised National Youth Policy, Educational policy, National agriculture Investment Plan, Revised Education Curriculum framework and the 2009 Technical Educational Vocational and Entrepreneurship Training (TEVET) among others (Ministry of Youth and Sport, 2015) ^[15]. Therefore this has seen the inclusion of entrepreneurship in the education curriculum. However, there is little literature that has been done in this area to show whether the aims and objectives of the policies are being met. A recent study by Chileshe (2015) ^[4]. indicate that unemployment has continued to rise among youths, both among higher education graduates and non-graduates in Zambia. Therefore the aim of this study was to assess the impact of entrepreneurship education on employment creation in Zambia.

1.1 Statement of the problem

According to the Zambia Labor Force Survey Report (2012) ^[28] the level of unemployment in Zambia among the literates (including college and university graduates) is very high at 83.3% compared to 16.7 percent among the illiterates and majority of which are youths in the ages of 15-35 years. Despite the institution of the TEVETA and other policy frameworks whose aim is to promote enterprising skills among students in higher institutions of learning, its impact on employment creation at large is not fully known as the number of unemployed graduates from colleges and universities continue to increase on the labor market each year. The need therefore arises for a study to be conducted in this regard to establish the effect of entrepreneurship education on employment creation in Zambia

1.1.1 Research objectives

The objectives which guided this study were (i) to assess the effect of entrepreneurship education on student's enterprising skills, (ii) To determine the extent to which entrepreneurship education has contributed to employment creation

1.1.2 The research question

- i) How has entrepreneurship education effected student's enterprising skills?
- ii) To what extent has entrepreneurship education impacted on employment creation?

1.1.3 Theoretical Framework

The study was based on the Human Capital Theory. A number of scholars have contributed to the development of the human capital theory however, according to Schulz (1960) ^[21] human capital consists of the accumulation of all prior investments in education, on- the- job training, health, migration and other factors that increase individual factors that increase individual productivity and therefore earnings. On the other hand, Little (2002) ^[13] 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. Simon (1976) ^[22] 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) ^[9] notes that one of the most important ideas in labor 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 the 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. Human capital theory according to Samuel (2014) ^[20] advocates education as a tool for improving human, capital, stimulating labor productivity and boosting the levels of technology across the globe. 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 tool for improving the quality of human capital or means through which its human capital are expected to acquire the relevant skills that are needed for them to be productive and relevant to the labor market. In addition, Ekundayo and Babatunde (2014) ^[6] states 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 interpret in the creation of employment and enhanced job performance of individuals.

2. Literature Review

2.1 Global Perspective

Charney and Libecap (1999) ^[3] evaluated the impact of entrepreneurship education on students at the University of Arizona in USA. The findings of their study showed that 262 of the graduates were employed by the established companies, while 106 operated their own companies, 31 worked for government and nonprofit entities and 40 were engaged in further graduate study. 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. However, based on the findings of the study, only 24% of students had ventured into self-employment out of to the total sample of 439 compared to the majority who had opted for other academic career paths. As such the margin was small which therefore calls for more review of other studies that would show recent developments in this area.

In a more recent studies by Chileshe (2015) ^[5], Hamwendo (2016) ^[10] and Lekeko (2012) ^[12] the impact of entrepreneurship education program on college student's entrepreneurship competencies and intentions in USA was analysed. The objective of this program was to teach students to put theory into practice. According to the findings the program did not have the intended effects: the effect on

student's 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 lower interest in entrepreneurship. Comparing the findings with the earlier study by Charney and Libecap (1999) ^[3] the later study shows gaps in this regard.

2.2 Regional Perspective

Samuel B and Owusu- Mintah (2014) ^[20] undertook a study to assess the impact of entrepreneurship education on tertiary tourism graduates in Ghana. According to the findings, only 3percent of graduates were operating their own businesses. Reasons for the low level entrepreneurship practice among the graduates according 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. Oluwabunmi, Martins, and Adebaiye (2014) ^[18] 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 on and not valued. As such entrepreneurship had little or no impact at all on employment creation (Maxwell, 2005) ^[14]. Although the findings did not clearly show the extent to which entrepreneurship education had impacted employment creation in the country at large.

2.3 Zambian Perspective

Moono and Rankim (2013) ^[13] in their study, examined the relationship between employment opportunities, characteristics, labor returns and education with the key objective of identifying the potential shortages in human capital that the industry demands. The research design employed used a mixed method strategy to collect and analyze the data. The overall findings revealed that industry feedback is centered on the lack of modern relevant skills among higher education graduates. It was observed that there was a lack of linkage between industry and education sector due to mismatch of skills. In addition, it was also established that there was a negative perception among students of certain skills provided by the TEVET education system. Further the findings showed that many high school graduates who enter TEVET institutions seemed to avoid certain types of training such as, bricklaying which were in heavy demand by the industry due to the low expected wages/incomes from such professions. 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 a competitive wage to the professionals if they had been certified relevant by TEVET education providers. Therefore this was an indication to the need to effectively communicate the needs of the industry to high school graduates who may not have access to university education and to counter the perception that certain types of employment were lowly paid.

The study concluded by Mwiya (2014) ^[17] stated that there was need to improve the efficiency of training and employability of higher education graduates. More information on the Zambian Labor market was also needed to make available to job seekers, those entering post-secondary education and employers by creating an active labor market information system. Following the findings from this study, it was established that there were gaps in human capital in terms of skills and performance. This was attributed to negative perception towards TEVET programmes by the students. However the government has made major strides in the recent past to ensure that entrepreneurship education was included in college and university curricula. According to Ministry of Youth and Sport (2015) ^[15] some of the policy frameworks which the designed to address youth unemployment include among others; the 2009 Technical Educational Vocational and Entrepreneurship Training (TEVET), a Revised Education Curriculum framework, Education Policy and the National Youth policy. These views are also supported by Todaro & Smith (2009) ^[26] Zambia Economic Brief (2013) ^[27] and Zhou and Haixia (2009) ^[29] who acknowledged that entrepreneurship education is now inclusive in most business related courses both at college and university level so as to inculcate the necessary practical skills in the students that promote self-employment and employment creation at large. Therefore this calls for more research in this area of study to establish the impact of the inclusion of entrepreneurship education in the curricular of college and university education on employment creation in Zambia.

3. Research Methodology

The 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 that were employed be accepted and generalized to the relevant population. However, due to the limitation of the quantitative research, qualitative research was required to provide an in depth understanding of the research issues from the under researched Zambian context. The study targeted final third year students and lecturers in the school of business. The sample size was drawn from a total population of 400 third year students (The Curriculum Framework, 2015) ^[25]. A sample size of 55 respondents including, 40 students for the quantitative research, 10 students and 5 lectures for the qualitative research were selected. A random sampling technique was used to select the students and lecturers for this study. For the qualitative data, semi- structured questionnaires based on the literature review and the study objectives were used. For the quantitative study sample and data collection, structured questionnaire were adopted for students, while interview guides were used to obtain data from the lecturers. Data was collected, compiled and checked for consistency and accuracy before being entered in the computer Excel and SPSS (Statistical Package for Social Sciences) for quantitative data. This helped in generating frequency tables and other descriptive statistics for easy interpretation and analysis (Phiri, 2016) ^[19]. Content analysis was used to analyze the outcome of the in depth interviews for the qualitative data.

4. Analysis, Presentation and Interpretation of the Findings

The findings of the study are presented in two parts, the first part presents findings from the students, and the second part presents findings from the lecturers. They include the following:

4.1 Findings from students

Responses from students are presented according to the following themes and subthemes:

4.1.1 Effect of entrepreneurship education on students enterprising skills.

The study sought to establish whether the students had acquired any business related skills from entrepreneurship education. The findings are summarised in the table below:

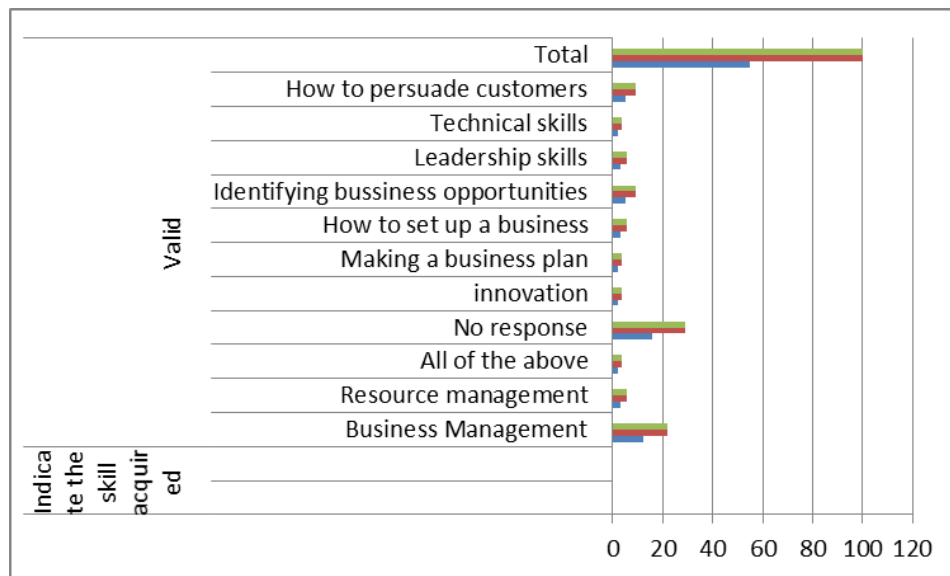
Table 1: Have You Acquired Any Entrepreneurship Skills

| Reponses | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 43 | 78 |
| No | 12 | 22 |
| Total | 55 | 100 |

Source: Field data (2016)

According to the findings presented in the table above, 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:



Source: Field Data (2016)

Fig 1: Entrepreneurship Skills Acquired

Although the findings indicate that majority 16(9%) of the respondents did not give any response, 12(22%) of the respondents said they had acquired business management skills, while and 5(9%) who said they had acquired skill in identifying business opportunities. 3(5.5%) indicated that they had acquired resource management.2(3.6%) of the

respondents revealed that they had acquired skill in making a business plan, on the other hand 2(3.6%) also indicated that they had skill in innovation. Others include, 3(5.5%) of respondents who said they had skill in setting up a business. In addition, 2(3.6%) further indicated that they had acquired all the skills listed.

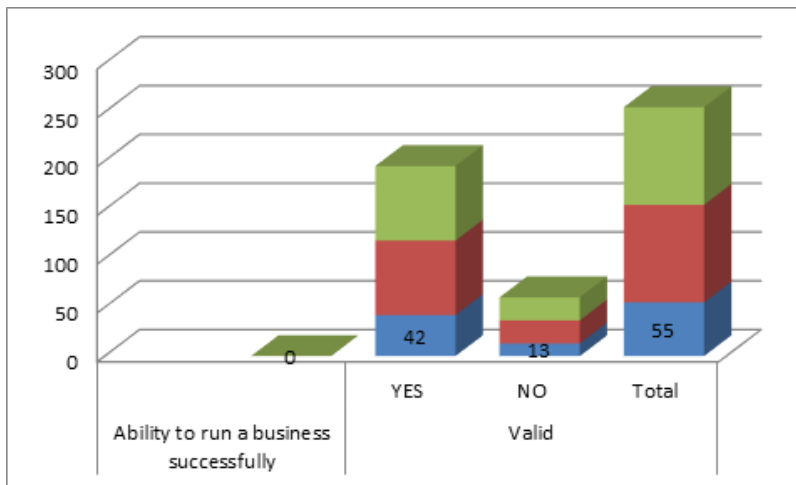
Table 2: Rating of Entrepreneurship skills

| Skills | Frequency | Percentage |
|-------------------|-----------|------------|
| High skills | 16 | 29 |
| Moderate skills | 22 | 15 |
| Low skills | 8 | 15 |
| None of the above | 5 | 16 |
| Total | 55 | 100 |

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 have acquired high skills, while 22(40%) had moderate skills, while, 8(14.5%) have 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 run a business successfully while 13 (24) said were not in a position to run a business, as indicated in the table below:



Source: Field data (2016)

Fig 2: Ability to run a business

Considering the findings revealed in in figure 2, 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 successful implementation of entrepreneurship education. The following responses were obtained:

Table 3: Challenges hindering successful entrepreneurship

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

Source: Field Data, 2016

As shown in the figure 4.3.4, 11 (20%) said the challenge they faced was that they were still acquiring more skills, only 1 (1.8%) said they lacked finances, while 2(3.6%) said they lacked interest in entrepreneurship and 2(3.6%) said failure to identify opportunity was a challenge. Other respondents 6(10.9%) indicated all the responses included the challenges that they were hindering the successful implementation of entrepreneurship education. However, most of them 33(60%) gave no response to this variable. Therefore, having established some of the challenges that are hindering the successful implementation of entrepreneurship education at Evelyn Hone College, the study further endeavored to establish what the respondents think could be done to ensure that entrepreneurship education is effective. The table below indicates the different responses that were obtained from the respondents

Table 4: Measures to ensure the effectiveness of entrepreneurship education

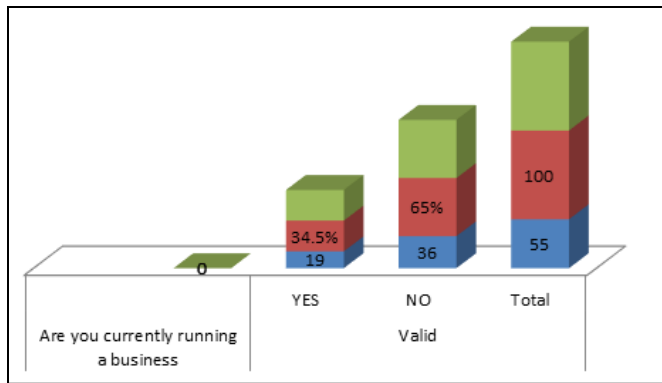
| Response | Frequency | Percentage |
|---|-----------|------------|
| Enhancing entrepreneurship programme | 7 | 12.7 |
| Government should intervene | 1 | 1.8 |
| Introduce entrepreneurship as a course of on its own | 2 | 3.6 |
| Financial support | 2 | 3.6 |
| Creating more awareness | 7 | 12.7 |
| Entrepreneurship should be compulsory to all students | 9 | 16.4 |
| Empower students to run their own business | 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 |
| Total | 55 | 100 |

Source: Field Data 2016

4.1.2 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

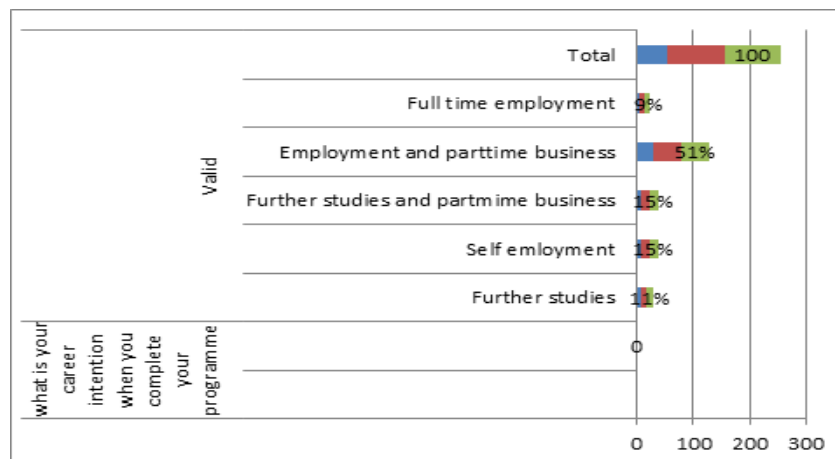
that include 36 (65.5%) of the respondents were not running any business compared to 19 (34.5 %) of respondents who said they were running a business. The findings are shown in the figure below:



Source: Field Data, 2016

Fig 3: Currently Running a Business

Based on the findings presented in figure 3 above, which showed 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 had graduated from college. The table below shows the findings in this regard.



Source: Field Data (2016)

Fig 4: Students career intentions

As indicated in the figure above, the findings show that the majority 28(51%) of respondents intend to get employed and also do part time business in future when they have graduated from college. Those that indicated further studies and part time business were 8(15%), including those that said self-employment also were 8(15%). Lastly 6(11%) of the respondents indicated that they intend to go for further studies once they are 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 6: Respondents view’s on self-employment

| Response | Frequency | Percentage |
|------------------------------------|-----------|------------|
| Creates employment for others | 44 | 80 |
| Needs a lot of business experience | 9 | 16 |
| None of the above | 2 | 4 |
| Total | 55 | 100 |

Source: Field Data, 2016

Student’s views on their ability to contribution towards employment creation when they graduate from college were also investigated. The following responses were obtained:

Table 5: Likelihood of setting up a business in future

| Response | Frequency | Percentage |
|-------------|-----------|------------|
| Very Likely | 49 | 89 |
| Not sure | 4 | 7.3 |
| Unlikely | 1 | 1.8 |
| Likely | 1 | 1.8 |
| Total | 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 include 4(7.3%). Only 1(1.8%) respondent indicated that they were likely to set up a business in the future and 1(1.8%) respondent also said they were unlikely to set up a business in their future. Similar, the study also investigated the career intentions of the respondents with the view of establishing the impact of entrepreneurship education on employment creation in Zambia. The findings are shown in the table below:

Table 7: Respondents views on contributing towards employment creation

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 44 | 98 |
| No | 1 | 2 |
| Total | 55 | 100 |

Source: Field Data, 2016

Further, in the same vein, the study endeavored to determine what the views of the respondents were regarding employment creation and whose responsibility it is to create employment. Among their responses include the following

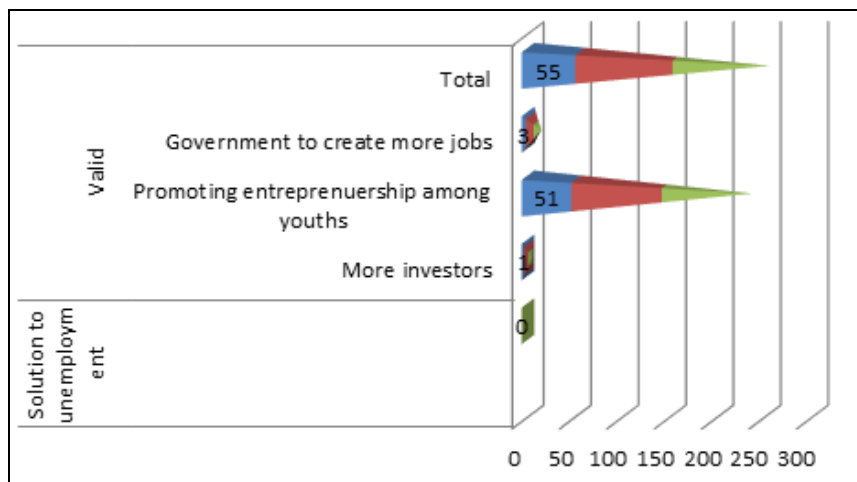
Table 8: Respondents views on employment creation

| Response | Frequency | Percentage |
|------------|-----------|------------|
| Government | 17 | 39.1 |
| Investors | 2 | 3.6 |
| Citizens | 33 | 60 |
| Companies | 3 | 5.5 |
| Total | 55 | 100 |

Source: Field Data, 2016

Having established the views of respondents on whose responsibility it is to create employment creation in nation, respondents were further asked to suggest measures that can

be put in place to solve the problem of unemployment among graduate youths in Zambia. The findings in this regard are shown below:



Source: Field Data (2016)

Fig 5: Solution to Unemployment

The data collected and presented in the 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 job. Only 1(1.8%) indicated that there is need to increase the number of investors as a solution to youth unemployment.

4.2 Findings from key respondents (Lecturers)

The findings that were obtained from the lecturer’s are presented below:

4.2.1 Effectiveness of Entrepreneurship Education at Evelyn Hone College

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

Table 9: Effectiveness of Entrepreneurship Education at Evelyn Hone College

| Response | Frequency |
|----------------|-----------|
| Effective | 4 |
| Very Effective | 1 |
| Not effective | 0 |
| Total | 5 |

Source: Field Data (2016)

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

4.2.2 Impact of entrepreneurship on students skills

The impact of entrepreneurship education was assessed,

according to the findings of the study, it has been established that the course has impact on students skills due to the following reason;

...entrepreneurship education has impacted positively on the student’s entrepreneurship skills by changing their mindset. It has taught them to look at self-employment positively as a solution to unemployment...

In addition another respondent indicated the following statement;

...some students do engage in entrepreneurship activities within school even before they graduate...

While one respondent said that,
...after graduation a number of students have successfully set up businesses thereby enhancing the acquired entrepreneurship skill...

4.2.3 Rating of students enterprising skills

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

Table 10: Rate of skills acquisitions

| Rating of skills | Frequency |
|------------------|-----------|
| Very High | 0 |
| High | 0 |
| Moderate | 5 |
| Total | 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 11: Relevance of entrepreneurship education

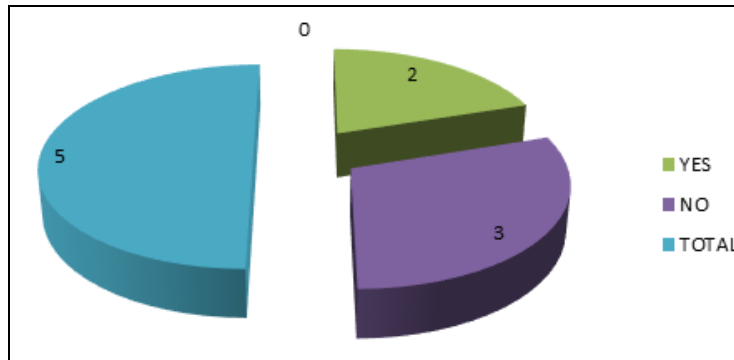
| Response | Frequency |
|---|-----------|
| Helps students understand the entrepreneurship concept and enables them to practice | 2 |
| Helps students set up their own business | 1 |
| Helps them engage in self-employment and equips them with survival skills | 1 |
| Creates employment and contributes to development | 1 |
| Total | 5 |

Source: Field Data, 2016

4.2.4 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 off. The findings are indicated in the following figure:



Source: Field Data, 2016

Fig 6: Notable Projects by Students

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

The projects that were noted by the respondents included as noted by one of the respondents:

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

4.2.5 Impact 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 12: Impact of entrepreneurship education

| Response | Frequency |
|---|-----------|
| Some students have employed themselves while their 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

4.2.6 Student Support

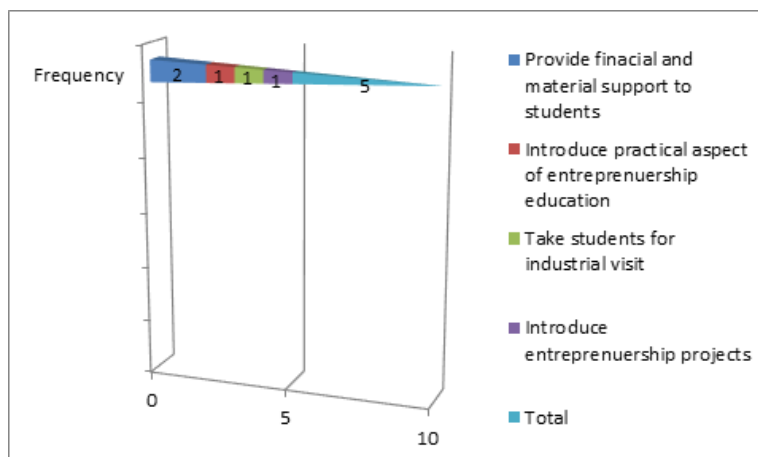
The study sought to establish whether the college was offering entrepreneurship students any form of support to help them set up their own business during and after college. In this regard the finding showed that all the 5 respondent's indicated that there was no form of support given. Further, the study also investigated the challenges which the key respondents thought as hindrances to the successful implementation of entrepreneurship education. The findings are summarised below;

Table 13: Challenges hindering entrepreneurship education

| Response | Frequency |
|-------------------------------------|-----------|
| Lack of financial support | 4 |
| Student lecturer ration is too high | 1 |
| Total | 5 |

Source: Field Data, 2016

Having established the challenges presented in the table 5.7.4, the respondents were asked to suggest measures to address these challenges. They are presented in the following table:



Source: Field Data, 2016

Fig 7: Measures for enhancing entrepreneurship education

5. Discussion of Findings

It is evident from the findings that majority of the students have acquired some entrepreneurship skills. However the question at this point would be, how has entrepreneurship education affected students entrepreneurship skills?, and what is the impact of entrepreneurship education on employment creation?. These are discussed below:

5.1 Effect of entrepreneurship education on students enterprising skills

According to the research findings, it has been established that majority of the respondents have acquired moderate skills. Although most of the respondents are currently not running any kind of business. It can be argued that evidently this indication points to the positive effect of entrepreneurship education on their skills, however, the actual impact that the entrepreneurship education has on students skills cannot be established based on theoretical aspect of education but rather practice. In line with this view, the human capital theory according to Scultz (1960) ^[21] points out that it includes the accumulation of all prior investments in education, on-the-job training, health, migration and other factors that increase individual productivity and earnings. In other words it can be said to be wholistic including both the theoretical as well as practical aspect of education. However, contrarily to this view, the entrepreneurship education being offered at Evelyn Hone College lacks the practical aspect of learning and can therefore be said not be wholistic. Contrarily to this indication however is the fact that, the entrepreneurship education that is being offered at Evelyn Hone College lacks the practical aspect which is very vital if the students are to master the skills for them to be productive employees as well as successful businessmen. Running a business successfully may seem easy on paper however, the reality is totally different and is mostly challenging. This is the more reason as to why most startups fail in the first two to three years of setting up a business.

Another interesting note to take at this point is the indication by most of the students that they have the ability to run a business successfully. Obviously from all indication, it cannot be denied that the entrepreneurship programme has positively impacted on the mindsets of the students. However, ability to run a business successfully is dependant of a lot of factors that include, personal drive, capital, competence, experience, etc. Besides this, the respondents also indicated some hindering factors that include lack of adequate skill, lack of finances, lack of interest in entrepreneurship and failure to identify opportunity. As such their ability to run a business some is relative to other key factors.

In terms of notable projects, only a few students are running small businesses within the college. Others have teamed up to set up small enterprises within the campus. However the indication was that they lack financial and material support from the college authorities as a major challenge hindering successful entrepreneurship activities..

Although a number of organizations such as Chamber of Small and Medium Scale Enterprises, ZDA, Youth Development Fund does exist the students lack exposure and also knowledge on how business support and finances can be obtained from such organisation.

According to the Audit Report by the Auditor General cited in MYS (2015) ^[15] 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 there by reducing poverty. However the findings of the Audit Report quoted in YYS(2015) ^[15] revealed that the Ministry did not avail the auditor, information used to arrive at the statistics of number of jobs that were created and the status of the employment that was created whether temporal or permanent and comparative figures of jobs created during the period 2011-2013. The study also endeavored to establish how the TEVET policy has contributed to helping graduating students who have been exposed to entrepreneurship education setup their own enterprises. However, not much literature in this regard was obtained. Although, a recent Report on Technical and Vocational Education and Training in Zambia (2016)^[24] indicate that the policy was currently undergoing review in order to address changes in the social economic set up of the nation. This policy has been in existence for the past 12 years but its impact on entrepreneurship and employment creation was not already established as it facilitated for the theoretical aspect of education and not much emphasis was put on the practical part. As it is, in some colleges offering TEVETA programmes the revised policy was already being piloted although Evelyn Hone College was not among the selected ones.

5.2 Impact of entrepreneurship education on employment creation

The indication by most of the respondents regarding self-employment and career intention was that they intend to go into full time employment and part time employment. However, although majority were of the view that self-employment had the potential to create employment for others. This therefore is an indication that there is a missing link still between the views of the respondents regarding self-employment and their career intentions.

Comparing the margin and gap between those who intend to go into full time employment and those who intend to employ themselves the difference is huge. As such his calls for ways in which this challenge can be addressed especially considering that the number of graduates on the market keep rising each year. Promoting entrepreneurship education among youths in therefore viewed as one of the solutions to this challenge.

Therefore, it can be stated that entrepreneurship education has positively impacted on employment creation which is attributed to the fact that it has helped to change the student's mindsets towards self-employment as a career option. Although there are no statistics that can confirm the number of students who have successfully set up their own business, some lecturers indicated that still entrepreneurship education has had some effect because it has helped some students to start up small businesses even before they graduate. Although not impressive, there was an indication that two former students are currently running their own businesses successfully. In addition due to high levels of unemployment, it can be said to contribute to employment creation because some have ended up being "pushed entrepreneurs" thereby employing themselves as well as others after they have graduation. However, there is literally no follow up regarding the students that graduate from the college. This therefore has somehow made it very difficult to establish the actual impact of entrepreneurship education in terms of statistics, although

the general view that has been obtained from both the key respondents is that entrepreneurship education has to some extent impacted on the enterprising skills of students and employment creation at large.

6. Conclusion and Recommendation

The following conclusion and recommendations were drawn from the study findings.

6.1 Conclusion

The study has established that Entrepreneurship education has had some effect on student's enterprising skills. This is due to the majority of the respondents having acquired moderate enterprising skills although most of the respondents are currently not running any kind of businesses. However, majority indicated that they have the ability to run a business successfully. Further, the likelihood of students to set up businesses after graduating from college is high. Although others had the intention of getting employed and part time business. 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 students mind sets towards self-employment as a career path. In addition, some students are already running their own small enterprises within campus that is even before they graduated from college. While others are planning to set up businesses after they had graduated from college. This therefore has the potential of creating employment for others. However, it was difficult to quantify the number of students who have set up their own business after they had graduated from college because the college has no follow up programmes for such students. Furthermore, there is no support of any kind in terms of finances for example that is offered to the business students in order to motivate them to set up businesses.

6.2 Recommendation

The study recommended the following:

1. The government through the Ministry of Higher Education should revise the TEVETA curriculum to further include practical skills of entrepreneurship education
2. The college authorities should introduce industrial visits in order to enhance the practical skills
3. The business school should develop mentorship programmes where students will be granted an opportunity to learn from the successful and experienced entrepreneurs
4. The business school should design 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. This will help business startups to grow effectively.
5. The college should consider introducing internship programmes to enable students to be able to practice the skills that they have acquired.
6. The college should introducing entrepreneurship projects where students will compete by setting up viable enterprises while they are still in college.

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