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The Association of Entrepreneurship Education and Entrepreneurial Intention among University Students in the Eastern Cape Province of South Africa

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ABSTRACT The aim of the study was to determine whether entrepreneurship education stimulates students' interest in becoming entrepreneurs. The study also examined how entrepreneurship education influences the development of various entrepreneurial characteristics. A quantitative research design was used. Questionnaires were administered to a convenient sample of 150 students at a university in the Eastern Cape Province of South Africa. The Chi-Square test and Pearson product moment correlation were run to test for association between variables using SPSS. The findings of the research showed that although there is no direct relationship between entrepreneurship education and entrepreneurial intention, there are significant associations between entrepreneurship education and the antecedents of entrepreneurial intention. Educating students in the field of entrepreneurship enhances their entrepreneurial skills hence; entrepreneurship education should be incorporated into school curriculum in order to promote entrepreneurship.

INTRODUCTION

Youth unemployment poses an arduous policy challenge for South Africa (Mayer 2011: 6). As a result, South Africa faces many challenges including but not limited to poverty and other social problems (Herrington et al. 2010: 11; Luiz and Mariotti 2011: 49). These high levels of unemployment have seen stakeholders advocating for self-employment as the best alternative (Botha et al. 2006: 2; Ekpe 2011: 287), hence the sustenance of entrepreneurship by government (Simrie et al. 2011: 14). Governments are recognising entrepreneurship as a resource to be cultivated (Alberti et al. 2004: 6).

Despite the efforts by government, through the implementation of policies to assist and develop entrepreneurs, entrepreneurial activity has declined significantly in South Africa (Muofhe and Du Toit 2011: 1). Government is convinced that it is possible to drive students at tertiary institutions towards becoming entrepreneurs (Weber 2011: 10). The implication is that entrepreneurship education somehow inflates students' willingness to become entrepreneurs (entrepreneurial intention). Furthermore, The World Economic Forum (2009: 7) emphasized the importance of this type of education by stating that, *"while education is one of the most essential foundations for economic development, entrepreneurship is a major driver of innovation and economic growth. Entrepreneurship education plays an important role in shaping attitudes, skills and culture."*

Thompson (2009: 676), defined entrepreneurial intention as the process of owning a business either by acquiring an already existing one or starting a new one, and/or having a desire or interest to start a business. However, for the purpose of this study, it is defined as the possibility of students establishing an enterprise or creating new value in an already established one (Fini et al. 2009: 4).

Problem Statement

The Human Resource Development Council (HRDC 2012) points out how there are multitudinous entrepreneurship education and training initiatives currently underway in South Africa. The underlying notion is that entrepreneurship skills and attitudes can be learned and transferred into actual behaviour (Weber 2011: 10). However, despite government's efforts to incorporate entrepreneurial education in school curriculums (North 2002: 24), every year tertiary institutions cascade thousands of graduates (McCowan 2014: 2) who end up unemployed

and searching for jobs in a saturated market (Altbeker and Storme 2013: 3). The Eastern Cape Province is no exception. It is fast becoming ingrained as South Africa's most poverty-stricken province (Pejovic et al. 2012: 2467), despite boasting of four universities and other tertiary institutions. From the discussion above, it is clear that the influence of entrepreneurship education on students' intentions to become entrepreneurs remains to be ascertained, thus the question: can entrepreneurship be taught? Moreover, is entrepreneurship education effective in stimulating entrepreneurial intention in university students?

Objectives of the Study

The primary objective of this study was to investigate the association between entrepreneurship education and entrepreneurial intentions of University students in the Eastern Cape Province. This emanates from the realisation that fostering entrepreneurship in students could lead to poverty alleviation and reduced unemployment.

The secondary objectives of this study were to investigate the impact of entrepreneurship education on the development of entrepreneurial skills, assess whether entrepreneurship education helps in developing an entrepreneurial mind-set, determine whether there is a relationship between entrepreneurship education and the ability to identify entrepreneurial opportunities, and to assess the impact of entrepreneurship education on attitude towards entrepreneurship as a career choice.

Research Hypotheses

- H_{01}: There is no association between entrepreneurship education and entrepreneurial intention
- H_{02}: There is no relationship between entrepreneurship education and entrepreneurial skills development
- H_{03}: Entrepreneurship education does not influence the development of an entrepreneurial mind-set
- H_{04}: Entrepreneurship education does not influence the ability to recognise opportunities
- H_{05}: Entrepreneurship education has no impact on attitudes towards entrepreneurship

Literature Review

This section focuses on literature explaining entrepreneurship, entrepreneurship education and entrepreneurial intention.

Entrepreneurship as a Global Phenomenon

Entrepreneurship has established its position as one of the most influential economic forces (Kuratko 2005: 577). There is often an intensive debate about how to define the phenomenon (Berglund and Johansson 2007: 78). Based on the vast definitions of the entrepreneurship, it is apparent that there is little consensus on the definition or boundaries of the paradigm (Nieman and Nieuwenhuizen 2009: 8). In this regard, Table 1 is a compilation of some of the definitions and perspectives of entrepreneurship.

According to Nicolaides (2011: 1044), South Africa as a growing economy, is also subject to this phenomenon, hence the need to examine the nature of entrepreneurship in South Africa.

Entrepreneurship in South Africa

The growth of the economy and socio-political stability of South Africa is highly dependent on entrepreneurship (Fatoki 2010: 87). Isaacs et al. (2007: 613) concur by noting that one of South Africa's greatest limitations to economic development can be ascribed to its lack of entrepreneurs. Due to the high unemployment rate of South Africa (Sathorar 2009: 1; Isaacs et al. 2007: 625; National Treasury 2011: 13; World Economic Forum 2014), particularly in young people or the youth (Kelley et al. 2011: 17; Sikiti 2011: 10), the need for entrepreneurship has increased significantly as a means to combat unemployment (Monthabeng 2012: 40). Moreover, graduates normally opt for job seeking rather than starting their own ventures as evidenced by the ratio of entrepreneurs to other workers in South Africa, which is roughly 1 to 52 (Nicolaides 2011: 1043). This is indeed a poor ratio. Consequently, South Africa remains adamant about combating this problem through entrepreneurship (Muofhe and Du Toit 2011: 1), as shown by government initiatives such as Umsobomvu Youth Fund and the National Youth Policy Framework (Van Aardt et al. 2011: 8). South Africa ranked 44th on the world competitiveness book ranking, with a Total Early Stage entre-

Table 1: Definitions of entrepreneurship

Hisrich and Peters (2002: 10)	Entrepreneurship is the process of creating something new and valuable by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary, personal satisfaction and independence.
Melicher (2009: 7)	Entrepreneurship is the process of changing ideas into commercial opportunity while creating value.
Nieman and Nieuwenhuizen (2009: 9)	Entrepreneurship is the emergence and growth of new businesses.
Du Toit, Erasmus and Strydom (2010: 42)	Entrepreneurship is a process by which individuals pursue opportunities without any regard for the resources they currently control.
Nicolaides (2011: 1043-1044)	Entrepreneurship is a dynamic process of vision, change and creation that requires an application of energy and passion towards the implementation of nw ideas and creative solutions.
Kraus et al. (2012: 163)	Entrepreneurship is a process of creating value by bringing together a unique package or resources to exploit an opportunity.
Piirala (2012: 14)	Entrepreneurship is an activity that involves the discovery and exploitation of opportunities to introduce new goods and services.
Mahadea and Youngleson (2013: 4)	Entrepreneurship is a process of business creation and wealth generation in response to perceived opportunities.

Source: Compiled by Researchers

preneurial Activity (TEA) of 5 percent, which is below that of other countries such as India, Brazil and other African countries. This postulates that South Africa remains one of the poorly performing countries concerning entrepreneurial activities, despite the implementation of intensive and rigorous government policies and programmes (Simrie et al. 2012: 14). This therefore raises the question of whether entrepreneurial knowledge can be passed on and in what manner.

Entrepreneurship Education

Entrepreneurship education is the structured formal conveyance of entrepreneurial competencies, which are the concepts, skills and mental awareness used by individuals when starting or developing their business ventures (Alberti et al. 2004: 5). In it is a means to promote entrepreneurship intention by instilling the interest to become an entrepreneur (Gerba 2012: 225). According to Rae and Woodier-Harris (2012: 929), entrepreneurship education is based on the premise of students achieving a learning outcome of entrepreneurial effectiveness through experiencing enterprise awareness, the development of an entrepreneurial mind-set and a variety of skills and capabilities developed through experimental learning.

Muofhe and Du toit (2011: 2) mentioned how in most developed countries, there is a tendency to view entrepreneurship education as the remedy for declining economic activity. However, in the words of Nixdorff and Solomon (2005: 3), "*describing entrepreneurs is like attempting to catch the wind, it has become apparent that there is no single characteristic or behaviour that can define an entrepreneur"*. With that in mind, how can entrepreneurship education be implemented when there is little or no uniformity in the programs offered as uncovered by Gorman et al. (1997: 70). From the discussion above, it is clear that if programs and policies are to be developed to enhance entrepreneurial behaviour, then a keen understanding of the factors that influence and shape an individual's intentions to go into entrepreneurship is critical (Kennedy et al. 2003: 2).

Entrepreneurial Intentions

Due to the nature of entrepreneurship, it is not feasible to wait a number of years to examine the number of students who venture into entrepreneurship. This therefore means that intentions are an appropriate measure for the effectiveness of entrepreneurship education (Lorz 2011: 24).

According to Guerrero et al. (2008: 37), the evolution of entrepreneurial intentions first emerged in the early eighties. Entrepreneurial intentions are defined as a state of mind that people wish to create a new firm or to create new value inside existing organisations (Nabi et al. 2006; Guerrero et al 2008; Wu 2008). According to Lorz (2011: 19), behaviour is approximated by an intention to perform that behaviour, there-

fore, entrepreneurial intention is the most appropriate indicator for measuring future behaviour. What this implies is that entrepreneurial intentions could be seen as an indicator of actually becoming an entrepreneur. The prevailing assumption is that Entrepreneurship education enhances an awareness of entrepreneurship as an alternative career path to employment (Slavtchev et al. 2012: 3). This is however, subjective to debate as Byasbashaija and Katono (2011: 137) found that although students' attitudes changed as a result of entrepreneurship education, there were no changes in entrepreneurial intention.

The decision to start a new firm is assumed to be planned for some time and thus preceded by an intention to do so (Thompson 2009: 670). Much research has been carried out to try to answer different questions related to intentions to start-up business. For example, why some people are more inclined to become entrepreneurs (Turker and Selcuk 2009: 143), why some entrepreneurs are more successful than others or why some people foresee profitable opportunities to introduce new goods/services to the market while others do not (Pruett et al. 2009). Lorz (2011: 19), Dickson et al. (2008: 245), Mwasalwiba (2010: 35), Bikse and Riemere (2013: 513) emphasize the importance of entrepreneurial education in forming entrepreneurial intentions. However, Remeikiene et al. (2013: 302) argue that entrepreneurial intention is mostly influenced by personal factors.

Pruett et al. (2009) established that one of the main barriers for entrepreneurial intention among students is the knowledge factor, including the lack of management, business, accountancy and administration knowledge, and this lack can be filled in by education. The results of the study carried out by Linan et al. (2011) revealed that the main factors of entrepreneurial intention are personal attitude and perceived behavioural control. Sánchez (2011) proposes similar results and adds that the main factors of entrepreneurial intention are personality traits, measured by risk-tolerance and self-efficacy.

Entrepreneurial intention is influenced by the complex of the factors, but the main personality traits such as self-efficacy, risk taking, initiative for business start-up, favourable attitude towards business, behavioural control, need for achievement and internal locus of control can be developed by acquiring an education (Remeikiene et al. 2013: 302). Interestingly, Lorz (2011: 36) posed a rather controversial question, *"Assuming that entrepreneurship education has a positive impact on entrepreneurial intention, how long does this impact last?*" The suggestion being that the impact has to last long enough to materialise into entrepreneurial action.

Farashah (2013: 881), in his study on the impact of entrepreneurship education and training on entrepreneurial perceptions and intentions, found that the effectiveness of entrepreneurship education in creating entrepreneurial intentions was uncertain and that a more practical approach to learning was required instead of the theoretical aspect. Interestingly, he also uncovered that entrepreneurship education neither increase the perception of opportunity among students nor decrease the fear of failure.

This means therefore that even if entrepreneurship values are taught to students, they may not embark on entrepreneurial ventures for fear of failure so instead they join the pool of unemployed graduates seeking employment. For his study, he derived his sample from a population of subjects who had an entrepreneurship background, particularly those who had studied it in the past.

Another study focused on the experiences of postgraduate students concerning entrepreneurship education by Rae and Woodier-Harris (2012: 994) revealed that many postgraduate students in the U.K found entrepreneurship education programs useful in developing the necessary skills and consequently intentions to start a venture after school. However, this study only focused on postgraduate students ignoring the concept of starting entrepreneurship education in early education stages as suggested by Kroon and Meyer (2001).

They looked at the different methodologies being used in entrepreneurship teaching and primarily focused on university students taking an entrepreneurship course. They concluded that although strong emphasis has been placed on entrepreneurial education in tertiary institutions, exposure to one course in entrepreneurship does not ensure entrepreneurial orientation or positive expectations about entrepreneurial abilities and careers.

Bae et al. (2014: 224-241), made an interesting observation whereby, entrepreneurship ed-

ucation was found to be less effective on entrepreneurial intentions of students who came from an entrepreneurial family as compared to those without an entrepreneurial family background. They also established that there was little effect of entrepreneurship education on entrepreneurial intention.

RESEARCH METHODOLOGY

Research methodology focuses on the process of research and the decisions that the researchers have to take in order to execute the research project (Brynard et al. 2014: 38).

Research Design

The researchers adopted a quantitative research approach as it allows deductions to be made based on already known theories leading to the development of hypotheses (Chisnal 2005: 18). Quantitative research design was the most appropriate design in this study since researchers wanted to draw conclusions from already stated hypotheses.

Population and Sample

A population is a complete group from which research participants may be drawn and a sample is a subset representation of the population (Cant 2005: 163). The researchers focused on university students on one university in the Eastern Cape Province. This satisfied the context of the study since students from different faculties participated in the study.

Sampling

Convenience sampling, a non-probability sampling technique was used. This technique relies on the judgement of the researchers in the selection of sample elements. Besides the fact that convenience sampling is relatively fast and inexpensive, it was appropriate for this study since it was not easy to access and use the sample frame to allow for random sampling. It involves selecting sample participants that are readily available to participate in the study and are in a position to provide the required information (Welman et al. 2005: 69). This was relative in that the study focused on university students and participants were selected from a university in the Eastern Cape Province.

Huysamen (1991) as cited in (Welman et al. 2006: 71) suggested that as a general rule, one should not use a sample with less than 15 elements, but rather preferably one with more than 25 units. With that in mind, for this study, participants comprised a sample of 150 university students. This was a valid sample size as it has been used in a previous research of the same nature (North 2001), and conformed to the budgetary and time constraints of conducting the study.

Data Collection Method and Instrument

Research instruments refer to the tools used to collect data (Cant 2005: 147). The researchers used a self-completion survey and the study employed a questionnaire as an instrument. Questionnaires allow standardisation thereby eliminating possible bias in responses (Gates 2013: 287). They also enable collecting numerous data at a relatively lower cost, which is then analysed to draw objective and meaningful conclusions (Rasinger 2013: 6). The questionnaire contained structured questions. A pilot survey was conducted with 20 respondents to pre-test the questionnaire. This was done to detect and eliminate possible errors that the questionnaire might have had before it was administered to a larger sample.

Scales

The scales used for the purposes of this study were adapted from literature. Nunally (1978: 245) recommends that all scales have a Cronbach's alpha coefficient above 0.7 for reliability. Entrepreneurship education is the conveyance of entrepreneurship competencies (Alberti et al. 2004: 5) and competencies and skills were measured in accordance with the proposition by Oosterbeek et al. (2008). Level of education made use of a dummy variable where 1 is for first year, 2 second year, 3 third year and 4 is for fourth year and any postgraduate level. This was adapted from (Curry 2012) and the wording was altered to apply to South Africa. Davidsson (1995) proposed a model to measure intention. Attitudes towards entrepreneurship were measured using the scale proposed by Linan and

Chen (2009). Biographical factors and education level were adapted from (Curry 2012). All the scales used in this study had a Cronbach alpha above 0.7 as shown in Table 2.

Table 2: Internal consistency coefficients across all measures

Dimension	*Items*	*Cronbach's Alpha*
Entrepreneurial curriculum and content	9	0.827 (0.8)
Entrepreneurial skills	13	0.890 (0.9)
Entrepreneurial mind-set	5	0.801 (0.8)
Entrepreneurial opportunities	4	0.692 (0.7)
Attitude towards entrepreneurship	4	0.816 (0.8)

Statistical Analysis

The researchers used descriptive and inferential statistics to analyse the data. Pearson product moment correlation and independent Chi-Square tests were used to test the research hypotheses. Statistical analysis was conducted using the SPSS data package.

RESULTS AND DISCUSSION

Results of the study are discussed under the headings that follow.

Population Characteristics

A total of 150 questionnaires were distributed but only 123 were completed and returned by respondents. It is only completed questionnaires that were analysed. This gave a response rate of 82 percent, which is a valid rate. The majority of the respondents (56.1%; n=69) were female, while male respondents comprised of 43.9 percent of the sample (n=54). Most of the respondents (69.9% n=86) fell in the age category of 18 to 25 years old. This is because the respondents were university students. 53.7 percent (n= 66) of the students reported of never having been employed before while 46.3 percent (n= 57) admitted to having been employed before.

Parental influence on becoming an entrepreneur is very important. As such, of the 123 respondents, 23 (18.7%) indicated that at least one of their parents own a business, and 100 (81.3%) clearly indicated that their parents are not self-employed. 48 of the respondents were in their first year of studies, 25 were doing their second year while third years comprised 32 of the participants. Only 18 postgraduate students participated in the study. All 123 respondents confirmed that they had received some form of entrepreneurship education, however there were differences in the form of education received. 84.6 percent of the respondents attended lectures on entrepreneurship while 1.6 percent attended presentations on the topic. Only 13.8 percent had actually undertaken a course on entrepreneurship. Among the three forms of education, the course seems more effective as 58.8 percent of those who received training through it have considered being an entrepreneur, followed by 54.4 percent who were educated through lectures and 50 percent through presentations.

Entrepreneurship Education and Its Effect on Various Entrepreneurship Aspects

Questions from section B to F of the questionnaire had several sub-questions to help answer one key question and the answers to such a set of questions were regarded as multiple responses. To analyse such responses the multiple response function in SPSS was used.

Entrepreneurship Skills

The respondents were asked to evaluate themselves in terms of their entrepreneurial skills. As a result of receiving entrepreneurship education, 38.4 percent of the students feel moderately confident about entrepreneurship skills, followed by 25.8 percent who strongly feel confident.

Entrepreneurship Mind-set

Due to the entrepreneurship education received, 31.5 percent were moderate, combined with 50.6 percent of the respondents who strongly agreed that the education had led them to develop an entrepreneurial mind-set. Only 7 percent did not agree to the notion that entrepreneurship mindset can be developed through entrepreneurship education. This therefore means that respondents place value on entrepreneurship education and they acknowledge its role in developing entrepreneurial mind-set.

Entrepreneurial Opportunities

Respondents were asked on their abilities to identify entrepreneurial opportunities. About 52 percent of the respondents were confident about their ability to identify entrepreneurial opportunities after undertaking entrepreneurship education. 13.6 percent disagree and only 5.1 percent strongly disagree. The remaining 29.9 percent neither agree nor disagree. The majority of respondents acknowledged the importance of entrepreneurship education in improving their ability to identify entrepreneurial opportunities.

Attitude towards Entrepreneurship

The primary objective of these statements was to determine whether entrepreneurship education influences the attitude towards entrepreneurship as a career choice. Almost 68 percent agreed that education influenced their attitude. At most 12 percent disagreed, while 20.9 percent were neutral. The majority of respondents were of the view that entrepreneurship education help in improving the attitudes of people towards entrepreneurship.

Entrepreneurial Intentions

Respondents were asked about the likelihood of starting entrepreneurial ventures. Majority of the students (55.3%) have considered starting their own businesses or becoming an entrepreneur and 44.7 percent had no intention. However, majority, that is 46.3 percent (20.7% + 25.6%) are unlikely to start right after completing their studies; but 49.5 percent are likely to start after 5 years.

Testing of Hypotheses

Hypothesis testing is concerned with using a sample statistic from a sample of the whole population to estimate the long run probability that a population parameter is equal to a particular value (Quinn and Keough 2004: 3).

Hypothesis 1

H_{01}: There is no association between entrepreneurship education and entrepreneurial intention.

Table 3 shows Chi-square tests for hypothesis 1. The results show a Chi-square (9) = 7460 and a p-value of 0.589 were obtained from the test. Since the p-value is greater than 0.05, the null hypothesis will not be rejected. This means that the association between entrepreneurship education and entrepreneurial intention is statistically insignificant. These findings are supported by that of Byabashaijo and Katono (2011: 136), who found that there was no change in entrepreneurial intentions after the entrepreneurship education. However, it differs with the findings of Muofhe and du Toit (2011: 15) who concluded that there are moderately positive correlations between entrepreneurship education and entrepreneurial intentions.

Table 3: Chi-square tests

	Value	*df*	*Asymp. Sig. (2-sided)*
Pearson Chi-Square	7.460[a]	9	**.589**
Likelihood Ratio	9.451	9	.397
Linear-by-Linear Association	.483	1	.487
N of Valid Cases	123		

11 cells (68.8%) have expected count less than 5. The minimum expected count is .37.

Hypothesis 2

H_{02}: There is no relationship between entrepreneurship education and entrepreneurial skills development

Tables 4 and 5 show the results for hypothesis 2. The results from the Chi-square (12) = 49.951, *p (0.000) <0.05,* shows that there is a statistically significant relationship between entrepreneurship education and the development of entrepreneurial skills. Testing of the hypothesis yielded results that rejected the null

Table 4: Chi-square tests

	Value	*df*	*Asymp. Sig. (2-sided)*
Pearson Chi-Square	49.951[a]	12	.000
Likelihood Ratio	38.743	12	.000
Linear-by-Linear Association	25.861	1	.000
N of Valid Cases	123		

A.13 cells (65.0%) have expected count less than 5. The minimum expected count is .07.

hypothesis. Based on Phi, the strength of association between entrepreneurship education and entrepreneurial skills development is strong (0.637= 63.7%). Although these findings are in contrast to those of Oosterbeek et al. (2009: 452) who uncovered that entrepreneurship education programs do not necessarily lead to development of entrepreneurial skills, the results are in line with the contribution by Fatoki (2010: 92) which says that entrepreneurship education is needed to enhance skills and knowledge.

Table 5: Symmetric measures

		Value	*Approx. sig.*
Nominal by Nominal	Phi	.637	.000
	Cramer's V	.368	.000
N of Valid Cases		123	

Hypothesis 3

H_{03}: Entrepreneurship education does not influence the development of an entrepreneurial mind-set

Tables 6 and 7 show the results for hypothesis 3. The Chi-square (9) = 29.616, *p (0.001)* <0.05 shows that there is statistically significant association between entrepreneurship education and entrepreneurship mind set. The strength of association between entrepreneurship education and the development of an entrepreneurial mind-set is moderate (0.491= 49.1%). Based on these findings, the null hypothesis was rejected. This coincides with the findings by Pihie and Sani (2009: 345) who concluded that entrepreneurship education leads to the development of an entrepreneurial mind-set.

Table 6: Chi-square tests

	Value	*df*	*Asymp. Sig. (2-sided)*
Pearson Chi-Square	29.616[a]	9	.001
Likelihood Ratio	23.231	9	.006
Linear-by-Linear Association	10.984	1	.001
N of Valid Cases	123		

a. 11 cells (68.8%) have expected count less than 5. The minimum expected count is .29.

Table 7: Symmetric measures

		Value	*Approx. sig.*
Nominal by Nominal	Phi	.491	.001
	Cramer's V	.283	.001
N of Valid Cases	123		

Hypothesis 4

H_{04}: Entrepreneurship education does not influence the ability to recognise opportunities

Tables 8 and 9 show results for hypothesis 9. The results from the Chi-square (12) = 23.606, *p(0.023)* < 0.05 show a statistically significant relationship between entrepreneurship education and the ability to recognise entrepreneurial opportunities. Based on this premise, the null hypothesis is rejected. This means that opportunity recognition can be enhanced through entrepreneurship education as also uncovered by Nixdorff and Solomon (2005: 9) even though Phi shows a weak association between the two variables at 44 percent.

Table 8: Chi-square tests

	Value	*df*	*Asymp. Sig. (2-sided)*
Pearson Chi-Square	23.606[a]	12	.023
Likelihood Ratio	23.390	12	.025
Linear-by-Linear Association	10.511	1	.001
N of Valid Cases	122		

a.14 cells (70.0%) have expected count less than 5. The minimum expected count is .07.

Table 9: Symmetric measures

		Value	*Approx. sig.*
Nominal by Nominal	Phi	.440	.023
	Cramer's V	.254	.023
N of Valid Cases		122	

Hypothesis 5

H_{05}: Entrepreneurship education has no impact on attitudes towards entrepreneurship

Tables 10 and 11 show the results for hypothesis 5. The Chi-square (9) = 22.485, *p(0.007)* < 0.05 shows that the association between entrepreneurship education and attitudes towards entrepreneurship is significant, therefore the null hypothesis is rejected even though the association between the two variables is weak at 42.8 percent. These findings are consistent with the findings by Byabashaija and Katono (2011: 137)

who found that attitudes towards entrepreneurship as a career choice changed when students were subjected to entrepreneurship education.

Table 10: Chi-square tests

	Value	*df*	*Asymp. Sig. (2-sided)*
Pearson Chi-Square	22.485[a]	9	.007
Likelihood Ratio	22.522	9	.007
Linear-by-Linear Association	5.013	1	.025
N of Valid Cases	123		

a. 11 cells (68.8%) have expected count less than 5. The minimum expected count is .73.

Table 11: Symmetric measures

		Value	*Approx. sig.*
Nominal by Nominal	Phi	.428	.007
	Cramer's V	.247	.007
N of Valid Cases	123		

CONCLUSION

The study concludes that although there is no direct relationship between entrepreneurship education and entrepreneurial intention, there are significant associations between entrepreneurship education and the development of entrepreneurial characteristics necessary to fortify entrepreneurial intention. This therefore validates entrepreneurship education and as such, entrepreneurship education should be promoted in institutions of learning and be embedded in school curricula.

RECOMMENDATIONS

It is deduced from the above discussions that entrepreneurial characteristics are fortified and highly driven by entrepreneurial education. It is therefore imperative to foster entrepreneurship among university students through education. Though it may not directly lead to stimulated interest in entrepreneurship, it equips them with the necessary skills and characteristics, which may assist them in the event that they decide on an entrepreneurial path.

Recommendations to Students

It is evident from the study that education is important for individuals to understand entrepreneurship and all its successes or failures. Most of entrepreneurial programmes are promoted within the higher education institutions as evidenced by the fact that all the students acknowledged receipt of entrepreneurship education. It is acclaimed that the basics of identifying career opportunities, understanding economics and free enterprise as well as gaining the essential basic skills by students can enhance their understanding of entrepreneurship. Therefore, students are encouraged to take up entrepreneurship courses in school to enhance their skills and knowledge.

Recommendation to Educators

The results from the study show that entrepreneurship education in the form of a course is more effective as compared to individual lectures. It is also important that schools invite some of the successful entrepreneurs in their community to motivate learners through presentations. The inherent need to re-design the curriculum and content of the program offered at schools cannot be overstated and there is need to include entrepreneurship as a compulsory module.

Recommendations to Government

Despite various initiatives by government to fund entrepreneurs, the field has generally been met with a lot of fear and uncertainty. It would therefore be appropriate for government and the society to invest in awareness programmes for students, to inform them and enlighten them on the support that entrepreneurs receive from government. These awareness programs should be embedded in school curricula. Furthermore, the government should increase programs set to assist entrepreneurs and should extend this assistance to students who come up with viable business ideas. The government may also conduct skill development campaigns in universities where entrepreneurial role models are asked to disseminate some of their skills and knowledge on students in a bid to encourage them towards entrepreneurship.

LIMITATIONS OF THE STUDY

The study was conducted on one university in the Eastern Cape Province of South Africa and as such care must be exercised when gener-

alising the results to the whole country. Moreover, the quantitative research design was used which does not give respondents an opportunity to express themselves freely or in their own words. All this design was appropriate for the study, it must be noted that it has its own limitations when compared to other research designs such as triangulation.

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