

THE EFFECT OF ENTREPRENEURSHIP EDUCATION ON THE STUDENTS' SELF- EMPLOYMENT, EMPOWERMENT, AND NURTURING MINDS FOR THE FUTURE.

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Abstract

The study's main aim was to assess the effect of entrepreneurship education on the students' self-employment, empowerment, and nurturing minds for the future. The study was guided by objectives that included examining the effect of entrepreneurship education on the students' self-employment, establishing the effect of entrepreneurship education on the student's empowerment, and assessing the effect of entrepreneurship education on nurturing students' minds for the future. The literature filled the gaps and showed empirical evidence. The research adopted a positivist research philosophy which was deemed quantitative. The study also utilized the explanatory research design since the study aimed at determining the relationships that exist between entrepreneurship education on students' self-employment, empowerment, and nurturing minds for the future. The target population of the study constituted 400 students at Midlands State University and was reduced to 196 making use of the sample size determination model by Krejcie and Morgan. The study used a closed-ended questionnaire in the form of a five-point Likert scale. Out of the 196 questionnaires that were administered, only 160 were attended thereby yielding an 81.6% response rate. A higher response rate of 81.6% was achieved in this study as the researcher gave the respondents enough time to fill out the questionnaires. The findings of the study proved a strong positive relationship exists between entrepreneurship education (**EE**) and students' self-employment (**SE**), entrepreneurship education was a significant positive factor in students' empowerment and a moderate positive relationship exists between entrepreneurship education (**EE**) and nurturing minds for the future (**NM**). The study recommendations were that they should establish business planning seminars, the creation of a university career services department, and the modeling of creativity in the classroom.

Keywords - *Entrepreneurship education, Self-employment, Empowerment, Nurturing minds for the future*

INTRODUCTION

Higher education institutions have adopted entrepreneurship education to increase a country's social and economic well-being (Li et al 2020; Neneh, 2020). Raposo et al. (2011) define entrepreneurship

education as "the individual ability to put ideas into action." It includes the ability to plan and manage projects in order to achieve objectives and master one's own life, as well as creativity, innovation, and risk-taking. Entrepreneurship education, according to this definition, is the form of instruction provided to people in order to awaken their sense of initiative and ability to turn ideas into reality. Due to entrepreneurship training in the school curriculum, every student has the opportunity to become an entrepreneur and is the architect of his or her own wealth. Entrepreneurship education is a strategy for motivating students to be curious and imaginative. Towobola and Raimi (2017) defined entrepreneurship education as a pragmatic and meaningful interaction between the learner and the teacher that enhances the learners' ability to recognize, appraise, and produce ideas as well as solve business problems in their own unique way. UNESCO (2008) defines entrepreneurship education as "a set of experiences that equip students with the skills and vision to access and transform a wide range of opportunities." It's not only about launching a company. It's all about helping students anticipate and adjust to societal changes. "Education and training that helps learners develop and utilize their creativity while also allowing them to take initiative, responsibility, and risks," according to UNESCO (2008). Entrepreneurship education is a rebranding education culture intended to assuring a comprehensive educational system by re-engineering apparent defects in the current system in terms of breadth, nature, and attributes. Its purpose is to prepare students to work in a global workforce with the essential skills and competencies. Self-employment is defined as a situation in which an individual start, establish, and manages a business rather than working for an employer. According to Abdulkarim (2018), self-employment is the act of working for oneself. Instead of working for a firm or an individual, self-employment involves generating money directly from customers, clients, or other organizations. Higher education institutions around the world have embraced entrepreneurship education, and in the United States, it has resulted in an increase in student abilities and competencies, with 70% of students going on to start their own small businesses after completing the programs. Africa's higher education institutions have begun to teach entrepreneurship, resulting in an upsurge in economic activity across the continent. Since 2000, Africa's gross national income per capita has more than doubled, rising from \$USD 464.4 in 2000 to \$USD 1637 in 2015, with current real GDP growth projected at 5.1 percent (IMF, 2021).

In their study on entrepreneurial education, Linan, Rodriguez-Cohard, and Rued-Cantuche (2015) used the Entrepreneurial Intention Questionnaire (EIQ) to examine entrepreneurial intents at two different Spanish institutions. According to factor and regression analyses, personal attractiveness to entrepreneurship, perceived societal norms, and perceived feasibility or self-efficacy all influence students' desire to become entrepreneurs. Onah (2018) undertook a new entrepreneurship education study, this time focusing on the needs of self-employed craftsmen and craftspeople in Enugu, Nigeria's urban region. The questionnaire was distributed to 600 artists and craftspeople. In their study, the researchers used both mean scores and two-way analysis of variance (ANOVA). Entrepreneurial skills,

such as management, accounting, public relations, marketing, communication, and record-keeping, were found to account for a significant amount of the success achieved by craftsmen and artisans.

Mania (2013) evaluated the influence of entrepreneurial education on job creation in Nigeria. The author believes that trial and error is the greatest method to learn about entrepreneurship. According to the study, entrepreneurial learning should be considered as a lifelong process in which knowledge is constantly altered as new experiences are learned. On the other hand, Agu and Chiaha (2013) investigated the effect of entrepreneurship education on the employability of South African university graduates. Entrepreneurship education, according to the research, provides graduates with employable skills. Finally, Akhuemoukhan, Raimi, and Sofoluwe (2020) investigated the impact of entrepreneurship education in Kenya on employment creation. They used econometric research based on secondary quantitative data to obtain their conclusions. Entrepreneurship is well-developed, according to the study, and may be used to decrease poverty, create jobs, speed the implementation of universal primary education, and promote gender equality. In Zimbabwe, Mauchi and Karambakuwa (2011) did a study on entrepreneurial education in higher education institutions, while Moyo (2015) conducted a study on entrepreneurship education at Midlands State University. As the researcher looks at the effect of entrepreneurship education on students' self-employment, empowerment, and nurturing minds for the future, a knowledge gap still persists in higher education institutions.

Researchers have devoted considerable attention to entrepreneurship education during the last few decades (Wadhvani et al., 2020). Entrepreneurship education is a leading topic in both developed and developing countries since it encourages efforts to improve a country's economic well-being (Värlander et al., 2020; Yi, 2020). According to previous research, entrepreneurship education increases people's desire to be entrepreneurs (Westhead and Solesvik, 2016; Hu et al., 2018; Pan et al., 2018; Jena, 2020), and with an increasing number of university graduates, appropriate job searching has become a serious concern in Zimbabwe's higher education system. The majority of students would prefer to begin working than start their own company. As a result, the Zimbabwean government has developed a new ideology known as education 5.0, which intends to reduce unemployment by giving adequate business platforms for students to become entrepreneurs. Despite the efforts of the ministry of higher education, science, and technology development, Zimbabwe's economy continues to face significant challenges, including a skills deficit, persistent poverty, and high unemployment. The lack of economic possibilities and decent employment opportunities among Zimbabwe's graduates has been linked to the country's current situation.

PROBLEM STATEMENT

Entrepreneurship education is now available in all universities and other higher education institutes. The inclusion of entrepreneurial education in university curricula is a strategy for graduate self-employment,

independence, and poverty reduction. If students are taught relevant skills, attitudes, and information, as well as proper practical work, they will graduate as self-employed and labour employers. This would minimize, if not fully eliminate, unemployment and shift Zimbabwe from a consumer to a producing nation (Marikebo, 2019). The researcher is driven by this premise to determine the impact of entrepreneurship education on graduate self-employment and the skills students should acquire to enable them to create jobs.

RESEARCH OBJECTIVES

- a) To examine the effect of entrepreneurship education on the students' self-employment.
- b) To establish the effect of entrepreneurship education on the student's empowerment.
- c) To assess the effect of entrepreneurship education on nurturing students' minds for the future.

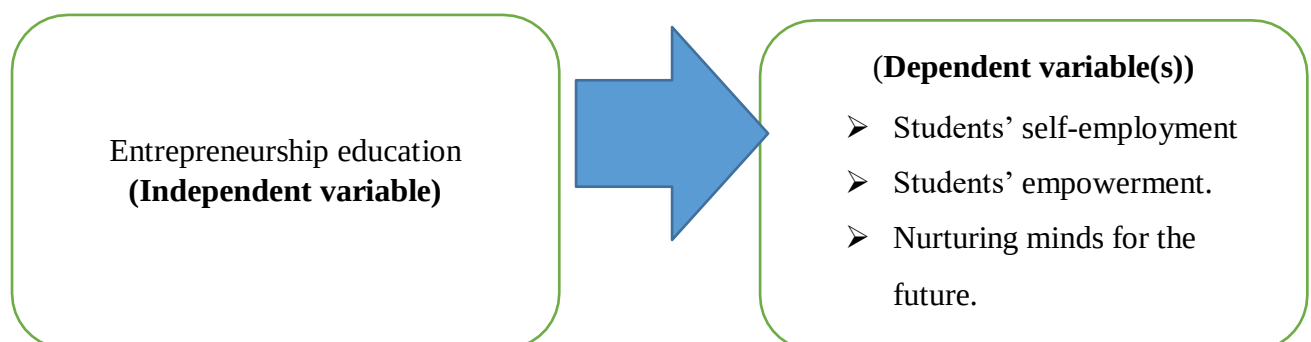
LITERATURE REVIEW

Many of the studies examined did not consider the effect of entrepreneurship education **(EE)** on students' self-employment **(SE)**, students' empowerment **(SEM)**, and nurturing minds for the future **(NM)**.

Conceptual framework

The conceptual framework shows the effect of entrepreneurship education **(EE)** on students' self-employment **(SE)**, students' empowerment **(SEM)**, and nurturing minds for the future **(NM)**. Based on the study's research objectives, entrepreneurial education conceptual framework is presented in Figure1.

Figure 1: Entrepreneurship education conceptual framework



Source: (Adopted from Valerio, 2014)

The concept of Entrepreneurship education: The purpose of entrepreneurship education is to equip students with practical information and skills that will aid in the development of their character, attitude,

and vision. It is crucial to the formation of an ecology that encourages creativity (Gautam & Singh, 2015). Gautam & Singh, (2015) stressed for its relevance in laying a basis for creativity and building a value system, as well as fostering an entrepreneurial culture that fosters wealth creation and accelerates innovation. Jones and English (2004, p. 2) cited by Gautam & Singh, (2015) defined entrepreneurship education, as "a process of teaching individuals with the ability to perceive business opportunities as well as the insight, self-esteem, knowledge, and skills to act on them." Idea generation, start-up, growth, and innovation are all aspects of entrepreneurship education (Fayolle, 2009). Shigeru Fijii, who began teaching entrepreneurship in 1938 at Kobe University in Japan, was a pioneer in the field, according to Mwasalwiba (2010). A set of methodical teachings aimed at anyone interested in beginning a business is known as entrepreneurship education (Falck et al., 2011). Entrepreneurship education can help students improve their entrepreneurial mindset and hence become more entrepreneurial (Petridou et al., 2009; Lubis, 2014). Entrepreneurial education should be included in the reform and development plan, staff training system, and teaching evaluation index system of colleges and universities, according to a study of Chinese college students (Zou, 2015).

The concept of self-employment: McKeown and Phillips (2014) claim that "self-employment is an escape from being hired." Working for oneself rather than for another person or group is classified as self-employment, and it can take many forms (Halvorsen & Morrow-Howell, 2017). Self-employment is when an individual, rather than working for an employer, establishes, begins, and manages their own business (Afolabi et al., 2017). Abdulkarim (2012) cited by Afolabi et al., (2017) the act of working for oneself is known as self-employment. Instead of working for a firm or person, self-employment involves earning money directly from consumers, clients, or other organizations. This means that instead of working for an employer that provides a salary or wages, an individual works for himself or herself. According to Iyortsuun et al., (2021) self-employment refers to working for oneself as the proprietor of a company with or without employees.

The concept of empowerment: Shulman and Luechauer (1993) cited by (Zraa & Kavanagh, 2009) empowerment is the process of allowing people to assume personal responsibility and accountability for their actions. Sapon-Shevin & Schniedewind (1991) cited by (Zraa & Kavanagh, 2009) "Putting oneself in a state of belief in one's ability to act with effect" is how empowerment is defined. This term highlights a person's ability to achieve his or her own goals. According to Okah and Odelola, (2009) cited by (Akpan, 2013) empowerment is a method of eliminating poverty and boosting graduate self-employment.

The concept of nurturing minds for the future: According to Jack and Anderson (1999) cited by (Aladejebi, 2018) is utilized because it suggests that students in entrepreneurship education classes would be able to evaluate career options, including entrepreneurship. It also signifies that the chosen career path will be followed in the future. According to (EuroTech Universities report, 2015)

entrepreneurship is the result of a combination of information, skills, and a mindset that accompanies a process of value creation in addressing a market need. In this view, universities play a crucial role in supporting entrepreneurship by creating knowledge (entrepreneurship and management research), spreading knowledge (entrepreneurship education and training), and giving hands-on support to emerging entrepreneurs (networking events, IP protection services, mentoring, etc.). Entrepreneurship education and training can help students develop a positive entrepreneurial mindset and enable them to start more creative enterprises, resulting in more competitive economies. According to Aspen Institute. & Aspen Institute., (2008) today's most essential job in education is to prepare students for success and eventual leadership in the new global marketplace.

Entrepreneurship education and students' self-employment: Entrepreneurship education has the potential to significantly alter students' self-employment. (Iglesias-Sánchez, Jambrino-Maldonado, Velasco, & Kokash, 2016) cited by Kisubi et al., (2021). Students who study entrepreneurship are prepared to start new firms, increase the efficiency of current businesses, or assist other entrepreneurs (Rasmussen & Sørheim, (2006) cited by Kisubi et al., (2021). According to Gerba (2012), students who have received entrepreneurship training have more entrepreneurial objectives than their peers who have not. Farashah (2013) discovered that completing an entrepreneurial course increases students' chances of becoming self-employed by 1.3 times. Similarly, the study results by Afolabi et al., (2017) on the effects of entrepreneurship education on self-employment efforts among Nigerian science and technology students show that EE is a useful strategy that has a positive impact on self-employment. There is substantial evidence that entrepreneurial education improves the thinking of graduates who have completed entrepreneurship classes (Jones & English, (2004); European Commission, (2012) cited by Odewale et al., (2019). Akpan and Etor (2013) cited by Zaman et al., (2021), entrepreneurship education, he believed, might be a valuable tool for motivating graduate students to establish their own firm. According to Ewubare (2010) cited by Edigbonya, (2013), through an entrepreneurship education program, students can learn entrepreneurial skills that can help them start and grow firms in a range of fields.

H₁ – entrepreneurship education has an effect on students' self-employment.

Entrepreneurship education equips the students to start new ventures. Abdullahi et al., (2017) asserted that entrepreneurship education empowers the students with skills which enables them to be able to create their own organisations and be able to continue growing their business ventures. Entrepreneurship education equips the students the ability to run their businesses more effectively. According to Odewale et al., (2019), entrepreneurship education makes the students to have

organisational skills which enables them to be able to manage people effectively and be able to have good management skills as well as leadership skills which in turn results in motivating the employees.

Entrepreneurship education and students' empowerment: According to the World Bank (1999) cited by Shaibu & Mmeremikwu, (2017), education is essential for all nations to build a knowledge economy and society. Individuals' competences and abilities are developed and their knowledge and skills are conveyed through education. As a result, youth entrepreneurship education has gained significance around the globe. Youth are given knowledge, skills, and invention through entrepreneurship education in order to encourage them to acquire entrepreneurial aptitude in a number of situations. Entrepreneurship education aims to lessen the likelihood of business failure by emphasizing a consistent and proven set of concepts. It prepares, motivates, and enables young people to become entrepreneurs who, by working for themselves or for others, can turn adversity into opportunity. Entrepreneurship education strives to develop responsible and ambitious individuals who become entrepreneurs or entrepreneur thinkers by immersing them in real-life learning experiences in which they can take risks, manage the outcomes, and learn from them Shaibu & Mmeremikwu, (2017). According to Shaibu & Mmeremikwu, (2017), students can learn the skills they need to establish and build enterprises in a range of industries through entrepreneurship education programs. Entrepreneurship training assists graduates in making the shift from job searchers to job creators (Bassey and Archibong, (2005) cited by Aladejebi, (2018). Entrepreneurship education is based on the belief that entrepreneurship can be studied, actively cultivated in students, and eventually lead to the establishment of a business (Nabi, Holden, and Walmsley, 2010). According to Küttim (2014) cited by Aladejebi, (2018), participating in entrepreneurship education is likely to increase students' entrepreneurial instincts.

H₂ – entrepreneurship education has an effect on students' empowerment.

Entrepreneurship education prepares, motivates and equips students to be entrepreneurs. entrepreneurship education makes the students to be able to take risks and manage their ventures as well as learning from the mistakes in business (Shaibu & Mmeremikwu, 2017). According to Seth, (2020) entrepreneurship education makes the students to be able to identify business opportunities in the market as well as providing vital information they will use in exploiting those business opportunities.

Entrepreneurship education and nurturing students minds for the future: According to Küttim (2014), cited by Aladejebi, (2018) entrepreneurial intentions are likely to be strengthened by involvement in entrepreneurship education. Furthermore, a more positive attitude toward entrepreneurship is likely to promote the desire to start a firm. Students' entrepreneurial ambitions and behaviors are influenced by entrepreneurship education (Aladejebi, 2018). When it comes to starting a business, entrepreneurial education is crucial. According to Rodriguez & Lieber, (2020) at all levels of

school, entrepreneurship education teaches students how to deal with real-world challenges; in the UK, enterprise and entrepreneurship education emphasizes on mentality, personal growth, and equipping students to adapt to changing circumstances. Education has a huge impact on an individual's entrepreneurial thinking and aim, and education can aid in the development of an entrepreneurial personality (Mónico et al., 2021).

H₃ – entrepreneurship education has an effect on nurturing students minds for the future.

According to Nani, (2016), entrepreneurship education enables the students to have an entrepreneurial spirit as well as developing an entrepreneurship culture which results in the development of a nation and economic empowerment. Entrepreneurship education makes the students to effectively identify and improve innovative and creative skills to run business in future. Shaibu & Mmeremikwu, (2017) asserted that entrepreneurship education gives students the skills as well as promoting entrepreneurial mindset which makes them to be able to come up with solutions to problems, grow their ventures and ensuring business continuity through creativity and innovation.

METHODOLOGY

The study made use of an explanatory research design and the sample size of the study consisted of 196 students. The response rate for the study was 82%. Spearman correlation was used to determine the relationship that existed between the variables in the conceptual framework making use of SPSS version 25.

RESULTS AND DISCUSSION

196 questionnaires were distributed to the respondents and 160 were returned, giving a response rate of 82%. Males made up 48% of the study's participants, while females made up 52%. Degrees, diplomas and certificates are held by 91%, 3% and 4% of the participants, respectively. 2% had other qualifications.

The effect of entrepreneurship education on the students' self-employment.

H₀ - Entrepreneurship education has no effect on students' self-employment.

H₁ - Entrepreneurship education has an effect on students' self-employment.

Table 1: Correlation of entrepreneurship education and students' self-employment

			EE	SE
Spearman's rho	Entrepreneurship Education	Correlation Coefficient	1.000	.877**
		Sig. (2-tailed)	.	.000
		N	160	160
	Self-Employment	Correlation Coefficient	.877**	1.000
		Sig. (2-tailed)	.000	.
		N	160	160
**. Correlation is significant at the 0.01 level (2-tailed).				

Source: SPSS V 25

The results in table 1 shows a strong positive relationship exist between entrepreneurship education (**EE**) and students' self-employment (**SE**) as shown by a spearman correlation coefficient of 0.877. The study accepted the alternative hypothesis (**H₁**) which stated that entrepreneurship education has an effect on students' self-employment. The findings were supported by Kisubi et al., (2021) which propounded that entrepreneurship education equips the students with the essential skills that will enable to start and manage their businesses. Afolabi et al., (2017) supported the findings of this study by asserting that entrepreneurship education positively affects student' self-employment in that the students will be able to do something of their own. Also, Nowiński et al., (2019) revealed that entrepreneurship education has a strong positive relationship with students' self-employment.

The effect of entrepreneurship education on the student's empowerment.

H₀ - Entrepreneurship education has no effect on student's empowerment.

H₂- Entrepreneurship education has an effect on student's empowerment.

Table 2: Correlation of entrepreneurship education and student's empowerment.

			EE	SEM
Spearman's rho	Entrepreneurship Education	Correlation Coefficient	1.000	.876**
		Sig. (2-tailed)	.	.000
		N	160	160
	Students' Empowerment	Correlation Coefficient	.876**	1.000
		Sig. (2-tailed)	.000	.
		N	160	160
**. Correlation is significant at the 0.01 level (2-tailed).				

Source: SPSS V 25

The results in table 2 shows a strong positive relationship exist between entrepreneurship education (**EE**) and students' empowerment (**SEM**) as shown by a spearman correlation coefficient of 0.876. The study accepted the alternative hypothesis (**H₂**) which stated that entrepreneurship education has an effect on student's empowerment. The results supported by Seth, (2020) who asserted that entrepreneurship has a positive effect on student empowerment and that entrepreneurship education gives the students essentials skills which enable them to take risks and create their own ventures.

The effect of entrepreneurship education on nurturing students minds for the future.

H₀ - Entrepreneurship education has an effect on nurturing students minds for the future.

H₃ - Entrepreneurship education has an effect on nurturing students minds for the future.

Table 3: Correlation of entrepreneurship education and nurturing minds for the future.

			EE	NM
Spearman's rho	Entrepreneurship Education	Correlation Coefficient	1.000	.528**
		Sig. (2-tailed)	.	.000
		N	160	160
	Nurturing Minds	Correlation Coefficient	.528**	1.000
		Sig. (2-tailed)	.000	.
		N	160	160

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS V 25

The results in table 3 shows a moderate positive relationship exist between entrepreneurship education (**EE**) and nurturing minds for the future (**NM**) as shown by a spearman correlation coefficient of 0.528. The study accepted the alternative hypothesis (**H₃**) which stated that entrepreneurship education has an effect on nurturing minds for the future. The findings were supported by Rodriguez & Lieber, (2020) who stated that entrepreneurship education prepares the students to adapt to the everchanging business environment and be able to come with creative and innovation solutions that will benefit their communities.

RECOMMENDATIONS

To promote students' self-employment the centre for entrepreneurship department should make use of business planning seminars where the students will be able to pitch their business ideas to a panel that will help them in coming up with best ideas which be taken to the business incubation hub. Also, in business seminars the department should also invite investors so that they will be able to invest in students' projects. Business planning seminars should also help students on how to identify business opportunities and how they will be able to go about it.

The university should create a university career services department that will have relationships with industry and commerce. The relationships will enable the university to send students to the organisations where students will gain practical experience and get exposed to a number of important issues in organisations which in turn enable students to be able to manage people effectively, market their products well and knowing how to run operations smoothly. The career services department will provide the students with requisite skills needed for them to successfully run their business ventures.

The lectures should try by all means to make sure that they make students to be able to come with novel ideas to the problems they face in communities. This can be done by posing scenarios to the students and give them time to brainstorm and come up with solutions. This will then be part of the students where they will be able to think of solutions to the problems that they face in their communities.

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