

The Effect of Entrepreneurship Education on the Propensity to Start Business Ventures

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ABSTRACT

The main purpose of this study is to determine the effect of entrepreneurship education on the students' propensity to start a business venture. A quantitative research method was used to collect data among the students and 400 students were targeted. Of the 400 distributed questionnaires, 325 questionnaires were returned and they were all usable. Data was analysed at the descriptive and inferential levels. The results indicate that there is little influence of entrepreneurship education programmes on students' propensity to start business ventures. There is no ground-breaking attitude that will help them to become entrepreneurs. The formation of experiential and practical learning should form part of the curriculum which will allow students to generate knowledge through the transformation of their lived experiences. The results indicate that entrepreneurship subjects at both universities emphasize opportunity recognition and theoretical knowledge about entrepreneurship education. The results further indicate that the effect of entrepreneurship programmes offered is minimal to encourage students to have positive intentions and attitudes to start a business. The findings of this study are important for the academics to reflect on how they offer entrepreneurship in the two universities. Though the results are applicable to the two universities, other institutions could improve their offering based on the flaws detected. The findings provide the opportunity for academics to refine their curriculum to be more responsive to the current trends of teaching.

Keywords: Entrepreneurial attributes, entrepreneurship education, opportunity, propensity.

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1. INTRODUCTION

Worldwide, entrepreneurship is regarded as an important engine that drives economic development. Entrepreneurship education is growing everywhere in the world and it is at the heart of an important social/societal demand (Fayolle & Liñán, 2014). Notably, entrepreneurship is differentiated at both research and practice levels. Many studies have been conducted and interesting findings emerged. For economic development to succeed, policy encouragement is imperative to ensure that the processes are seamless and this suggests that there is a need to have policies that are supportive of the economic developmental needs.

With this increasing range of entrepreneurial educational offerings, there is a corresponding debate on the impact or effectiveness of such programmes in developing individuals' entrepreneurial confidence, abilities and self-efficacy. Notably, empirical research results reveal significant differences in terms of attitudes and intention levels of students who take part in entrepreneurship education programmes and those who do not. As a result of these

variations, it is therefore imperative to understand the perceptions of the students regarding entrepreneurship education offered at the universities with specific reference to Botswana.

The government of Botswana has made efforts for the development of entrepreneurship since 1974. In this regard, the Botswana Enterprise Development Unit (BEDU) was established with the premise of assisting in developing technical skills and the provision of advisory services to entrepreneurs (Moremong -Nganunu, 2009). Various programmes were initiated to assist entrepreneurs in their business endeavours. As a result of the intention of the government to foster entrepreneurship. Universities started to offer entrepreneurship education to build entrepreneurial skills aimed at encouraging students and nascent entrepreneurs to become entrepreneurs (du Toit & Gaotlhobogwe, 2018).

The development of students' entrepreneurial confidence, aptitude and self-efficacy, irrespective of their discipline, is fundamental for the success of entrepreneurship worldwide and this is strongly advocated by researchers (Costin, O'Brien, & Hynes, 2022).

Entrepreneurial learning and training play a fundamental part as they encourage entrepreneurship intentions, and stimulate the improvement of inventive people especially students and nascent entrepreneurs. Research has found that entrepreneurial learning and training breed a progressive outcome on the innovative outlook of the up-and-coming entrepreneurs and their targets towards starting new businesses. This further contributes to them being highly employable as intrapreneurs who can have an impact on big businesses and enhance their role in the community and the economy. The concept of entrepreneurial mindset appears to be developing alongside traditional approaches and has the potential to increase access to entrepreneurship education to a wider cross-section of students, especially those in non-business disciplines (Teerijoki & Murdock, 2014).

Entrepreneurship education offers students the awareness and abilities needed for launching a successful undertaking and the degree of entrepreneurship education by nation varies according to each nation's distinctive cultural background (Lee, Chang & Lim:2005). This notion is further supported that entrepreneurial learning and training contribute by orientating and growing young people who are ready to start businesses by offering the necessary combination of awareness, abilities/skills to start, drive innovative trade undertakings and or initiate new ventures (Hassan, Anwar, Saleem, Islam, & Hussain, 2021). Furthermore, entrepreneurial studies prepare people, especially students with inventive entrepreneurship abilities to take advantage of business opportunities while simultaneously laying a foundation for a rejuvenated economy by building innovative entrepreneurship activities (du Toit & Gaotlhobogwe, 2018; Letsoalo & Rankhumise, 2020).

Entrepreneurship education as a concept has developed into a significant economic and social phenomenon and at the same time has been converted into an educational and learning area, seeing how some institutions across the globe, which offer entrepreneurial curricula and qualifications are fast growing. A reason for this can be equated to the mounting necessity of people who can fast-track economic growth by generating original concepts and changing them into lucrative ventures (Tucker & Selcuk, 2009).

It has been noted that through entrepreneurship education, students will gain experience in managing and deepening their understanding of how to run their businesses or develop new venture businesses. Notably, the execution of entrepreneurship education in a university setting is envisioned to instill the entrepreneurial culture and heart of the students; form freshly

educated entrepreneurs and innovative industries based on science and technology. The prominence of people who can start and grow their businesses and their value to the economy presented an opportunity to highlight the significance of entrepreneurial learning and training nowadays. The prominence of people who can start and grow their businesses and their value to the economy presented an opportunity to highlight the significance of entrepreneurial learning and training nowadays. Entrepreneurial learning and training contribute not only to the role they play in trade learning and teaching but also add value to the growth of excellence in labour resources through their capability to utilise and discover new capabilities and technological innovations (Othman, Othman, & Ismail, 2012).

Based on the background provided, this specific research intended to determine whether the existing entrepreneurship education programmes at the two universities in Botswana encourage and help students to become entrepreneurs.

2. LITERATURE REVIEW

Entrepreneurship education

For several years research in EE has predominantly provided distinction following its objectives of educating *for*, *about*, *through* and *in* entrepreneurship as asserted by (Mwasalwiba, 2010). First, to educate *for* entrepreneurship means to create an entrepreneur. Second *about* entrepreneurship means to teach a general understanding about entrepreneurship as a phenomenon. Third, educating through entrepreneurship means using new venture creation to help students acquire the necessary skills and competencies and fourth, education in entrepreneurship aims to make people more innovative in their existing firm (intrapreneurship). Departing from Mwasalwiba (2010), who posited that the major educational objective of EE is start-up and job creation, this study focuses on entrepreneurship courses that educate for entrepreneurship.

Entrepreneurial education is a learning activity that discusses the enhancement of knowledge, skills, attitudes, and personal character related to entrepreneurship (Wardana, et al., 2020). Entrepreneurship education plays an important role in the promotion of entrepreneurial intentions to start business ventures (Letsoalo & Rankhumise, 2020). Similarly, Soomro and Sha (2022) found positive results which reflect that universities with EE play a significant role in developing students' EI and self-confidence and articulate that entrepreneurship courses generate business ideas among students to have the desire to start business ventures. Notably, university-level entrepreneurship education can instill the confidence to overcome the fear of failure by adopting real-life problem-solving methods (Hassan, Anwar, Saleem, Islam, & Hussain, 2021). Entrepreneurship education programmes focus on the development of an entrepreneurial intervention that can address the fear by developing entrepreneurial knowledge, capacity, skills, attitudes and trends that are important for the needs of the economy (Othman & Othman, 2017). Entrepreneurship education is fundamental for developing entrepreneurial skills, attitudes and behaviours that can assist the propensity to start business ventures (Liu, Lin, Zhao, & Zhao, 2019). Adeel, Daniel and Botelho (2023) in their study found that the effects of prior knowledge on entrepreneurial alertness, entrepreneurial motivation on entrepreneurial intention, and opportunity recognition of the entrepreneurial intention have strongest influence on the students to start business ventures.

Entrepreneurship learning has contributed and played a significant role in enhancing entrepreneurship intentions among university students (Paco, Ferreira, Raposo, Rodrigues, & Dinis, 2013).

Entrepreneurship learning and training is therefore in existence to disseminate entrepreneurship awareness, abilities and capabilities to learners with the view of assisting them to succeed in their respective careers, in particular as entrepreneurs. (Elert, Anderson, & Wennberg, 2015). Therefore, it is important to define and understand entrepreneurship education as used in this article. Entrepreneurial education tries to find and propose to students and new generations alike so that they are in charge, as well as entrepreneurial individuals who later become entrepreneurs or entrepreneurial intellectuals who add value to economic growth and sustainable communities (Raposo & Paco, 2011). The authors further state that entrepreneurial education includes all behaviors intending to promote entrepreneurship mindsets, skills and attitudes and includes a variety of aspects such as idea breeding, new establishment, growth and innovation (Raposo & Paco, 2011). With this in mind, it is important to have a curriculum that would inspire students to learn and have a passion for entrepreneurship education. For the delivery of entrepreneurship education to succeed, the curriculum should be relevant to the changing environment. On the other hand, research has shown that in Higher education institutions, curricula still lag in entrepreneurial engagement which creates a deficiency in the acquisition of knowledge as the curricula focus more on the theory to the detriment of practical aspects of entrepreneurship (Omotsho, Gamede, Ayandibu, & Iwaloye, 2022).

According to research, there is little research work done on entrepreneurial learning and training focusing on higher education institutions mainly universities in Botswana even though research has proven that entrepreneurial learning and training in higher education institutions including universities is the answer in forming attitudes, offering know-how, and by large allowing students as inventive consumers as well as best owing them as entrepreneurial offsprings. On this note, the researchers demarcated the research project to higher education institutions in Botswana

At present, higher education institutions including universities are of paramount importance in playing a role in society by conducting community engagement projects as well as research and teaching and contributing to economic development as a knowledge hub. Conventionally, universities play the part of educating people to become employees, on the other hand creating jobs and employment or the process of starting new businesses has not been conventionally regarded as the possible career path for students after completion of their studies (Letsoalo & Rankhumise, 2020). However, they further state that this out-of-date perspective has to be changed for the reason that the globe is ever-changing and in the present fiscal and economic condition where joblessness is on the rise, a graduate entrepreneurial attitude is ever more vital.

A change in mindset and intentions amongst students can be nurtured by announcing as well as endorsing the lively, ground-breaking and ambitious face of entrepreneurship. (Letsoalo & Rankhumise, 2020). The main drive of entrepreneurial learning and training in universities (higher education institutions) ought to grow entrepreneurial dimensions as well as attitudes. The most talked about explanations for new graduates not engaging in entrepreneurship after completion of their studies are lack of self-confidence and relevant experience. Therefore, higher education institutions and university students experience must be able and capable of addressing both these reasons.

Entrepreneurial intention

Entrepreneurial intention (EI) is regarded as “a cognitive condition where a person aspires to create a business” (Sampene, Li, Khan, Agyeman, & Opoku, 2023). As a result, entrepreneurs seek to build new core principles for long-term sustainable development and a permanent decision on the intention to start new firms (Thomas, 2023) and this is regarded as the first step in the evolution of business creation. For this process to be effective, EE is important to influence the EI to start a business or even the creation of self-efficacy. Scholars such as Shiri (2012) further define EI as entrepreneurial intentions as “a state of mind that guides individual actions to create and develop a new business or entrepreneurial activity”. In this regard, students are seen as people who have the ability and potential to see and evaluate business opportunities at their disposal, solicit the resources required to take advantage of those opportunities and take the appropriate measures to ensure success (Agolla, Monametsi, & Phera, 2019). Notably, EE programmes should stimulate the interest and capability of the students to have the intention to start a business venture.

Researchers in entrepreneurship education have attempted to define entrepreneurship intention from their respective points of view and their perspectives with no strict definition. For this specific study, the researchers aligned themselves with the definition of Fanea-Ivanovici and Baber (2021) and defined EI as “the conscious state of mind that precedes action and directs attention toward entrepreneurial behaviors such as setting a new enterprise and choosing a career path to become an entrepreneur is influenced by the motivation from the university environment that a student finds themselves studying in.” From this definition, it can deduced that entrepreneurship education programmes that the students take or enroll in at the universities can influence entrepreneurship intention.

3. RESEARCH METHODOLOGY

The research followed a descriptive research design. A quantitative research method was applied due to its relationship to express findings in figures when assessing a variety of information and data (Soomro & Shah, 2022). The population of the study were students from two universities in Botswana, namely, the University of Botswana and Limkokwing University. The process followed in selecting the research population and sample consisted of all students who were registered for entrepreneurship education programmes including small business management, business management and other business related courses which accounted for 400 students. A census approach was used to include all the students in the study in classroom settings. The reason for using the Census Method includes the fact that the students were less than 500 and as such it was important to get views on each item of the population considering the number of students that were targeted, it was therefore, important to include all of them in the survey. This technique allowed all the students to be included in the study. A structured questionnaire was used to collect data among the students at the two universities. The questionnaires were administered with the help of lecturers and class representatives at the two universities. The researcher was on-site in case any of the participants required clarification. A total of 400 questionnaires were distributed to all students and 325 completed questionnaires were returned. This represented a response rate of 81.25 percent. The high response rate is because the researcher physically visited the two universities and engaged with the lecturers and class representatives to administer the questionnaires toward the end of the classes. This helped in terms of the return of the completed questionnaires. Data was analysed at descriptive and inferential statistics levels

using the Stata version 15. The results are presented in frequencies, proportions and also Pearson Chi-squares.

4. FINDINGS AND DISCUSSION

Sample characteristics

The survey yielded 325 usable responses. Of the 325 respondents, 65.54 percent (N=213) were students from the University of Botswana and 34.46 percent (N=112) were Limkokwing University. The University of Botswana has a high student population in comparison to Limkokwing University. The reason for the differences could be University of Botswana is the only traditional university in Botswana. In terms of size, the two universities are not comparable; the University of Botswana is the biggest in terms of student enrollment numbers and the latter university is a private university as such it is not a surprise to have few students.

Out of the 325 respondents, it is noted that a total of 60.25 percent of the respondents were on a degree level, 36.59 percent were at diploma level and only 3.15 percent were at certificate level (academic level). A higher number of respondents (60.25 %) were in their final year of studies which made them more relevant to the study because they would soon graduate and probably enter the job market or start business ventures. Out of the 325 respondents, it is noted that a total of 60.25 percent were on a degree level, 36.59 percent were at diploma level and only 3.15 percent were at certificate level (academic level). A higher number of respondents (60.25 %) were in their final year of studies which made them more relevant to the study because they would soon graduate and probably enter the job market or start business ventures.

5. DESCRIPTIVE AND INFERENTIAL STATISTICS

Descriptive statistics

In the following section, a discussion will be made on the findings of the research. Respondents were asked what their understanding of the term entrepreneurship was to determine what their thoughts and understanding were. They were provided with three options that they had to choose from. The options were: (1)how to start a business (2)business management and (3)risk management. This was done mainly to determine their prior knowledge of entrepreneurship not necessarily to get the exact meaning of the term.

The meaning of entrepreneurship

The results indicate that N=148 (46.39) of the respondents understand and view entrepreneurship to be about how to start a business, followed by N=138 (43.26%) of the respondents who believed that entrepreneurship is about business management and N=33 (10.35%) of the respondents who believed that entrepreneurship is about risk management.

From the findings, it emerged that the meaning of entrepreneurship as regarded by the majority of respondents (46.39%) is how to start a business, followed by business management and risk management respectively. About these findings, it is clear that more students taking small business or entrepreneurship subjects understand what the course intends to achieve and more emphasis directed towards the subject is only sensitizing students to starting their businesses. The researchers are of the view that students should also be afforded the chance to practically experience entrepreneurship through the introduction of established and successful

entrepreneur visits and the use of other methods. As a result, this will encourage more students taking entrepreneurship as a course/subject to think about choosing entrepreneurship as a possible profession option after graduation as a result of their experience of entrepreneurial activities.

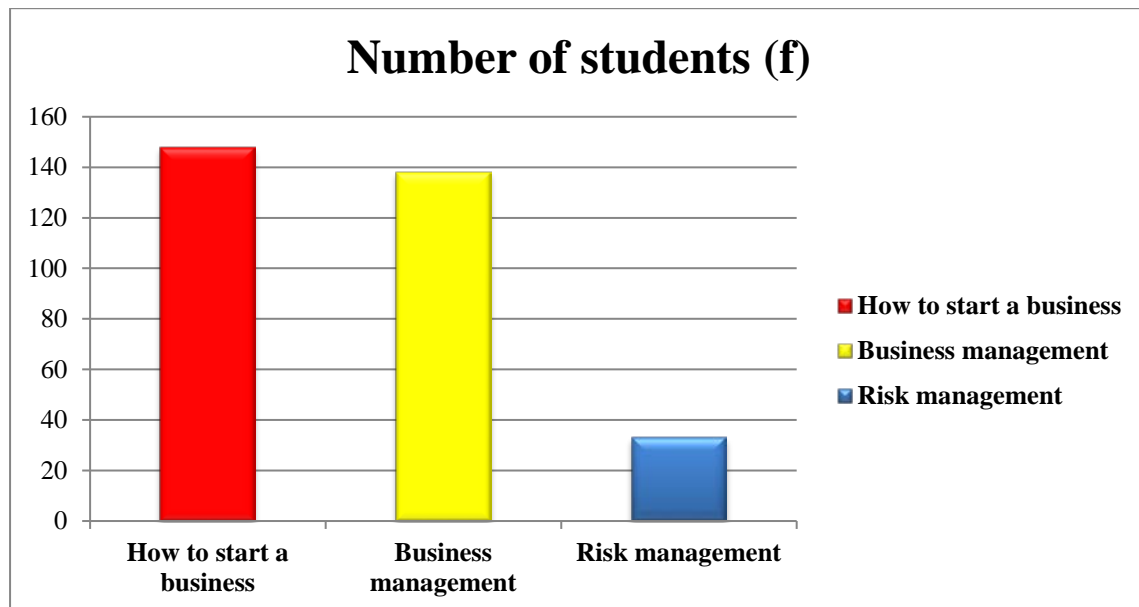


Figure 1: Meaning of Entrepreneurship

Furthermore, students believe that entrepreneurial talents are made because they were asked what their opinion on entrepreneurial talents is. A high number of students, N=177 believe that entrepreneurial talents are made, N=104 students agree that entrepreneurs have certain characteristics that set them apart from other people and N=37 believe that entrepreneurs are made. This is to establish and confirm that entrepreneurship talents, knowledge and skills can be enhanced by training and education.

Students were asked to choose teaching/learning content that they thought applied to the course. Respondents were presented with a list of six categories of teaching/learning content to choose from. Figure 2 below indicates that 62.94 percent of entrepreneurship subjects that are taught at both universities in Botswana focus on venture management, seconded by 61.98 percent of courses with marketing skills in their content, 59.92 percent of the courses include risk management, 54.31 percent of the courses include venture management, 44.09 percent of the courses include resource management and 2.56 percent of the courses include other content.

Entrepreneurship learning content

It is evident from Figure 2 above that most (62.94) of entrepreneurship subjects at both universities in Botswana emphasize opportunity recognition and theoretical knowledge about entrepreneurship. These findings confirm that most business schools normally offer courses in entrepreneurship that foster business general knowledge, namely, the knowledge that applies to business in general, (both new and established firms) and venture specific knowledge. The findings in the context of this research suggest that 61.98 percent of subjects include marketing topics, 59.42 percent include risk management and 54.31 percent of courses include venture management topics.

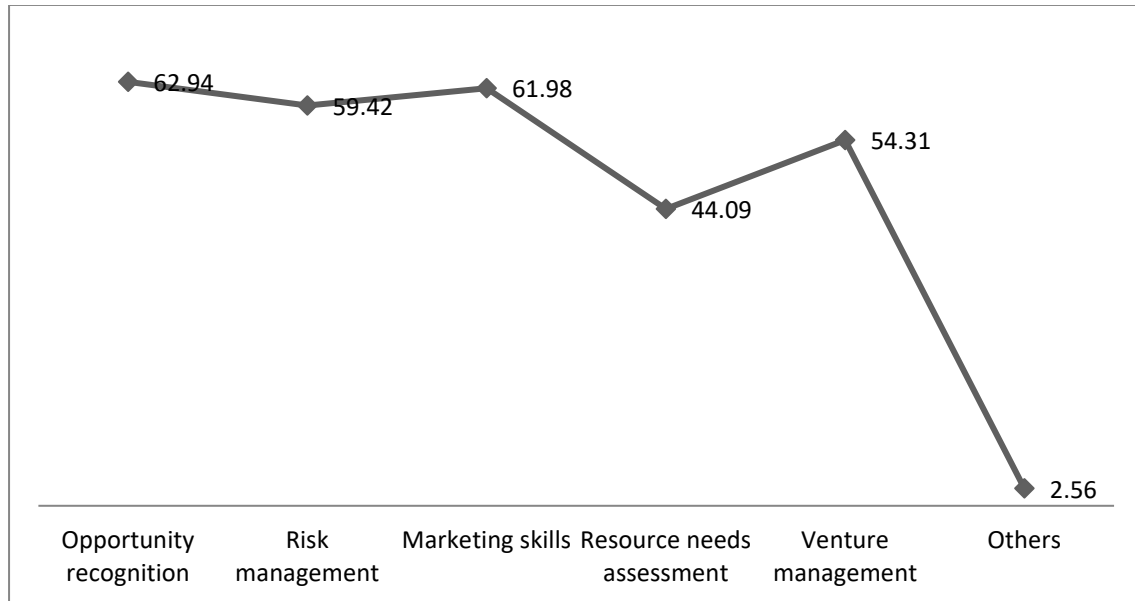


Figure 2. Source: researchers' compilation

The effect of entrepreneurship programmes on entrepreneurial attitudes and intentions to start a business

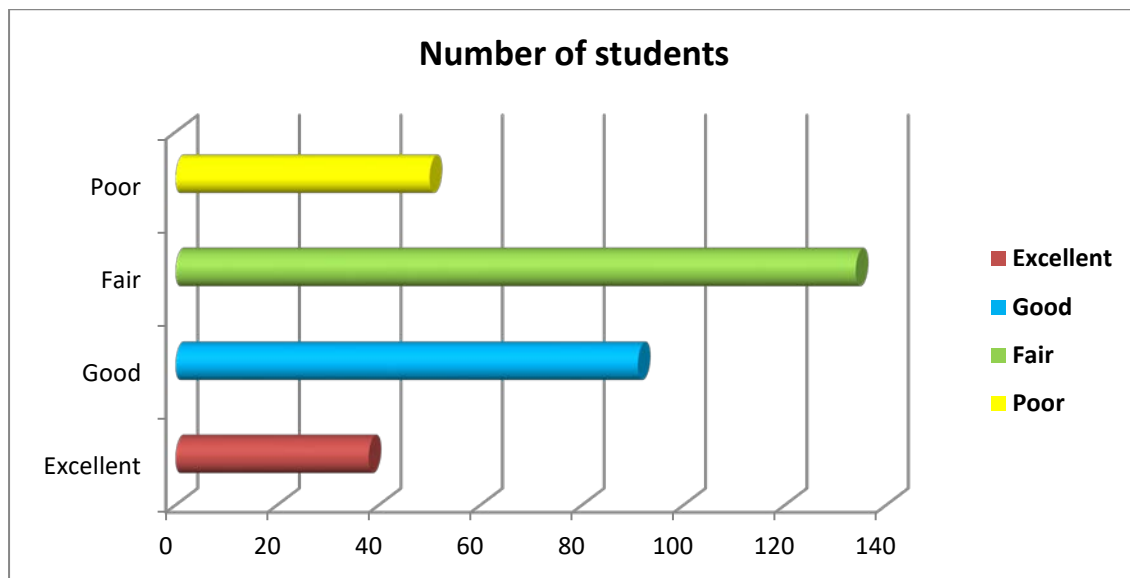


Figure 3. Source: researchers' compilation

Figure 3 above provides the feedback given by respondents when asked about the effect that entrepreneurship content and programmes have on their attitudes and intentions to start a business. From the figure above, a high number of students (N=134) feel that the impact and effect of entrepreneurship programmes offered are minimal to encourage them to have positive intentions and attitudes to start a business. Entrepreneurial intentions have been used in other studies as a point of reference to establishing a business or becoming self-employed (either by setting up an own firm or taking over an existing one) as a set of wider personal orientations, dispositions, desires, or interests that might lead to venture creation and also as a nascent entrepreneurship including those who have only thought about establishing an own business.

This might be because there is more theoretical transfer of knowledge to students as opposed to the practical experience of entrepreneurship. The least number of students (N=38) think there is an excellent effect on their attitudes and intentions. Students were further asked how they would rate the focus of entrepreneurship programmes regarding their appropriateness to prepare them for job creation. Again, a high number of students (N=130) feel that the entrepreneurship programmes offered are fair and do not appropriately prepare them for entrepreneurship careers where they can create jobs. They are of the view that entrepreneurship programmes are not developed and designed appropriately to be able to impart the necessary abilities and knowledge to experience entrepreneurship.

On the contrary, some students strongly agree that entrepreneurship can be seen as a possible career option which in turn challenges educators and curriculum developers to turn their focus on redefining and developing entrepreneurship programmes and curricula in the two universities to align them with the students' expected outcome.

In the study conducted in Malaysia that examined the effect of entrepreneurship programmes on entrepreneurial attitudes and intentions to start a business, the authors concluded that an effective entrepreneurship programmes is defined as one which can influence entrepreneurial intentions and attitudes.

Table 1 below indicates the chi-squared test conducted to test the relationship between the name of the institution and the focus of entrepreneurship programmes in terms of their appropriateness.

Table 1: What is the focus of entrepreneurship programmes in terms of their appropriateness?

Name of institution	Excellent	Good	Fair	Poor	Total
University of Botswana	23	52	93	36	207
	11.11	25.12	44.93	17.39	100
	60.53	56.52	71.54	72.00	66.13
Limkokwing University	15	40	37	14	106
	14.15	37.74	34.91	13.21	100
	39.47	43.48	28.46	28.00	33.87
Total	38	92	130	50	313
	12.14	29.39	41.53	15.97	100
	100	100	100	100	100

Pearson chi2 (4) = 8.3287 Pr = 0.080

An inferential analysis was conducted where a Pearson chi-squared test was carried out to test the relationship between variables and the results indicate a no relationship/insignificant relationship between the institutions and the perceived effect of entrepreneurship programmes on improving students' entrepreneurial attitudes and intentions, at the 5 percent level of significance, with a p-value > 0.05. This can be explained by the different academic environments that students function in and the difference in the course curriculum at the two

universities. Another test was carried out and the results show a no relationship/insignificant relationship between the universities and the perceived focus of entrepreneurship programmes in terms of programmes content, at a 5 percent level of significance, with a p-value > 0.05. This may be due to the reasons mentioned above, such as the universities being different as well as various program focus and a difference in the subject curriculum. The respondents hold a similar view about the EE programmes as they perceive it to be appropriate to prepare the students with capabilities and competencies to identify opportunities and start business ventures.

Table 2: What is the effect of entrepreneurship programmes on entrepreneurial attitudes and intent?

Name of institution	Excellent	Good	Fair	Poor	Total
University of Botswana	22	55	89	40	206
	10.68	26.70	43.20	19.42	100
	57.89	60.44	66.42	80.00	65.81
Limkokwing University	16	36	45	10	107
	14.95	33.64	42.06	9.35	100
	42.11	39.56	33.58	20.00	34.19
Total	38	91	134	50	313
	12.14	21.07	42.81	15.97	100
	100	100	100	100	100

Pearson chi2 (3) = 6.7215 Pr = 0.081

The results indicate an insignificant association/relationship between the institutions and the perceived effect of entrepreneurship programmes on improving students' entrepreneurial attitudes and intentions, at the 5% significance level, with a p-value > 0.05. This can be explained by the different environments that students operate in and the differences in the syllabus. These students are from two different institutions with different programmes focus altogether.

Table 3: Entrepreneurship can be seen as a possible career option

Name of institution	Strongly	Agree	Maybe	Don't know	Disagree	Total
University of Botswana	88	92	23	5	0	208
	42.31	44.23	11.06	2.40	0.00	100
	69.29	66.67	56.10	62.50	0.00	66.03
Limkokwing University	39	46	18	3	1	107
	36.45	42.99	16.82	2.80	0.93	100
	30.71	33.33	43.90	37.50	100.00	33.97
Total	127	138	41	8	1	315

	40.32	43.81	13.02	2.54	0.32	100
	100	100	100	100	100	100

Pearson chi2 (4) = 4.4188 Pr = 0.352

The results indicate an insignificant association between the institutions and the perception of students regarding the quality of entrepreneurship programmes. This means that students hold similar views regarding their views on the quality of the entrepreneurship programmes offered at the two universities to encourage them to choose entrepreneurship as a career.

Table 4: Does education support the development of the awareness and skills necessary for developing an entrepreneurial mindset and skills at your university?

Name of institution	Strongly	Agree	Maybe	Don't know	Disagree	Total
University of Botswana	31	117	42	9	7	206
	15.05	56.80	20.39	4.37	3.40	100
	55.36	70.06	65.63	60.00	70.00	66.03
Limkokwing University	25	50	22	6	3	106
	23.58	47.17	20.75	5.66	2.83	100
	44.64	29.94	34.38	40.00	30.00	33.97
Total	56	167	64	15	10	312
	17.95	53.53	20.51	4.81	3.21	100
	100	100	100	100	100	100

Pearson chi2 (4) = 4.3708 Pr = 0.358

The results indicate an insignificant association between the institutions and the perception of students regarding the quality of entrepreneurship programmes, at a 5% level of significance, with a p-value < 0.05. Therefore, it is safe to say that entrepreneurship education at both universities in Botswana is not suitably designed and developed to successfully train students with the relevant entrepreneurial set of skills and competencies that will enable them to consider entrepreneurship as a career option upon completion of their studies. As a result, students are largely going to universities to equip themselves with the necessary skills to take up a job. The program content at the two universities in Botswana is primarily based on the theoretical transfer of knowledge rather than on experiential learning of entrepreneurship. Students at both universities in Botswana are not effectively prepared and armed with the appropriate skills and knowledge and involvement in real activities involved in entrepreneurship. The students are given little or no real-world training for becoming successful entrepreneurs. Although research suggests that entrepreneurship students have an advantage over other graduates when it comes to understanding entrepreneurial ventures, more energy should be directed at building an entrepreneurial culture, orientation and skills and incorporating entrepreneurship in all educational, development and investment strategies and policies.

Multiple regressions

In the quest to draw some inferences, multiple regressions were computed. The overall perceptions of the respondents were evaluated using the Mann-Whitney U test and Kruskal-Wallis for non-parametric data. This test compares differences between two independent groups when the dependent variable is either ordinal or continuous, but not normally distributed. Some observations were reported along with the Rank-sum as well as the P-value.

Table 5: Multiple regression

Variable	Observations	Rank sum	P-value
Institution			
<i>University of Botswana</i>	213	36427	0.0332
<i>Limkokwing University</i>	112	16548	
Combined	325	52975	
Gender			
<i>Male</i>	139	23555	0.2822
<i>Female</i>	186	29420	
Age group			
<i>15-25</i>	184	31892.50	0.0123
<i>26-35</i>	79	11078.00	
<i>36-45</i>	42	7463.50	
<i>46 and above</i>	20	2541.00	

Table 5 above depicts the multiple regression computed. Regression among institutions shows significant differences. In other words, the respondents of the two institutions had differing views about their perceptions of the quality of entrepreneurship programmes. As regards to gender, there is insignificant difference (p-value =0.282) among the respondents. This means that the respondents had similar perceptions of the quality of entrepreneurship programmes. Notably, there is a significant difference (0.0123) among the age groups. This shows that the respondents had differing perceptions of the quality of the entrepreneurship programmes.

Table 6: Dunn's Pairwise Comparison of Perceptions by Age Groups (Bonferroni)

Col Mean – Row Mean	1	2	3
2	2.628428 0.0257		
3	-0.273166 1.0000	-2.096007 0.1082	

4	2.099433 0.1073	0.562298 1.0000	1.991383 0.1393
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Bonferroni test was performed to understand variations in terms of age groups to the latter. It emerged that a high variant of perceptions among the age groups of 15-25 ranked high, which means that they perceived entrepreneurship education programme as appropriate while 46 years and above showed less confidence in the programmes. The results show significant differences among the groups

Table 7: Quantile regression

Variable	Entrepreneur talents can be developed through education			
	Correlation Coefficient	Std err	t	P-value
Gender	-1	.5039851	-1.98	0.048
Age group				
2	-2	.6423569	-3.11	0.002
3	-1	.7599042	-1.32	0.189
4	-3	1.049907	-2.86	0.005
Institution	-1	.7756938	-1.29	0.198
Year of Study				
3	1	.8515741	1.17	0.241
4	1	.6597032	1.52	0.131
5	5	2.337475	2.14	0.033

Quantile regression was used to test the relationship between demographic information and how they perceive entrepreneur talents and whether can be developed through education. Based on Table 7 above, measures of gender show that female respondents are less likely to agree with the statement than male respondents. In this regard, the difference in agreement between male and female respondents is statistically significant. In other words, the respondents had different perceptions of the statement.

Notably, the quantile regression indicates that older groups are less likely to agree that entrepreneur talents can be learnt through education than younger groups. The difference in agreement between age groups is statistically significant [0.002]. These results depict that young individuals are more open to the idea that entrepreneurial talents can be developed through education. Conversely, older respondents may believe that entrepreneurial talents depend more on experience than education.

The above table shows that there is no statistically significant association between respondents from the two institutions and the perceptions that entrepreneurial talents can be learned through education. The negative coefficient suggests a weak negative relationship and, therefore, is not robust enough to be considered statistically significant.

The quantile regression indicates a positive and statistically significant association [0.033] between the year of study and the statement: “ Entrepreneur talents can be learned through education.” Consequently, that means that as students progress in their studies, for instance,

from one year to the next, they are likely to agree with the statement, especially when they are at the postgraduate level or so. Understandably, students become more aware of the fundamentals of education in developing entrepreneurial talents as they progress in their studies.

6. CONCLUSION

Some conclusions can be made from the findings. It can be concluded that the EE offered at the two universities does not have an impact on students' progress in entrepreneurial attitude and inclination to become successful entrepreneurs. However, it could be concluded that the programmes offered are appropriate. The entrepreneurship programmes offer a slight or no chance for learners to practically experience entrepreneurship because the programmes focus more on the theoretical transference of entrepreneurship knowledge rather than on real-life aspects. This contradicts the argument of some researchers that in seeking greater effectiveness, substitute methodologies that relate to teaching and learning entrepreneurship, would include experiential learning and problem-based learning. The foundation of experiential learning is that individuals generate knowledge by transforming their lived experiences into existing cognitive frameworks, causing them to change how they think and behave. Entrepreneurship programs should not only focus on the theoretical transfer of knowledge but more emphasis should be directed towards practical training as well where successful and established entrepreneurs are invited as guest lecturers. It would further be very important to determine the extent to which lectures that teach entrepreneurial courses are knowledgeable about the subjects. Another factor will be to determine their involvement or interests in starting businesses or working with established businesses in an advisory role to make sure that they are well capacitated in guiding students in their entrepreneurial path. It can further be concluded that female respondents have less belief that entrepreneurial talents can be learned through education. There is optimism among your respondents that entrepreneurial talents can be achieved through education. A more refined entrepreneurship programme or course should be developed to align with the real life practical approach to entrepreneurship and assessment methods should be improved to cater to this development.

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