AN ASSESSMENT OF THE EFFECTIVENESS OF ENTREPRENEURSHIP EDUCATION IN BOTSWANA PRIVATE HIGHER EDUCATION INSTITUTIONS

by

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ABSTRACT

The present study assessed the effectiveness of Entrepreneurship Education (EE) in Private Higher Education institutions in Botswana. The assessment of the effectiveness of EE serves as a context of finding ways of addressing challenges and proposing a model for implementing effective EE in Botswana Private Higher Education Institutions. The study adopted a positivism paradigm. A quantitative approach was employed. A survey design was used in the empirical study and a self-constructed questionnaire was used to collect data. Two hundred and forty-nine students exposed to EE and fifty-two commercial college/university lecturers participated in the study. The Social Science Statistical Package (SPSS) version 22 was applied to analyse the data. Chi-square tests were calculated. Ratios were calculated to show the ratings of each item.

This study revealed that EE's curriculum structure such as objectives, content, implementation, and assessment affected its effectiveness. The study also revealed that Botswana Private Higher Education Institutions did not have material resources to effectively EE. The current study also established that even though stakeholders had positive attitudes towards EE, entrepreneurial culture in Gaborone was weak. Findings of the study also revealed that there was no comprehensive EE policy for its effective implementation in tertiary institutions.

The present study recommended that the implementation of EE would be improved through the restructuring of the curriculum, the provision of resources and the need to formulate mandatory policies and legislation for its implementation.

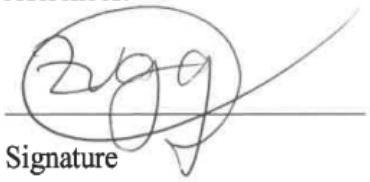
KEY TERMS

Assessment, Attitudes, Botswana, Content, Curriculum, Education, Effectiveness, Entrepreneurship, Entrepreneurship Education, Entrepreneurship lecturers, Entrepreneurship students, Implementation, Institutions, Objectives, Policy, Private Higher Education, Resources.

DECLARATION

Student number: **5541-660-8**

I declare that, **An assessment of the effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



Signature

23-04-2021

Date

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DEDICATION

The thesis is dedicated to my mother (Maria Chikari)**,** my wife Abinah, my sons Vandirai Trust, Tinashe and Tinavoishe Chikari**,** and my siblings (Tamai, Norman and Munashe)

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ABBREVIATIONS AND ACRONYMS

- Botswana Private Higher Education Institutions (BPHEIs).
- Botswana Qualifications Authority (BQA)
- Botswana Technical Education Programme (BTEP)
- Botswana Training Authority (BOTA)
- Business Development Services (BDS)
- Coronavirus disease (COVID-19)
- Enterprise Botswana (EB)
- Entrepreneurship Education (EE)
- Higher Education Institutions (HEIs)
- International Labour Organisation (ILO)
- Junior Achievement Botswana (JAB)
- Local Enterprise Authority (LEA)
- Private Higher Education Institutions (PHEIs)
- Small and Medium Enterprises (SMEs)
- Social Cognitive Career Theory (SCCT)
- Statistical Package for the Social Sciences (SPSS)
- The Local Enterprise Authority (LEA)
- United Nations Development Programme (UNDP)
- United States Agency for International Development (USAID)
- United States of America (USA)

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CHAPTER 1: THE PROBLEM AND ITS CONTEXT

1.0 INTRODUCTION

The aim of this study was to assess the effectiveness of Entrepreneurship Education (EE) in Botswana Private Higher Education Institutions (BPHEIs). The Chapter introduces the problem and its setting. Issues discussed in the chapter include background to the study, statement of the problem, research questions, objectives, assumptions, significance, rationale, limitations, delimitations, and definition of terms of the study.

1.1 BACKGROUND TO THE STUDY

Entrepreneurship is defined as a dynamic process of creating wealth and of exploiting opportunities to produce goods and services (Newman, Obschonka, Schwarz, Cohen & Nielsen, 2019:403Strachan, 2018: 37; Strachan, 2018: 37; Rideout & Gray, 2014:329). Entrepreneurs keep the economy and society vibrant by implementing new ideas (Lindner, 2018:115). Holt (2011:7). Entrepreneurship is seen as the engine that drives the economy of many countries and without entrepreneurs, economies cannot move forward (Meyer & Hamilton, 2020:113). Economic development can be directly attributed to the level of entrepreneurship activity in a country (Liu, Walley, Pugh & Adkins, 2020:2; Niernan & Nieuwehuizen, 2014:3; Nneka, 2012:26). Urbano, Aponte and Toledano (2008:336) maintained that, entrepreneurship has emerged over the last two decades as arguably the most important economic force the world has ever experienced. Entrepreneurship has done the magic of transforming the global economy (Ezeani, 2012:29). Since entrepreneurship is an essential element for economic progress, citizens need to be simultaneously entrepreneurial and strategic (Newman et al., 2019:403). Entrepreneurship has been described as the panacea for global economic recovery, a replacement for public sector employment, and that entrepreneurs add value to economic resources, create employment and act as an engine for sustainable long-term economic growth (Elia, Secundo & Passiante, 2017:27). Entrepreneurs and their activities that are the critical determinants of the level of success, prosperity, growth, and opportunity in any economy (Bakar, Islam & Jocelyne, 2015:86). Entrepreneurs innovatively come up with resource strategies that would enhance opportunities for achieving a deep, broad, lasting, and cost-effective social impact (Odunaike & Amonada, 2013:128).

It is believed that EE can produce entrepreneurs who may create job opportunities and increases national prosperity (Baliyan & Baliyan, 2013:196; Ács & Naudé, 2011:1). Today's successful companies live and die according to the quality of their human capital ideas (Klees, 2016:651). Entrepreneurship Education has been emphasised in almost all countries as a route for boosting economic growth and job creation (Shukla, 2020:12). Rauch and Hulsink (2015:187) argue that EE is vital for fueling a more robust global economy. Entrepreneurship Education is being perceived as very important and as the only way people can solve their social, economic, political, and technological problems such as unemployment (Desai, 2011:1). Unemployment is the primary enemy the world (Akhuemonkhan, Raimi & Sofoluwe, 2013:55; Okafor, 2011:359). Entrepreneurship Education is, therefore, being well received around the world as a solution to end unemployment and poverty and interest in entrepreneurship and EE has drastically increased that the supply of EE courses has skyrocketed in the past decade (Rideout & Gray, 2013:330). While EE is a relatively new concept and is still in its infancy in the fields of education and management, the demand for entrepreneurs is rising constantly (Nneka, 2012:26; Keat, 2011:206).

It is, therefore, undoubted that entrepreneurship is very critical to human life that it cannot be just left to chance and EE can foster the passion of learners to become entrepreneurs. A deliberate effort to inculcate it among citizens should therefore be made. The best vehicle is through formal education. Babatunde and Babatunde (2014:24) maintained that the function of EE in maintaining a stable societal development cannot be overemphasized. The society and the education system can play a pivotal role in identifying, shaping, and inculcating entrepreneurial attributes among students (Mwangi, 2011:86). Similarly, Covas and Solcan (2018:21) argue that the key to successful establishment of EE culture depends on all the stakeholders that include the state, professors, entrepreneurs, and learners themselves.

Drucker (2014:26) argue that most of what you hear about entrepreneurship is all wrong. That is, entrepreneurship is not magic nor mysterious and it has nothing to do with genes but a discipline that can be learned. Entrepreneurship is a behaviour not a personality, it is neither a science nor an art, it is a purposeful work that can be systematically organised (Drucker, 2014:6-7). Entrepreneurship is knowledge that can be learned by everyone (O'Brien, Cooney & Blenker, 2019:385; Wibowo & Saptono, 2018:200). Traditionally, there was a general belief that

entrepreneurship was inborn, but there is a major shift from this, that it can be learned. For many years traditional wisdom held that a person was either creatively entrepreneurial or not. Today we know better and otherwise. Research shows that anyone can learn to be entrepreneurially creative (Burns, 2016:25). Similarly, according to Alakaleek (2019:169), entrepreneurial skills can be developed through education while Kaijage and Wheeler (2013:11) argue that, the relevant question is not 'can entrepreneurship be taught?' but 'what should be taught and how should it be taught?' That is, anyone of sound mind can be taught skills, techniques, attitudes, behaviours and attributes that help them generate viable and sustainable business ideas. According to Kaijage and Wheeler (2013:11), where entrepreneurship is taught it does encourage entrepreneurial action. It is not enough to add entrepreneurship on the curriculum. It needs to be core to the way education operates. Entrepreneurship Education requires a fundamental rethinking of educational systems, both formal and informal, as well as the way in which teachers, lecturers or educators are trained (Sekkula, Satuvuori, Ruskovaara & Hannula, 2015:93; Heinecke, Kloibhofer & Krzeminska, 2014:9).

Entrepreneurship Education should prepare learners to be job creators instead of job seekers (Barba-Sánchez & Atienza-Sahuquillo, 2018:54; Lekoko & Rankhumise, 2012:10; Desai, 2011:1). Davey, Hannon, and Penaluna (2016:172) and Moris and Ligouri (2016:18) assert that education can serve as a preparatory function for venture initiation and business startups**.** Education has power in developing entrepreneurial values such as self-efficacy, positive outcome expectations, goals setting and managerial skills. The above values generate an entrepreneurial mindset and prepare graduates as future leaders who can solve more complex, interlinked, and fast-changing problems (Boldureanu, Lonescu, Bercu, Bedrule-Grigoruță & Boldureanu, 2020:1; Davey, Hannon & Penaluna, 2016). In other words, EE is perceived to be the panacea for the eradication of the four evils of the world, that is, hunger, disease, ignorance, and poverty (Aamir, Habib, Khan & Mohmand, 2020:205; Bakar, Islam & Lee, 2015:88). There is a growing awareness that a traditional business education is inadequate to equip young people with the knowledge and skills they will need to improve their chances to have a decent life (Oladunjoye, 2018:6; Lekoko & Rankhumise, 2012:12). There is a perception that EE can equip individual students with the long-life skills and attitudes needed for employability, for self-employment, job creation and sustainable livelihood (Amire, Prosper & Ese, 2016:323). Entrepreneurship Education provides students with

the motivation, knowledge, and skills essential for launching a successful venture in developing countries (Shah, Amjed & Jaboob, 2020:2). Economists have maintained that the major obstacle to economic growth of poor nations is lack of educated entrepreneurs who are able to mobilise and coordinate production inputs (Bawuah et al., 2006:1). Olokundun, Falola, Ibidunni and Inelo (2014:257) argue that one of education's goals is to develop entrepreneurial behaviour and create employment opportunities in any society. Psychologists have conducted several studies investigating whether education can socialize individuals into considering entrepreneurship as a career path (Rideout & Gray, 2014:329).

Eentrepreneurship Education in the USA has become one of the most sought - after areas of study (Rodriguez & Lieber, 2020:2; Honig, 2004:258). It attracts substantial private sector financial contributions, is producing self-sufficient enterprising individuals, is producing successful business and industrial leaders. Eentrepreneurship Education has the potential to produce champions of innovation. Urbano, Aponte and Toledano (Liguori & Winkler, 2020:3) also established that, due to the Coronavirus disease (COVID-19) pandemic, EE and online EE in USA has burgeoned to more than 2,200 courses in over 1,600 schools, hence identifying and nurturing of entrepreneurs throughout the education process resulted in long term economic benefits for the USA. They further state that EE has become one of the most effective means of facilitating the transition of a growing graduate population from education to work. Entrepreneurship Education prepares people who are responsible entrepreneurs, who can contribute to the successful addressing of various challenges in America and in Europe (Kakouris, Dermatis & Liargovas, 2016:10; Urbano et al., 2008:337). That means lower employment rate and reduced failure of the existing businesses could be achieved in USA. Regarding Korea, Byun, Sung, Park and Choi (2018:1) point out that most institutions offer entrepreneurial training, while Lee, Chang and Lim (2005) established that, in Korea, EE is critical and valuable in building entrepreneurship attributes among the youth and also found out that the unique culture of each country determines the success or failure EE.

In Africa, EE is considered a very critical area of study. Studies in Nigeria (Amire, Prosper & Ese, 2016:324; Amire, Prosper & Ese, 2016:324; Odunaike & Amonada,2013:127, Eke, Igwesi, & Orji, 2011:2), in Uganda (Olutuase, Brijlal & Yan, 2020:15, Byabashaija & Katono, 2011:21), in South

Africa (Chauke & Obadire, 2020:2; Forcher-Mayr & Mahlknecht, 2020:126; Odora, 2015:227, Chimucheka, 2014:403; Isaacs, Visser, Friedrich & Brijlal, 2007:626), in Zimbabwe (Ndofirepi, 2020:1; Mauchi, Karambakuwa, Gopo, Kosmas, Mangwende and Gombarume, 2011:1306) and in Kenya (Ngigi, Gichunge & Orero, 2020:2, Robb, Valerio & Parton, 2014:35, Mwangi, 2011:86) established that EE was a bedrock for national development and was vital for empowering, developing, and creating employment opportunities among the youth in tertiary institutions. The studies further found that entrepreneurship without adequate education, knowledge and skills usually leads to failure and that stakeholders were needed to further support the graduates with capital and a conducive environment to make this EE effort worthwhile. The studies also found challenges with regards to EE implementation such as inadequate human capital, lack of trained personnel, absence of support and commitment from the government, unavailability of a new syllabus consistent with the new system of education, absence of strong network with local businesses and that entrepreneurship is not yet given a centre stage in education.

Botswana has a qualifications blueprint that ensures access for all Batswana to high quality education and training, with a view to producing self-reliant, knowledgeable, and skilled individuals who can create employment and eradicate poverty (Baliyan, 2013:205). The Botswana Qualifications Authority (BQA) was established for the accreditation, registration, and monitoring of all training providers to ensure adherence to the required standards and quality of training (Baliyan, 2013:207). Training in entrepreneurship was previously meant for those who fail to proceed to senior secondary school and was perceived as education for dropouts in Botswana. Entrepreneurship Education was stigmatized and undermined, and for that reason entrepreneurship training was for the academically incompetent students. Recently, entrepreneurship programmes are now offered at Higher Education Institutions. Baliyan (2013:208) also pointed out that, to encourage entrepreneurship, Botswana established The Local Enterprise Authority (LEA), Enterprise Botswana (EB), Junior Achievement Botswana (JAB) and Know About Business (KAB) to cultivate and energise the spirit of free enterprise and self-reliance among Batswana (Baliyan, 2013:210).

Swartland (2008:8) pointed out that in Botswana, EE is fused in the education and training framework. The EE policy framework emphasises the need for prevocational preparation through

relating the curriculum to the world of work. Practical and vocational subjects have been introduced and several stakeholders are involved. Lekoko, Rankhumise and Ras (2012: 12025) found that entrepreneurship in Botswana is a new and growing field in scientific research and education. They further argue that entrepreneurship can solve Batswana social issues like unemployment through job creation. Lekoko et al. (2012:12031) concluded that EE in Botswana, at two universities researched on, does not conform to what other researchers recommended as could be the best practices for EE. They further recommended that: a more refined curriculum was inevitable, a course leading to certification was required, the pedagogies need refining, assessment methods require overhaul and lecturers need re-skilling.

The studies clearly established that the Botswana government aimed to eradicate poverty as stipulated in all its National Development Visions hence coming up with supportive arms and programmes such as: - Botswana Technical Education Programme, Certificate in New Venture Creation, Entrepreneurship Development Programme, Wadhwani, just to mention but a few entrepreneurship development initiatives. The Botswana Government sponsors students in entrepreneurship training at tertiary institutions. It is quite evident that the Government of Botswana has noble ideas towards the inculcation of entrepreneurship culture among Batswana.

Previous EE studies in Botswana by Lekoko and Rankhumise (2012) focused on public institutions rather than Private Higher Education. While Baliyan and Baliyan (2013) and Swartland (2008) studied EE at primary, secondary and technical and vocational education brigades. Rudhumbu, Svotwa, Munyanyiwa and Mutsau (2016) investigated students' intention towards EE at one private higher institution in Botswana. All the studies are mere articles published in journals.

More rigorous research on EE in Higher Education Institutions**,** with special reference to Botswana**,** is needed (Lekoko & Rankhumise, 2012:12023)**,** hence the conduct of the present study. The present study assessed the effectiveness of EE in Botswana Private Higher Education.

1.2 STATEMENT OF THE PROBLEM

Botswana is faced with growing youth unemployment resulting into poverty and anti-social behaviours. The background to the study highlighted that EE was critical to every nation because

the world over was grappling with poverty due to economic challenges which possibly originate from various factors such as irrelevant education (Jerome, 2020:158; Aamir et al., 2020:206; Ebewo, Rugimbana, & Shambare, 2017; Rudhumbu et al., 2016:83; Niernan & Nieuwehuizen, 2014:3; Rideout & Gray, 2014:329; Baliyan & Baliyan, 2013:196; Lekoko et al., 2012:12; Nneka, 2012:26; Keat, 2011:206; Desai, 2011:1; Holt, 2011:7; Volkmann, Wilson, Marlotti & Rabuzzi,Vyakarnam, 2006:9; Isaacs et al., 2007:613). It is undoubted that EE can alleviate poverty since its focus should be towards self-reliance and job creation (Si, Ahlstrom, Wei & Cullen, 2020:4; Matlay, Maritz, Jones & Shwetzer, 2015:1020; Osei-Hwedie, 2004:10; Zoltan, 20011:1; Lekoko & Rankhumise, 2012:12; Volkmann et al., 2006:9; Keat et al., 2011:206). Maziriri and Chivandi (2020:7) state that there are enormous social, economic, and educational benefits of EE. The high unemployment rates create challenges everywhere and EE is wildly perceived as the panacea (Li & Yuan, 2020:163; Mubanga, Hock, Asif, & Mulenga, 2019:96; Liguori, Winkler, Winkel, Marvel, Keels, Gelderen, & Noyes, 2018:5; Strachan, 2018:36; Matthews, Garratt & Macdonald, 2018:4; Barba & Atienza, 2018:53; Hunter & Lean, 2018:2; Yatu & Loon, 2018:1; Masunda, Chitumba, Mushayavanhu & Simuka, 2018:69; Yu, Roy, Quazi, Nguyen, & Han, 2017:1427; Schneider, 2017:51; Mogomotsi & Madigele, 2017:1; Nnaji & Ahmed, 2017:55; Chinyamurindi, 2016:1). With this view, the current study sought to establish the effectiveness of EE in Botswana Private Higher Education Institutes.

1.3 MAIN RESEARCH QUESTION

The study sought to answer to the following main research question:

How effective is EE in Botswana Private Higher Education Institutions?

1.3.1 Sub-research questions

The study was guided by the following the research questions:

1.3.1.1 What are the perceived benefits of EE in Botswana?

1.3.1.2 What is the structure of EE in Botswana Private Higher Education Institutions?

1.3.1.**3** What are the factors that are affecting EE effectiveness in Botswana Private Higher Education Institutions?

1.4 OBJECTIVES OF THE STUDY

This study was designed to:

1.4.1 Establish how EE is perceived in Botswana.

1.4.2 Establish how EE is structured in Botswana Private Higher Education Institutions.

1.4.3 Establish the factors that affect effective EE provision in Botswana Private Higher Education Institutions.

1.4.4 To propose an effective EE model for use in Higher Education Institutions.

1.5 RATIONALE OF THE STUDY

Several factors motivated the researcher to carry out the current study. The researcher is interested in Entrepreneurship Education because of his professional and work experience in Business Education and as a senior manager in the commercial industry. The researcher is currently working as a Fellow in the Faculty of Business and Accounting at Botho University in Botswana. The job description at Botho University includes lecturing Business Management modules of which entrepreneurship is one of them. The researcher also lectures Educational Psychology at Botho University. The researcher is a part-time tutor for Bachelor of Education and Bachelor of Entrepreneurship modules at Botswana Open University. The researcher had previously worked as a School Principal in Private International Group of Schools where School Business Development Management was one of the core Key Performance Indicators.

The study was undertaken because the researcher observed that EE was being taken seriously and was taught in schools, colleges, and universities in Botswana. Everywhere the world-over, there is a general conviction that EE is the panacea to unemployment, poverty eradication and economic development and can produce students who are job creators than job seekers.

The study, therefore sought to assess the effectiveness of EE at BPHEIs. In Botswana, studies on the effectiveness of EE are scarce. An assessment of the effectiveness of EE as a baseline for proposing a model for effective EE provision was indispensable in establishing and reinforcing conditions necessary for effective EE provision.

There is now a paradigm shift from entrepreneurship being influenced by traits to a learned skill. With such a major shift there is a great need for research in EE and its effectiveness. The researcher therefore felt compelled to assess the effectiveness of EE at BPHEIs.

1.6 SIGNIFICANCE OF THE STUDY

It was envisaged that the findings of the study could benefit states, students, lecturers, researchers, policy makers and administrators in the Ministry of Education in Botswana in particular. Many countries could benefit from this research and Botswana could benefit most. States may solve the ills associated with lack of relevant education. Most importantly a redefinition of EE could be unveiled and a new pedagogical model for effective EE created. If adopted the world's four enemies (hunger, poverty, ignorance, and diseases) would be eradicated through an education that equips learners with job creation skills than job seeking or hunting attitudes. Lately, many economists have studied the effects of the resources or inputs to identify the causes of economic growth.

Students may benefit most since they would receive education for job creation and desist from the laborious, endless, and frustrating job-hunting expeditions. Self-efficacy, innovation, creativity, independence and self-drive are the attributes students learn through EE. It may enable the students in BPHEIs develop maximum use of their potential with regards to job creation during and after their higher education experiences.

Lecturers may gain greatly because their work would produce relevant products, and they would undergo some training in entrepreneurship training or retraining. The lecturers would be equipped with better knowledge on how they could assist the learners when it comes to provision of effective EE in BPHEIs Such information could make the lecturers more effective in the execution of their duties.

Researchers would benefit because the study aimed at adding value to the domain of EE, especially to assess the effectiveness of EE in BPHEIs thereby creating more open avenues for research. The study contributed to the knowledge base of available literature on the EE in BPHEIs and evoked suggestions as well as recommendations on possible and better ways of implementing EE in BPHEIs.

The stakeholders, policy makers, governments, and the business community would gain information to make better decisions on the EE in BPHEIs. Policy makers would have the opportunities to base their future policies on the same from the results of this research.

1.7 THEORETICAL FRAMEWORK

Lent, Brown and Hackett's (1994) Social Cognitive Career Theory (SCCT) informed this study. Social Cognitive Career Theory is grounded in Albert Bandura (1986)'s general Social Cognitive Theory (Wendling & Sagas, 2020:2; Lent, Brown & Hackett, 2002:258). The theory is Constructivist and is well established in vocational psychology literature (Liguori, 2012:27; Kassean, Vanevenhoven, Liguori & Winkel, 2015:692) and has proven to be heuristic in a wide range of psychological domains such as education. It extends those aspects of Bandura that are relevant to the processes of interest formation, career selection and performance. Social Cognitive Career Theory is the most robust theoretical framework to study entrepreneurial activity as compared to the traditional Ajzen (1995)'s Theory of Planned Behaviour (TPB) and the Shapero-Krueger's (1984) Model (Dos Santos, 2020:52).

Social Cognitive Career Theory seeks to explain how basic academic and pursuit in a desired career desire grows, how academic and occupational decisions are made, and how career success is attained (Ngigi et al., 2020:5). Similarly, Lent et al. (2002:258-259) also state that SCCT is more concerned with learning experiences that guide career behavior and emphasises cognition, self-regulatory and motivational processes that extend beyond learning and conditioning. SCCT theorists advocate for providing opportunities, experiences and significant adults to impact, influence and strengthens self-efficacy in all learners (Alshahrani, Ross & Wood, 2018:2; Lent et al., 2002:258-259). Self-efficacy, outcome expectations, and intentions are the core "building blocks" of SCCT (Luc, 2020:400). The theory proposes that environmental or background factors, such as educational experiences, influence self-efficacy, outcome expectations and intentions (Kassean, Vanevenhoven, Liguori, & Winkel, 2015:692; Lent, Brown & Hackett, 2000:36).

The figure below shows the main building block of the Social Cognitive Career Theory, a study that informed the current study.

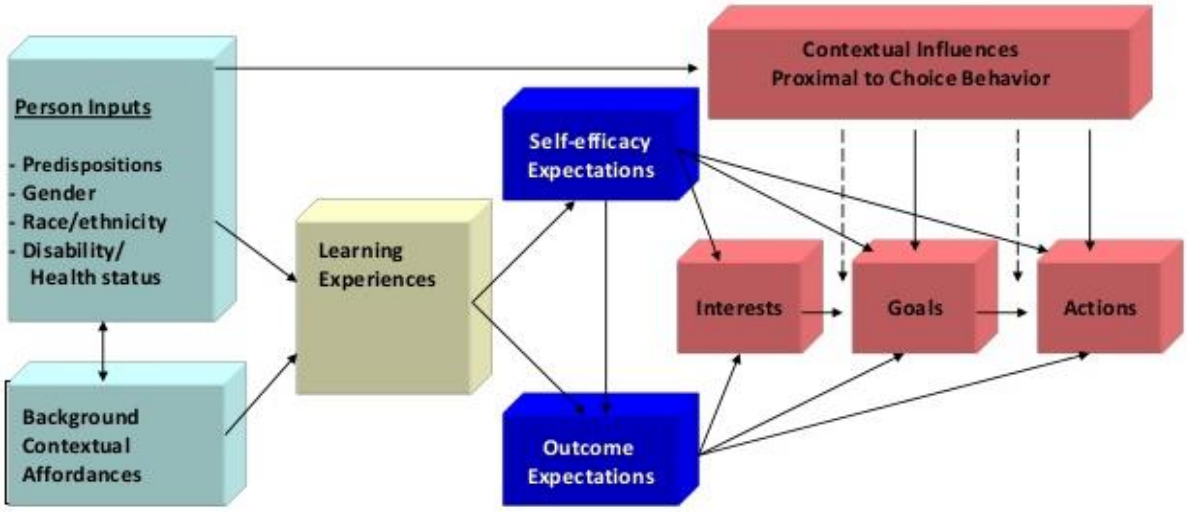


Figure 1.1: Social Cognitive Career Theory

Source: extracted from (Lent, Brown& Hackett, 2002:36)

Over the last five years, researchers are just beginning to use SCCT to entrepreneurial behaviour because of its ability to integrate multiple competing theories into one unifying framework (Chhabra, Raghunathan & Rao, 2020:77; Liguori, 2012:27). This study explores self-efficacy as it relates to entrepreneurial intensions. The contextual variables such as university orientation towards entrepreneurship and students' engagement in entrepreneurial learning activities were investigated.

According to Fragoso, Rocha-Junior and Xavier (2020:5), self-efficacy can be viewed as one's belief or perception of the capability to accomplish a given task. Similarly, Kassean et al. (2015:692) define Self-efficacy as an individual's dynamic set of beliefs in his or her ability to perform a task competently and successfully or set of activities with little effort. Self-efficacy plays the central role in the cognitive regulation of motivating one to successfully establish a business venture and run it. People tend to be more inclined to take on a task if they are confident that they can succeed. People tend to avoid tasks where their self-efficacy is low and engage with those

activities when it is high. People move away from those occupations requiring capabilities they think they do not possess, or they cannot develop.

Kassean et al. (2015:693) identified the mechanism of self–efficacy at educational institutions as: practicing a particular task, planning projects, engaging role models, interviewing guest speakers, getting constructive feedback from teachers, interacting with peers on simulations and projects, hearing successful stories, and engaging in entrepreneurship to encourage to overcome the anxiety, fear, and uncertainty associated with new venture creation. Efficacy expectation is an estimate that one can successfully execute the behavior required to produce the outcomes sought (Kassan et al., 2015:693). Self-beliefs about abilities play a central role in the career decision-making process. People move toward those occupations requiring capabilities they think they either have or can develop. Students who engage more in entrepreneurship experiential learning activities develop some positive self-efficacy (Kassan et al., 2015:693).

It is clear from the above that, effective EE should be able to inculcate self-efficacy competencies among students. This study explored whether EE at Private Higher Institutions in Botswana help students to develop self-efficacy and most importantly, entrepreneurship self-efficacy.

Social Cognitive Career Theorists postulates that people have outcome expectations. This is another building block in this theory. Outcome expectations are defined as the anticipation that certain outcomes would follow certain actions. Outcome expectations relate to personal beliefs about the probable and imagined outcomes of one person's actions, that is, they refer to the person's estimate that a given behavior will lead to outcomes (Kassan et al., 2015:693). Outcome expectations include beliefs about extrinsic rewards, self-directed consequences such as pride in achievement, and social consequences such as approval (Liguori, 2012:25). Research has found out that students who observe role models, such as successful entrepreneurs, would like to emulate them. Lent, Brown and Hackett (2000:37) further pointed out that according to SCCT; career development is influenced both by objective and perceived environmental factors that such things as economic conditions, parental behaviours, peer influences and how an individual makes sense of and responds to what his or her environment provides is taken into consideration. Lent, Brown and Hackett (2000:38) assert that proximal environmental variables can moderate or directly affect

the processes by which people make and implement career-relevant choices. This building block (Outcome Expectations) is explored in this study to find whether Private Higher Education Institutes in Botswana can create the perceptions among students that: "If I do this, what will happen, or I can do and will get beliefs."

Social Cognitive Career Theorists also suggest that personal goals influence career behaviors in important ways. Personal goals or intentions relate to one's determination to engage in certain activities to produce a particular outcome. Intensions help to organize and guide behavior over long periods of time. Entrepreneurial intention is a critical construct in entrepreneurship research. It is a fundamental motivational construct in SCCT. Entrepreneurship scholars concur that EE enhances students' intention (Kassan et al., 2015:694). Intentions are the immediate precursor to behavior and are the single best predictors of behavior. In the entrepreneurial sense, entrepreneurial intentions (EI) are a conscious state of mind that directs attention, experience, and action towards the creation of a venture (Liguori, 2012). For EE to be effective, it should be able to produce such intentions among its products. Research has revealed that there is a positive correlation between entrepreneurial self-efficacy and entrepreneurial intentions and that individuals who possess higher entrepreneurship outcome expectations. Intentions are built by transferring tacit knowledge, social learning and reinforcing classroom knowledge and skills thereby creating a fertile ground for entrepreneurship intentions, such as self-efficacy and outcome expectations. Informed by such, this research, the SCCT construct, intention, was used to explore how the Private Higher Education Institutions in Botswana help students in achieving such intentions.

1.8 ASSUMPTIONS OF THE STUDY

The following were the assumptions for the study:

1.8.1 Entrepreneurship Education was being taught at Private Higher Education Institutions in Botswana.

1.8.2 Respondents would cooperate when responding to data collection instruments.

1.8.3 That there was a general awareness of what entrepreneurship is among the sampled population.

1.8.4 The need for EE will continue.

1.9 LIMITATIONS

The study used a representative sample of EE students and EE lecturers at private higher education institutions not the whole population; hence, the findings of this study may not be easily generalized to all higher education institutions in Botswana. It only focused on Private Higher Educational Institutions in Gaborone and did not include public universities and public colleges. Furthermore, due to the distance and resources that were needed in accessing other provinces the Private Higher Educational Institutions in these areas were excluded from the research. While this may have had some effects on results generalisability, the fact that the other Private Higher Educational Institutions were included, countered the effects. In addition, there was a logistical challenge out of the geographical spread of the institutions. As such, Private Higher Educational Institutions in Gaborone was just a satisfactory representative sample to reflect the real situation across the country.

In mitigation, the limitations above were eradicated. A representative sample was employed.

1.10 DELIMITATION OF THE STUDY

The study assessed EE in BPHEIs. The focus was on EE effectiveness in Botswana Private Higher Education Institutions. The selected area of conducting research was Gaborone the locus of the delimited private institutions purposively selected for the experiment. The selected area was rich with information that the findings could be generalised to other HEIs in Botswana. The EE lecturers and EE students at BPHEIs were the target group for the study.

1.11 DEFINITION OF TERMS

1.11.1 Assessment

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development (Abbasnasab, 2013:2495).

In this research assessment referred to the process of empirically gathering, discussing, defining, selecting, designing, collecting, analyzing, interpreting, and using information from multiple and diverse sources in order to develop a deep understanding of the effectiveness of EE in BPHEIs.

1.11.2 Education

Education is a process which aims to develop the knowledge, skill, or character of students. Education is the socially organised and regulated process of continuous transference of socially significant experience from previous to the following generation through a course of training in the system of educational institutions (Naziev, 2017:1). It is a transmission process of civilization (Strachan, 2018:37; Naziev, 2017:1). In this study education meant a formal form of learning in which the entrepreneurship knowledge, skills, values, beliefs, and habits of a group of people are transferred from one generation to the next through teaching, training and or research.

In the current study, education refers to a systematic, organized education model, structured and administered according to a given set of laws and norms that presents a rather rigid curriculum structure as regards objectives, content and methodology which are characterized by a contiguous education process involving the teacher, the students and the institution leading to a formal recognition certificate, diploma, degree or post-graduate recognition (Colardyn & Bjornavold, 2004).

1.11.3 Effectiveness

Effectiveness refers to the power to produce the desired results (Wilson, Wnuk, Silvander & Gorschek, 2018:267).

In this research, effectiveness meant the extent to which EE in BPHEIs was perceived, well-structured and factors for its implementation are adequately provided.

1.11.4 Entrepreneurship

Entrepreneurship is defined as the pursuit of opportunities beyond the resources you currently control (Park, 2017:160; Alvarez & Busenitz, 2001: 756; Lee & Lim, 2005:28; Geldenhuys, 2013:282). An entrepreneur is someone who in pursuit of profits at risk, makes the most of the opportunities in the environment by combining the expertise and resources of the community indifferent ways to produce product services for the market (Amire, Prosper & Ese, 2016;324). It is an individual's ability to turn ideas into action. It includes creativity, innovation as well as the

ability to plan and manage projects to achieve objectives (Smit, Cronje, Brevis & Vrba, 2011:5; Larsen & Nagel, 2013:17).

In this study entrepreneurship meant the ability to create new and useful business ideas that solve the problems and challenges people face every day.

1.11.5 Entrepreneurship Education

According to Shah et al. (2020:2), the purpose of EE is to train students to acquire skills, ideas and managerial abilities and capabilities of self-employment rather than being employed for pay. Entrepreneurship Education is that educational experience that often triggers motivation for venture creation and self-employment (Galvão, Ferreira & Marques, 2018:18). Entrepreneurship Education focuses on the development and application of an enterprising mindset and skills in the specific contexts of setting up a new venture, developing and growing an existing business, or designing an entrepreneurial organisation (Lee & Lim, 2005:35; Rodrigues, 2014:1). Entrepreneurship Education is the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills, and attitudes to act on them (Mauchi et al., 2011:1306).

In this research EE meant the type of education that aimed to produce job creators not job seekers, graduates who can identify opportunities and develop ventures, through setting up new businesses or developing and growing part of an existing venture. The education that aimed to solve the many problems, and which psychologically encourages creative thinking and promoting a strong sense of self-worth.

1.11.6 Higher Education

This is tertiary or post - secondary school training. Higher Education refers to all types of studies, training, or training at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent state authorities (Alemu, 2018:211).

In this research, Higher education is formal education that is provided by an institution of higher education while Private Higher Education is a post-secondary education offered by family, individual, or companies as private business enterprises and not by the state or government institutions.

1.12 SUMMARY

The objective of this chapter was to enlighten the reader on the background of the study, explaining the statement of the problem, posing the research questions and related objectives, articulating the significance of the study, positing the theoretical framework, assumptions of the study, delimitations, and limitations. Finally, definition of terms was shared. It also informs the reader about the future challenges likely to be encountered in the pedagogies for EE in Botswana.

Having discussed the problem and its context, the next chapter discusses the review of related literature.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

The present study assessed the effectiveness of EE in Botswana Private Higher Education Institutions (BPHEIs). The previous chapter focused on the research problem and its context. This chapter reviews related literature. The literature is presented under the following subheadings derived from the study's sub research questions: perceived benefits of EE, the structure of EE in Higher Education Institutions, and factors affecting EE in Higher Education Institutions (HEIs). The gaps to be filled by the present study are highlighted.

SCOPUS, ERIC (Education Resources Information Center), APA (American Psychological Association)-Psylnfo and Dissertations and Thesis were some of the main data bases used for literature search.

The following section presents related literature on perceived benefits of entrepreneurship and EE.

2.1 PERCEIVED BENEFITS OF ENTREPRENEURSHIP EDUCATION

Entrepreneurship Education has been perceived to have many benefits and has become a topic for debate on political agendas everywhere (Bibikas, Vorley, & Wapshott; 2017;1; Fayolle, 2018:692). Everywhere, EE entrepreneurship has become an unavoidable part of the academic programmes (Iglesias-Sánchez, Jambrino-Maldonado, Velasco & Kokash, 2016:210; Enninful, Boakye-Amponsah & Nduro, 2016:73). In the UK, Holt (2011:2) argues that entrepreneurs will thrust everyone into the twenty-first century with a thunderous roar and failure or success of any economy rests squarely within its creative individuals. Everywhere in the world, entrepreneurship is perceived as one of the most important solutions to unemployment, poverty, and low economic growth (Du Toit & Gaotlholobogwe, 2018:38; Strachan, 2018:38; Hug & Gilbert, 2017:156; Botha, 2006:3). In Spain (Díaz, Sánchez-Vélez & Santana-Serrano, 2019:2), Netherlands, West German, Sweden, Canada, United States, United Kingdom, Portugal, and in Poland (Quintero, Andrade, & Ramírez, 2019:114; Chienwattanasook, & Jermsittiparsert, 2019:107; Ploum, Blok, Lans, & Omta, 2018:115; Galvão et al., 2018:18; Zhang, Duysters & Cloodt, 2014:634) EE is perceived as very important for the economic success and as a means for self-employment.

Additionally, in Hong Kong (Matlay & Farashah, 2013:869; Cheung, 2008:16) the success of small business depends very much on EE while in China (Shi, Yao & Wu, 2019:206; Li & Matlay, 2003:495), in Japan (Kawai, Xheneti & Kazumi, 2020:427; Falk & Alberti, 2000:101) entrepreneurship continues to gain universal recognition for contributing to small business development and its national economic strategies for development and promotion of small businesses are implemented through EE. Similarly, in Nigeria, EE is viewed as a philosophy that entails self-reliance, promotes a new set of attitudes, inculcates a culture of productivity, and assists in the reduction of rural –urban migration (Peter, Janet & Ojo, 2020:186; Afolabi, Kareem, Okubanjo, Ogunbanjo & Aninkan, 2017:50; Udo-Imeh, Magaji, Hamidu & Yakubu, 2016:359; Ogundele, Akingbade & Akinlabi, 2012; Ayatse, 2013:85). In South Africa, EE is perceived as providing the young graduates with enough business training and supports students to establish a career in small and medium sized businesses (Olutuase et al., 2020:2; Chimucheka, 2014:412). The current study sought to establish the extent to which EE in Botswana is perceived positively as contributing to economic development and is responsible for small business development as is perceived globally.

Globally, EE is perceived in many countries as having the capability of creating many benefits for students by offering functional education that enables them to be job creators and not job seekers (Liu et al., 2020:2; Jabarullah & Hussain, 2019:553; Otache, 2019:925; Haque, Kabir, Rahman, Chowdhury & Islam, 2017:972; Ahmed, Chandran, Klobas, Liñán & Kokkalis, 2019:1). It is perceived that EE gives students a clear and positive perception towards business (Amire, Prosper & Ese, 2016:323; Boldureanu, Ionescu, Bercu, Bedrule-Grigoruță & Boldureanu, 2020:3; Bakar, Islam & Lee, 2014:92). Similarly, in Malaysia EE is perceived as having the potential to provide the youthful graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities that catalyses economic development (Rahim, Kadir, Abidin, Junid, Kamaruddin, Lajin & Bakri, 2015:1, Nian, Bakar & Islam, 2014:41; Hussain, Bhuiyan & Bakar,2014:559). Likewise, EE offers Turkish graduates adequate training in risk management, poverty eradication strategies and develops entrepreneurs with relevant attitudes and skills to accelerate economic development (Pruett, Şeşen, Pandian & Winter, 2020:62). In Denmark students positively perceive entrepreneurship and see it as a potential career choice (Wraae & Walmsley, 2020:255). According to Lent et al.'s (1994) Social Cognitive Career Theory,

which informs this study, perceptions of outcomes, such as beliefs and consequences of performing of a behavior, like engaging in EE, can influence career choices. The current study intended to find whether perceived EE benefits the world over also obtain in Botswana. A General Entrepreneurship Monitoring Report (GEM) pointed out that governments globally, like in Britain, have been spending considerable amounts of resources to create entrepreneurs to eradicate unemployment (Mallett & Wapshott, 2020:1). In USA, entrepreneurship creates jobs and drives the economy forward through innovation, competence, and job creation (Zahra & Wright, 2016:612; Bakar et al., 2014:95; Lekoko & Rankhumise, 2012:12023). Similarly, in Spain EE is responsible for improving the wellbeing of society by discovering, assessing, and exploiting business opportunities hence improving the production processes (Barba-Sánchez & Atienza-Sahuquillo, 2018:53; Gargouri & Naatus, 2019:2; Saraiva & Gabriel, 2016:42). In addition, in America, entrepreneurship occupies a unique and critical place in the spectrum of business management and viewed as an alternative to unemployment and a definite route out of poverty (Kerr & Kerr, 2020:2; Moraes, Camargo, Orellana & Menezes, 2020:98; Welsh, Tullar & Nemati, 2016:127). It is about intentionally maneuvering something from zero to a functioning and economically viable organization that can sustainably perform and thrive, even in the later absence of the founding entrepreneur. Similarly, Bakar et al. (2014:88) established that in Europe, China, Malaysia and Nigeria, entrepreneurship is perceived as enabling economic development through the provision of job opportunities. The current study wanted to find out whether the EE solves unemployment issues by creating jobs in Botswana.

One of the greatest benefits of having entrepreneurs is to help to develop new strategies and to identify new markets for products that did not previously exist (Fisher, Stevenson, Neubert, Burnell & Kuratko, 2020:3). Entrepreneurs in organisations can create, define, discover, and exploit opportunities frequently well ahead of their rivals (Osmonalieva, 2013:12). That is, an entrepreneur is perceived as someone who creates new business ventures, creates new products and services while taking reasonable risks in achieving profits, business growth and sustainability. The entrepreneur identifies important chances and manages critical resources from relevant stakeholders.

Entrepreneurship can be instilled into an individual and can influence the entrepreneurial intentions among individuals (Ghafar, 2020:2018; Bakar et al., 2014:95). Similarly, Islam and Lee (2014:92) pointed out that in Europe, China, Malaysia and Nigeria, EE distinctively enhances students' inclination towards entrepreneurship and cultivates EE graduate's entrepreneurial personalities and capabilities. Studies in South Korea (Lee, Chang & Lim, 2005:19) and in India (Agarwal, Ramadani, Gerguri-Rashiti, Agrawal & Dixit, 2020:300) also found out that EE develops entrepreneurial cognitive attributes such as taking calculated risks, establishing partnerships, ability to define goals and planning, possessing the know–how, knowing the business markets and their products, as well as defining one's limits, eloquence and communications skill. Similarly, in France (Fayolle, Gailly & Clerc, 2006:702) and in Europe (Henry & Lewis, 2018:264; Hagg & Scholin, 2018:656; Walter & Block, 2016:3; Aronsson, 2004:5) EE is perceived as helping in the development of competences beneficial to human economic and social success. Studies in Canada by Milian and Gurrisi (2017:993), in Brazil by Nassif, Ghobril and Silva (2010:2190) and in Romania by Vodă and Florea (2019:2) found that affective attributes which include but are not limited to: perseverance, courage, will power, initiative, willingness to takes risks, personal motivation, facing challenges, passion for business, follow tastes, autonomy, self-confidence and independence are a result of EE. Similar, studies in Europe found out that EE is perceived as having the ability to inculcate the spirit of perseverance in the youths and adults, which enables them to persist in any business venture they embark on and is seen as having the potential to create a smooth transition from traditional to a modern industrial economy (Badawi, Reyad, Khamis, Hamdan & Alsartawi, 2019:2; Sousa, Carmo, Gonçalves, Cruz & Martins, 2019:228; Piperopoulos & Dimov, 2015:3). In Malaysia (Ahmad & Buchanan, 2015:2) and in India (Paray & Kumar, 2020:55; Rehman & Elahi, 2012:7) EE is perceived as having the ability to equip students with innovative enterprise skills that help them to grasp opportunities while at the same time setting the pace of the new economy and that there is a positive correlation between formal education and entrepreneurship. However, the findings cannot be generalised as they are derived from systematic literature review. The current study sought to find through rigorous quantitative research, whether the same EE perceptions the world-over also obtained in Botswana.

Literature in Ghana (Tengan, Kissi, Asigri & Eshun, 2020:18; Puni, Anlesinya, & Korsorku, 2018:504) and in Nigeria (Akinbola, Ogunnaike, & Amaihian., 2020:2298; Olutuase et al., 2020:2;

Oladunyoye, 2018:9; Ogundele & Ayatse, 2013:85, Akingbade & Akinlabi, 2012; Burger & Mahadea, 2005:90) perceives EE as an important factor that can contribute to the development of an entrepreneurial culture. Similarly, in Uganda (Abaho, Olomi & Urassa, 2013:14) and Kenya (Ngigi et al., 2020:49; Davey, Plewa & Struwig, 2011:341) EE graduates are cultured to own their own businesses later in life. Similarly, in Zimbabwe (Jaji, 2019:18; Garwe, 2014:5) and in South Africa (Chimucheka, 2014:404) EE is perceived to be related to the success of entrepreneurial culture. The above findings show that Nigerian, Ghanaians, Ugandans, Kenyans, South Africans, and Zimbabweans had a positive perception towards EE. The current study sought to explore whether the positive cultures towards EE in other African countries, given above, also obtained in Botswana.

Meta–analytical empirical research established that EE is widely negatively perceived in several countries and found that EE does not work (Ikebuaku & Dinbabo, 2018:9; Ghina, Simatupang & Gustomo, 2017:1; Jotia & Sithole, 2016:10; Munishi, 2016:14; Rambe, Ndofirepi & Dzansi, 2015:581; Noya & Setiyati, 2015:22; Lekoko & Rankhumise, 2012:12023). In Netherlands (Zhang, Duysters & Cloodt, 2014:637; in Europe (Stephan, Lukes & Richter, 2007:20; Oosterbeek, Van Praag & Ijsselstein, 2010:452; Aidis, 2005:28) fewer people are being attracted to pursue an entrepreneurial career while in Scotland (Fosu & Boateng, 2013:143) EE had insignificant effect on students' intentions to become an entrepreneur and participation in the EE has no significant effect on business start-up inclinations since much less than half of those who go through EE programmes are ready to go into business immediately. Similarly, Kearney (2020:17) established that entrepreneurial level in Scotland was lower than comparable countries since teaching Swedish individuals to become enterprising and businesspersons as well, is an undertaking that is beyond the capabilities of any academic business school. The current study wanted to find whether the negative perceptions towards EE in countries mentioned above also obtained in Botswana.

Studies in USA established that traditional education system stultifies the requisite EE attributes and skills (Meoli, Fini, Sobrero & Wiklund, 2020:33; Edwards-Schachter, García-Granero, Sánchez-Barrioluengo, Quesada-Pineda & Amara, 2015:25). Similarly, Kuratko (2003:23) argues that since only a small minority EE American graduates start businesses soon after university, while a large number will seek employment without anticipating entrepreneurship as a career of

choice. In addition, some studies established that the relationship between education and venture formation in USA is unproven and remains ambiguous (Drucker, 2016:32; Bae, Qian, Miao & Fiet, 2014:217; Kuratko, 2003:23) while Aronsson (2004:290) established that business schools in Sweden students teach exactly the opposite of entrepreneurship and that a change in the HEIs curriculum was needed. This study intended to find out whether the negative perceptions of EE in USA and in Sweden given above were also found in Botswana.

Rambe et al. (2015:580) established that research on EE impact on new venture creation remains indecisive and unconvincing. Thus, literature reviewed thus far shows that there is a debate that continues unresolved. This justifies the current study as it strives to close the gap specified in Section 1.4.1 namely, perceived benefits of EE.

Perceived benefits of EE discussed above may depend on EE curriculum and how it is implemented. The following section discusses EE curriculum structures and implementation in educational institutions.

2.2 ENTREPRENEURSHIP EDUCATION CURRICULUM STRUCTURES AND IMPLEMENTATION IN EDUCATIONAL INSTITUTIONS

Entrepreneurship education covers a variety of educational ideas and practices, but its curriculum does not supply us with a fixed template of how it should be structured (Kolho, & Silvennoinen, 2020:26; Hoppe, 2016:16). A study by Sommarström, Oikkonen and Pihkala (2020:5) established that, world-over, there were no specific EE structure and EE was not usually offered as an independent subject but in in an integrated manner. The following sections discuss curriculum, curricula structures and their contents.

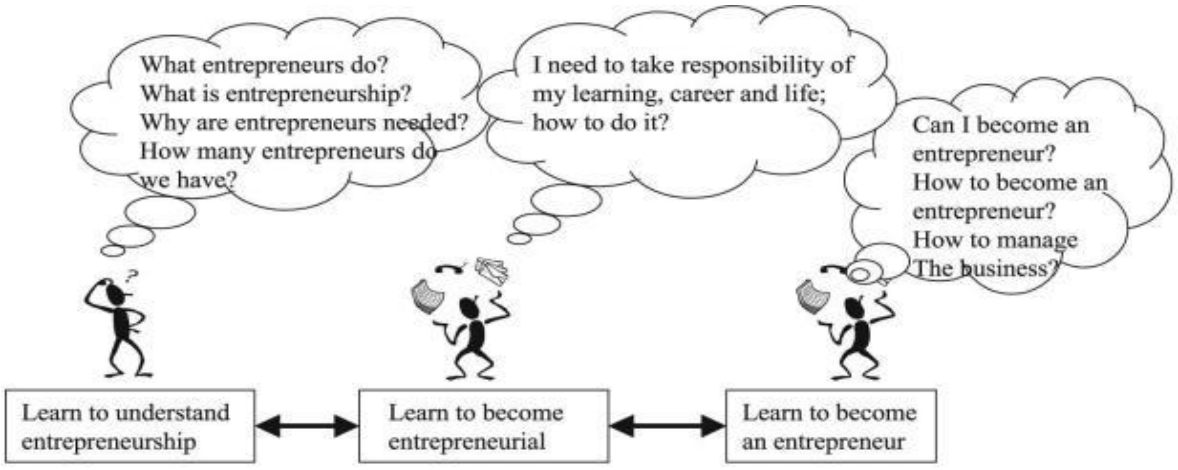
Curriculum is a course, a roadmap, or a course plan for learning (Wang, Yang, Liu, Hao, Hao, Hao, Hu & Gao, 2020:1). Thus, a curriculum is a planned learning experience (Oliver, Kersten, Vinkka-Puhakka, Alpasan, Bearn, Cema & Jeniati, 2008:75). Curriculum refers to goals to be achieved by means of instruction, such as: aims/objectives, content, instructional processes (pedagogy/ antragogy) and testing procedures used to measure students achieve those non-negotiable standards, objectives, and expectations while in educational institutions (Cahapay,

2020:1). Curriculum structure is like the skeleton of a body (Oliver et al., 2008:7) that gives a strong balance and direction to the course. Similarly, Curriculum structure represents the way a course should be shaped and sequenced, and a list of units, which are scheduled for an academic period (Chung & Kim, 2016:365). Curriculum also determines the pedagogy as well as time for contact and self-study for students. However, curriculum is a complex, dynamic, and evolving entity, which needs constant attention. Entrepreneurship courses in America are taught at many Schools of Business but the course structure, content and pedagogy vary widely, and there is lack of scientifically researched, developed, and documented knowledge forming the basis of EE (Stabback, 2016:6; Honig, 2004:258; Fulgence, 2015:240). Neck and Greene (2011:55) established that EE curriculum structure in Massachusetts was complex, chaotic and lacked any notion of linearity, knowledge, skills, and attitudes expected of EE graduates needed for contemporary society and that the future for EE should be crafted carefully. This study intended to find whether the curriculum structure of EE in America was also found in the Botswana HEIs.

The following sections discusses each component of the EE structure.

2.2.1 Objectives

The structure of any educational programme starts with the objectives which are informed by the policy. The purpose curriculum is to outline Curriculum Objectives, Content, implementation, and assessment methods to be used (Hidayati, 2020:237; Su, 2012:156; Garavan & O'Cinneide, 2010:225). The objectives of EE depend on the purpose of EE purposes such as: teaching for entrepreneurship (programmes that develop competencies for new enterprise formation, self-employment or economic self-sufficiency), teaching about entrepreneurship (programmes that give orientation and awareness of entrepreneurship), or teaching in entrepreneurship (programmes that focus on small business survival and growth), sometimes referred to as intrapreneurship (Alaref, Brodmann, & Premand, 2020:18; Nnaji & Ahmed, 2018:60; Galvão et al., 2018:20; Kalamisi, 2018:60; Beliski & Heron, 2017:170; Wright, Siegel & Mustar, 2017:912; Rahman & Day, 2014:165; Mwasilwaba, 2010:27; Samwel, 2010:26). Similarly, diagrammatically, Hytti and O'Gorman (2004:13) sum up what informs the EE objectives as follows:



Source: Gibb (1999)

Figure 2.1: Entrepreneurship Education Objectives

Gibb's (1999) objective model in Figure 2.1 suggests that before EE is taught, the institution must be clear on what it wants to achieve. That is, an institution can choose to help students learn the theory about entrepreneurship. Here, students may learn definitions of entrepreneurship, what entrepreneurs do, what they need and why entrepreneurs are important. The other objective to help students to develop entrepreneurial attributes, that is students learn to take responsibility of their learning career and life. Gibb (1999) also suggests that students can be taught to be entrepreneurs, that is they groomed to become entrepreneurs through experiential learning where they form, manage, and grow new ventures. Some institutions may choose to achieve all the three objectives.

The current study sought to find out whether the EE objectives in Botswana were informed by the above assertions.

Literature in Germany (Rashid, 2019:10), Egypt (Warda, 2016:698), in Australia (Maritz & Brown, 2013:234), in the UK (Nabi, Walmsley, Liñán, Akhtar & Neame, 2018:452; Piperopoulos & Dimov, 2015:3), in Netherlands (Oosterbeek, Van Praag & Ijsselstein, 2010:451), in South Africa (Gamede & Uleanya, 2017:4, Zahra & Wright, 2016:8; Morris & Kaplan, 2014:143; Brijlal, 2011:819; Nieman, 2001:446), in Kenya (Njoroge & Gathungu, 2013:3) and Nigeria (Jerome, 2020:159; Olokundun, Iyiola, Ibidunni, Ogbari, Falola, Salau & Borishade, 2017:4; Garba, 2010:146) concur that EE should aim to create an understanding and awareness of entrepreneurship among university graduates, the objective being to increase the quantity and

quality of people with knowledge of entrepreneurship. The other objective is to prepare graduate students to be entrepreneurial and become owners of a new business or venture. That is EE at HEIs should educate for start-ups. Additionally, EE should stimulate entrepreneurship culture and help graduates to cope with and assess risk. Globally, EE objectives aim to inculcate entrepreneurial drive among university students so that they see entrepreneurship as a lucrative employment option.

This study wanted to find out whether the EE objectives found internationally also obtains at Botswana Private HEIs.

The choice of objectives discussed above may affect EE structure and its implementation. The following section discusses EE content.

2.2.2 Content

The content structure of EE varies from country to country, and in most countries is not yet sufficiently integrated into the curriculum of higher education institutions (Saputro, Mahfud, Mulyani, & Nurtanto, 2020:8170; Sommarström, Oikkonen, & Pihkala, 2020:1; Karimi, Chizari, Biemans & Mulder, 2010:37). In some parts of Europe, EE curriculum content, at some institutions of higher education, is new and basically focuses on business skills (Henry, 2020:2; Hernández-Sánchez, Sánchez-García & Mayen, 2019:13; Deveci & Leino, 2018:106; Fraser, Besterfield-Sacre, Zappe, Shartrand & Hochstedt, 2016; Garcia, Martinez & Moeno, 2015:26; Bhaumik & Wright, 2015:2; Varblane & Mets, 2010:209; Coduras, Urbano, Rojas & Martínez, 2008:396) while in Italy, EE curriculum content focuses mainly on family business, business strategy, innovation, technology, science, gender and minority while in some cases socially responsible entrepreneurship is part of the curriculum and is supported by business plan and start-up phase competitions (della Holpe, 2020:71). In some European states, modules such as new venture creation and enterprise development are provided where students learn how to start, manage and grow enterprises (Fejes, Nylund, & Wallin, 2019:556; Ndou, Secundo, Schiuma & Passiante, 2018:2).

Similarly, in China (Liu et al., 2020:4), in Malaysia (Shah et al., 2020:12) and in Nigeria (Olutuase et al., 2020:5; Chukwurah & Atah, 2019:42) EE content includes start-up, business planning, small business management, the above relates well to SCCT, a theory that informed the current study in that, since starting, managing, and growing businesses helps students to be hands-on. The real-life experience may help in inculcating entrepreneurship intentions, self-efficacy and confirm expected outcomes. The current study aimed find whether EE content in Europe was like that at Botswana's EE in HEIs.

Some top universities in the United States offer EE courses that specifically refer to business plan education production that covers the entire scope of business administration that is very close to management education, and it also includes skills building, courses, negotiation, leadership, new product development, creative thinking, sources of venture capital, idea protection, entrepreneurial personality development, challenges of entrepreneurial venture development, entrepreneurship as a career of choice and exposure to technological innovation (Liguori & Winkler, 2020:4; Fayolle, 2018:695; Kuratko, 2005:582). Similarly, Honig and Martin (2014:258) pointed out that traditional business plan development in America is still in use and the use of technology has drastically increased and is being forcefully implemented. The current study investigated whether EE in Botswana Private HEIs was also like that in America.

Like in USA, EE content in Asian institutions is the traditional business studies one, where the development of a business plan is identified as being the most important and common course feature of EE (Mukesh, Pillai & Mamman, 2019:7; Wahidmurni, Nur, Abdussakir, Mulyadi & Baharuddin , 2019:1; Cui, Sun & Bell, 2019:11; Bakar, Islam & Lee, 2014:94; Heilbrunn & Almor , 2014:2; Zhou & Xu , 2012:94; Uday, 2010:4; Honig, 2004:258; Li, Zhang & Matlay, 2003:500). Similarly, in Europe, the most popular curricula formats of teaching and monitoring EE is the production of a business plan and that university courses in EE are basically business oriented (Sarooghi, Sunny, Hornsby & Fernhaber, 2019:87). According to Linton and Klinton (2019:1), EE courses in UK teach business plan development, business life cycle, business management, entrepreneurship and innovation, team building, finance, accounting, tax, law, and marketing. The Social Cognitive Career Theory, a theory which informs the current study that postulates that students need to have skills for them to have self-efficacy. Entrepreneurship Education structure

in China is in line with SCCT by Lent et al. (1994), a theory which informs the current study, since the period of three years would help students to assess whether the expected outcomes of being entrepreneurs are in line with their interests. The current study intended to find whether what obtains in Asia about EE content also obtains in Botswana Private HEIs.

A study in Sweden found that entrepreneurship programmes have been emerging at business schools and curriculum content structure at the universities consists of two sets of EE structure operating in parallel: one focusing on the personal development of students and the other focusing on the knowledge and skills that are used to develop an enterprise from initial opportunity recognition to final harvesting (Fejes, Nylund & Wallin, 2019:555). Similarly, in Asia, especially in China and in Malaysia, EE is structured to encourage self-employment though most of the courses offered are short-term programmes tailor-made for vocational education and training (Harashchenko, Komarovska, Matviienko, Ovsiienko, Pet'ko, Shcholokova & Sokolova, 2019:3; Barnard, Pittz & Vanevenhoven, 2019:191). In China, for example, students can postpone their studies for up to three years to take up entrepreneurship engagements. (Li, Zhang & Matlay, 2003:500). Lent et al.'s (1994) SCCT, a theory that informs the current study postulates that having necessary skills builds self-efficacy. This s suggests that personal development and mastery of business skills may help students to have self-belief and confidence in whatever they would be doing to establish, run and grow business. The current study aimed find whether EE curriculum in Botswana at HEIs was like that in Australian and Sweden.

Literature in Rwanda (Blimpo & Pugatch, 2019:3) and Kenya (Ngigi et al., 2020:7) states that EE is compulsory in HEIs and the curriculum content is mainly composed of technical subjects and entrepreneurial modules. Similarly, in South Africa (Forcher-Mayr & Mahlknecht, 2020: 123; Chimucheka, 2014:405) and in Zimbabwe (Ndofirepi & Rambe, 2019:192) EE is compulsory in HEIs and is composed of vocational subjects and business management modules as well as entrepreneurial modules such as opportunity identification and business plan development while Nigeria many of the courses offered at HEIs are short-term and are tailor-made for in vocational education and training (Okolie, Nwajiuba, Binuomote, Osuji, Onajite & Igwe, 2020:2; Chukwurah & Atah, 2019:42; Bakar et al., 2014:94). Lent et al.'s (1994) SCCT, the theory that informs the

current study, that suggests skills are important for career choice. The vocational, technical, and business skills may influence students to have self-confidence to start and grow businesses.

The study aimed to established whether Botswana EE content scenario had any relationship with the Rwandese, Kenyan, South African, Zimbabwean, and Nigerian discussed above.

Entrepreneurship Education content discussed above shows that it may influence the effectiveness EE structure and its implementation. The following section discusses EE implementation.

2.2.3 Implementation

Implementation refers to the process of bringing out of outcomes that are congruent with the original intention(s) by means of output (Merriam-Webster. (n.d.). Entrepreneurship Education requires a different teaching direction (Akhmetshin, Romanov, Zakieva, Zhminko, Aleshko & Makarov, 2019:2; Rehman & Elahi, 2012:5). Ezenwakwelu, Egbosionu and Okwo (2019:201) and Aronsson (2004:289) pointed out that countries can only encourage entrepreneurship through apprenticeship. In America, in Costa Rica, EARTH, an Agricultural University has a unique approach to EE. The university developed a highly experiential approach to EE. From first to fourth year, students at EARTH are exposed to real work experience and they spent most of the time at the farm (Camacho-Calvo, García-Fallas, Bolli-Kemper, Maldonado-Mariscal & Vargas-Porras, 2019:4). Similarly, in United Kingdom, USA, Malaysia, Indonesia, Croatia, and Poland students engage in EE games or simulations (Guzairy et al., 2018:3; Swaramarinda, 2018:2, Frederiksen, 2017:3; Cadotte, 2014:297). This approach obtains well with Lent et al.'s (1994) SCCT, a theory that informs that informs this study. That is, exposing students from childhood through adulthood and vicariously to EE occupationally relevant activities in school, at home and community enhances student's self-efficacy, confirms their outcome expectations, and help them define their personal goals. Students of four to six members from various nationalities develop their business venture and run it during their first, second and third years. These are hands-on, and the university gives a loan to the students to start businesses. In their final year, the students engage in the Entrepreneurial Projects programmes where they form small and medium enterprises. The Costa Rican approach confirms Lent et al. (1994) SCCT, a theory that informs the current study. Students are skilled, hence self-efficacy is inculcated; student intentions are discovered early,

cultivated over time, and supported financially. Finally, outcome expectations are measured when still in school. In the USA, there is a shift from the transitive approach (traditional lecture method and teacher centered) to the transformative approach, which employs the use of videos, practical work, writing business plans, computer simulations, role playing games, working with entrepreneurs, incubators and joining entrepreneurial clubs is the current EE approach in American HEIs (Akhmetshin, Mueller, Yumashev, Kozachek, Prikhodko & Safonova, 2019:2; Tessema, 2012:230). In addition, the use of case material, simulations and various hands-on approaches are a common feature in America (Cumming & Zhan, 2018:183). This approach confirms with Lent et al.'s (1994) SCCT that informs this study where hands on (socially vicarious learning) is critical for self-efficacy development, outcome expectations confirmation and intentions (goals) definition. The current study sought to find whether for EE implementation at HEIs in America were like those at Botswana Private HEIs.

Studies in Europe established that case studies, simulations and various hands-on approaches, the inclusion of the businesspeople and entrepreneurs in the classroom are the common features in EE implementation (Secundo, Mele, Sansone & Paolucci, 2020:1323; Fiore, Sansone & Paolucci, 2019:6). Similarly, a study by Mansoori and Lackeus, 2019:792) found that didactic, skills building discovery methods are the key to European EE success. In Europe, emphasis is also placed on experiential and action learning and open environment is created to develop trust and necessary confidence in risk taking EE graduates. The governments in Europe and Asia sponsor programmes that stimulate entrepreneurial spirit and culture (Fan, Urs & Hamlin, 2019:21; Rivera & Gozun, 2019:114; Guimon, 2013:1; O'Leary, 2012:431; Pickernell & Zbierowski, 2011:419; Hatak, 2011.17; Jones, Miller, Packham, Varblane & Mets, 2010:209). In addition, EE business plans competitions, with a high-tech focus are organised in Europe (Abushakra, Khan, Abdul-Wahhab & Al-Maqbali, 2019:861; Tipu, 2019:81; Kozlinska, 2011:15; Hernández-Sánchez et al., 2019:4; Schuessler, Schaper & Kraus, 2014:106). European universities have business parks and incubators (Harima, Freudenberg & Halberstadt, 2019:3; Kuryan, Khan & Gustafsson, 2018:490; Teixeira & Pereira, 2019:91; Van Weele, van Rijnsoever, Eveleens, Steinz, van Stijn & Groen, 2018:1165:1165, Hausberg & Korreck, 2018:2, Chirgui, 2012:65). There are relatively many and new initiatives offering students in European higher education institutions the opportunity to get exposure to the basics of entrepreneurship (Klofsten, Fayolle, Guerrero, Mian, Urbano & Wright,

2019:6; Bezzina, 2010:1). According to Vodă and Florea (2019:3) and Bruxelles (2013:5), EE in Belgium is implemented based on a number of recurring themes that: it should enable a student to 'turn ideas into action and teachers should be entrepreneurial themselves. Active methods of engaging students to release their creativity and innovation are used. The Costa Rica approach confirms SCCT by Lent et al. (1994) which postulates that through practice in real life situations, entrepreneurial self-efficacy, outcome expectations and intentions (goals) are socially constructed. Entrepreneurial competency and skills are acquired and are built only through hands-on and real-life learning experiences. Entrepreneurial skills should be taught across all subjects as well as a separate subject. Entrepreneurship Education focuses on entrepreneurs as well as intrapreneurs because most students will use entrepreneurial skills within companies or public institutions (Meyer & Hamilton, 2020:135; Udeozor, 2020:1; Okladunjoye, 2018:1; Oviawe, Uwameiye & Uddin, 2017:7; Cohut & Chirila, 2017:116; Kakouris, Dermatis & Liargovas, 2016:8; Morris, Webb, Fu & Singhal, 2013:395; Oviawe, 2010). Learning outcomes related to entrepreneurship, assessment methods and quality assurance procedures are developed and designed to help teachers acquire entrepreneurial knowledge, skills, and attitudes (Fulgence, 2015:247; Nafukho & Helen, 2010:97). That is, in Europe, teachers are also trained in entrepreneurship and on the delivery approaches. If teachers are entrepreneurial themselves, students can learn vicariously from them, hence comparability with SCCT by Lent et al. (1994), which claims, that self-efficacy, outcome expectations and intentions (goals) are socially constructed. The current study aimed to find whether the teaching of EE in Europe also obtained at Botswana Private HEIs.

Literature in Australia (Garbuio, Dong, Lin, Tschang & Lovallo, 2018:41; Pardede, 2015:6), Qatar (Sirelkhatim & Gangi, 2015:12), Tanzania and Uganda (Abaho et al., 2015) and Ethiopia (Tessema, 2012:237) states that lectures, reading assignments, business plan development, class discussion, case studies and research projects guest lecturers and onsite visits dominate EE teaching. Similarly, in South Africa it was established that EE teaching followed a traditional classroom development delivery such as reading, lectures, guest speakers, case studies, onsite visits, research papers and workshops (Dzomonda & Fatoki, 2019:8; Rashid, 2019:12; Ramchander, 2019 :3; Zegeye & Singh, 2019:6). On another hand, Chimicheka (2014:408) and Isaacs, Visser, Friedrich, Brijlal, 2007:615) established that EE in South Africa, was implemented as a lifelong learning process that follows five distinctive stages namely: basic, competency

awareness, creative application, start-up, and growth. Entrepreneurship Education is an appropriately designed work integrated and experiential learning experience which is transforming into entrepreneurial knowledge and producing entrepreneurs in the same way as nurses are being produced in South Africa (Halberstadt, Timm, Kraus & Gundolf, 2019:1927; Ahmed & Ndedi, 2013:128). Lent et al.'s (1994) SCCT alludes to Halberstadt et al (2019) 's assertion since it states that people just need self-efficacy to take up any career and the efficacy can be developed through experiential learning. Entrepreneurship Education at Kenyan HEIs is perceived as a relevant occupational choice and Students practice entrepreneurship by running of businesses through business incubators (Kendi, Muriuki & Njeru, 2019:2; Otuya, Kibas & Otuya, 2013:208). The use of business incubators may help students to confirm or disconfirm their EE career goals (Wonglimpiyarat, 2016:15). Lent et al.'s (1994) SCCT that informs the current study maintains that EE through simulations helps development self-efficacy and define goals. The current study aimed to establish whether the EE simulations and hands-on approaches in other African counties were also implemented at BPHEIs when teaching EE.

Hynes (1996)'s EE Process Approach is another common approach for EE implementation. According to Odewale, Abd Hani, Migiro and Adeyeye (2019:3), EE Approach founded by Hynes (1996) advocates for the following: Inputs from students, content, teaching and outputs. Inputs from students include: Prior knowledge base, Motivation, Personality, Needs/ interests, Independence, Attitudes, Parental influence, Self-esteem, Values and Work experience. Content focuses on Entrepreneurship Definition, Intrapreneurship, Innovation, New production development, Idea generation, Feasibility of the idea, Finance, Regulations, People Management, Teamwork, Marketing and Management. Teaching includes Didactic (reading/lecturing), Skill building (Case studies, group discussions, presentations, problem solving, simulations, teamwork, projects) and Discovery (Brainstorming, personal goal setting, career planning, and consultancy) and finally outputs should be seen among students attributes such as Personal (Confidence & communication); Knowledge (enterprise initiative, self-employment, business management, marketing skills, analytical, problem solving, decision-making, communication, presentation, risk-taking) and Career (improved knowledge, broader career options, broad less structured career options). The current research investigated whether Hynes (1996) model was employed at BPHEIs when teaching EE.

The Hynes' approach is the most common EE approach and is offered mostly to fourth-year non-business majors at universities in Europe (Dodd & Hynes, 2012:11). It is offered over two semesters. The first semester introduces students to the theory and knowledge necessary to implement entrepreneurship and to start a business venture and produce an idea proposal constituting 25% of the assessment. In the second and final semester, students apply what they have learned through workshops, seminars, and exhibitions of business prototypes to the public and guests. Oral and written presentations to faculties are also done. This relates well with Lent et al.'s (1994) SCCT, which informs this study. The theory states that inculcation of efficacy and creating outcome expectations are critical for career choice. In this case, prototypes are ideal for building entrepreneurial efficacy among students and guests will help to confirm entrepreneurial outcome expectations. Hynes just reviewed literature. The current rigorous quantitative study aimed to establish whether the Process Approach was applied at BPHEIs.

Besides Hynes' (1996) EE approach discussed above, Schwarz, Wdowiak, Almer-Jarz, and Breitenecker' s (2009) Approach of entrepreneurial intent approach presented in the following Figure 2.2 is another common model used to implement EE at tertiary institutions.

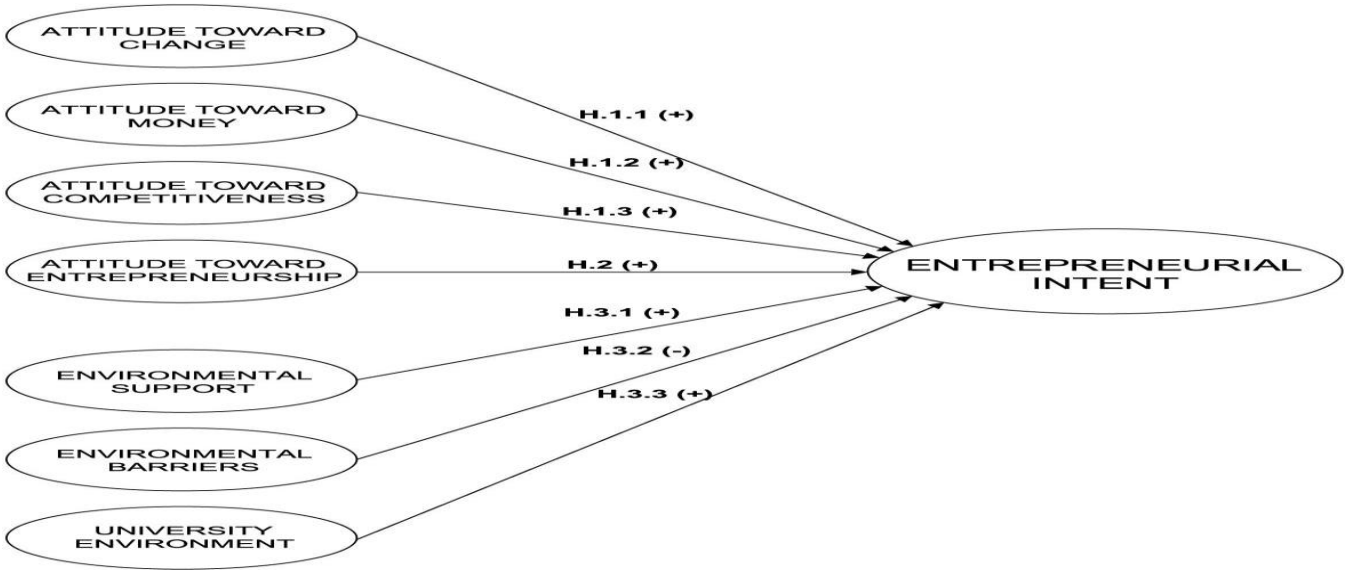


Figure 2.2: Approach of entrepreneurial intent

Source: Schwarz, Wdowiak, Almer-Jarz, and Breitenecker (2009:277)'s

Schwarz, Wdowiak, Almer-Jarz, and Breitenecker's (2009:277) approach has been in use at Austrian Universities since 2015.The approach borrows largely from planned behaviour theory by Ajzen Harms, Kraus, and Schwarz (2009:273) by applying the above model in Netherlands, Austria and Finland, found that there is positive correlation between entrepreneurial behavior and entrepreneurial intent. Like the Hynes (1996) approach, Schwarz et al. (2009) approach suggests that personal attitudes toward an action and environmental factors act as predictors of an intention such as becoming an entrepreneur. This approach considers three constructs that can influence entrepreneurial intent. These are: attitudes in general, the attitude towards entrepreneurship, and how the environment is perceived (Nasiru, Keat & Bhatti, 2015:88). The approach suggests that the attitudes towards change, money, competition, and entrepreneurship need to be nurtured among students. Understanding, on the part of the students, of their environment (supportive and barriers) needs to be explored. The university environment needs to be conducive for entrepreneurial development among students (Klofsten, Fayolle, Guerrero, Mian, Urbano & Wright, 2019:2; Urbano, Aparicio & Audretsch, 2019:2). In Austria, for example, students from across faculties learn business courses and have incubators within university campuses and EE is taken as a social learning process that entrepreneurs are usually invited for talks at Austrian universities. This approach is corroborated by Lent et al.'s (1994) SCCT, which informs the current study. The theory assumes that self-efficacy beliefs, necessary skills and environmental factors influence people's choice on career choice (Xin, Tang, Li & Zhou, 2020:5). Lent et al.'s (1994) SCCT, a theory that informs the current study, emphasises social learning, nurturance, attitudes and intentions inculcation as a way of influencing career choices. Similarly, Schwarz, Wdowiak, Almer-Jarz and Breitenecker (2009) approach postulates that long term learning on entrepreneurship is critical for a business career. Like Lent et al.'s (1994) SCCT, Schwarz et al. (2009) approach focuses on intention as an output necessary for entrepreneurial behaviour. The current study intended to find out whether there was an EE model at BPHEIs like that of Schwarz.

Having discussed the Schwarz, Wdowiak, Almer-Jarz, and Breitenecker' s (2009) Approach of entrepreneurial intent approach presented in Figure 2.2 above as another common model used to implement EE at tertiary institutions, the following Entrepreneurial-directed approach by

Heinonen (2007) is presented and discussed in Figure 2.3 bellow. It is one of the models used for EE implementation at HEIs.

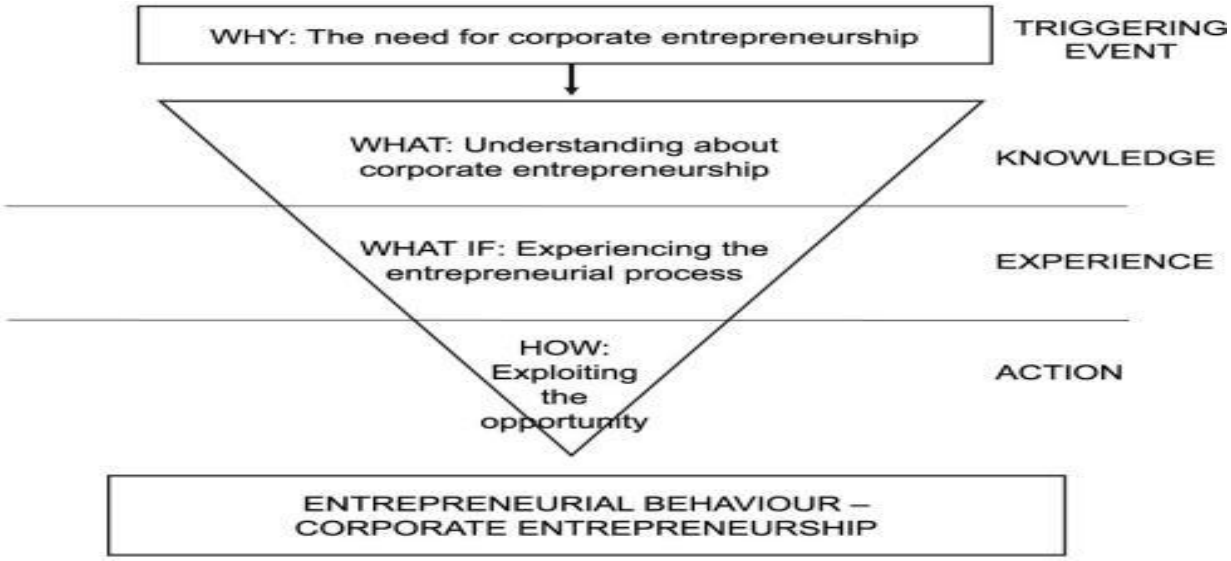


Figure 2.3: Entrepreneurial directed approach

Source: Heinonen (2007:315)

Studies in Finland by Acharya and Chandra (2019:187) and Heinonen (2007:314) established that Entrepreneurial-directed approach squeezes entrepreneurship into traditional university lecturing approach and focuses mainly on the EE pedagogy at universities. The Entrepreneurial-directed approach views EE outcomes both immediately and after the EE experience as the bedrock for EE. This Entrepreneurial-directed approach by Heinonen (2007) is line with Lent et al.'s (1994) SCCT, a theory that informs the current study where outcome expectations play a pivotal role when students make career choices (Ramirez, 2019:46) The model also suggests that people from various backgrounds such as business, politics, sociology, and engineering need to be included in the equation to enhance learning. Similarly, SCCT, the theory that informs this study, suggests that outcome expectations and entrepreneurial intentions are socially influenced (Vodă & Florea, 2019:6; Lent, Ireland, Penn, Morris & Sappington, 2017:6). The current study sought to find whether like in Finland, there was an EE model that socially influences Batswana Students at Private HEIs to consider entrepreneurship as a career.

Literature reveals that in America, EE implemented is through a model called Entrepreneurship Business Planning Education Approach and the approach has produced the most revolutionary entrepreneurial generation which has permanently changed the economic and social structure of America and the world (Kuratko, 2005:77). This Semi-systematic literature cannot be generalised. The current study employed a rigorous quantitative study.

Entrepreneurial-directed approach by Heinonen (2007) presented in Figure 2.3 above was discussed as one of the models used for EE implementation at HEIs. Another model presented below in figure 2.4 is Honig & Martin's (2014) Entrepreneurship Business Planning Education Approach, which is credited for EE success in America and in Europe.

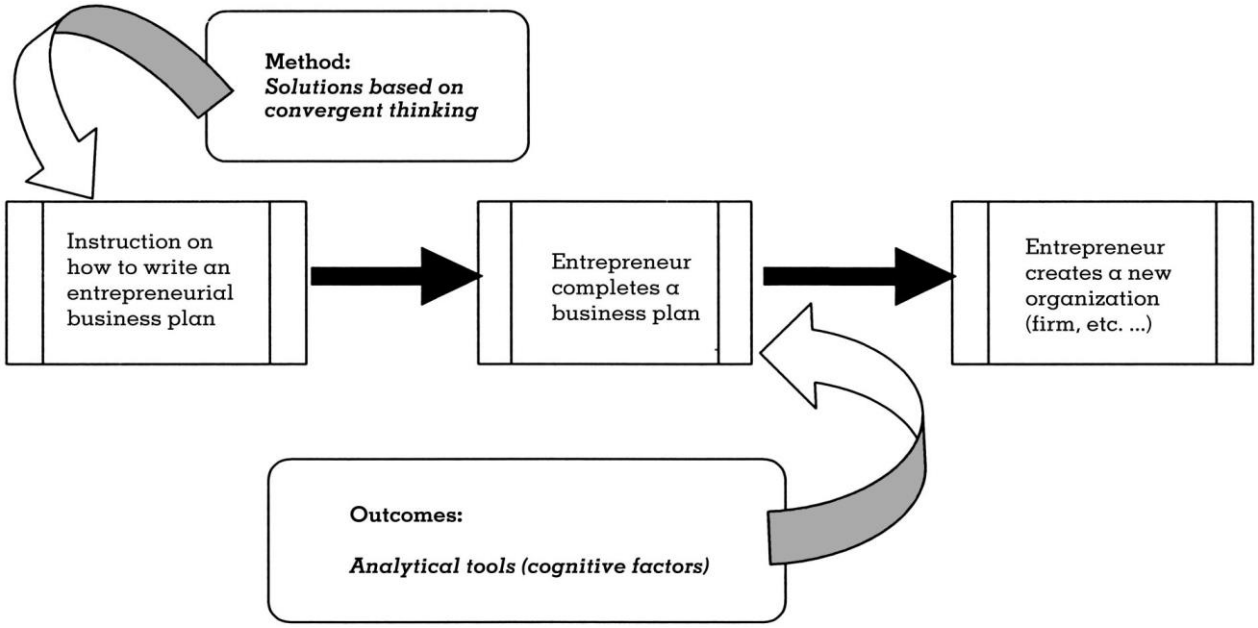


Figure 2.4: Entrepreneurship Business Planning Education Approach in America and Europe.

Source: (Honig & Martin, 2014:261)

Most American and European universities offer EE co-curricular activities informed by the Entrepreneurship Business Planning Education Approach, to encourage the development of entrepreneurial skills among tertiary students. The activities include but not limited to student clubs and speaker series which increase student's exposure to entrepreneurs. Some more intensive, experiential learning activities, such as business plan competitions and internships rooted in Honig and Martin's (2014) Approach are employed (Akhmetshin, Mueller, Yumashev, Kozachek,

Prikhodko & Safonova, 2019:2; Pittaway, Gazzard, Shore & Williamson, 2015:1; Honig, 2004:253; Fayolle & Gailly, 2008:583). Honig and Martin (2014)'s model emphasises expected outcomes which Lent et al.'s (1994) SCCT, a theory that informs the current study, considers a one on the building blocks for an entrepreneurial career choice. The current study wished to find whether EE implementation in Botswana was similar to that in American.

Literature in Europe refers to EE as enterprise education, and approaches providing it vary with the different countries (Lynch, Kamovich, Longva & Steinert, 2019:8; Hytti & O'Gorman, 2004:17). Entrepreneurship Education, in Europe, is implemented through business simulations via computer, case studies, workshops, group discussions and project approaches (Akhmetshin, Romanov, Zakieva, Zhminko, Aleshko & Makarov, 2019:2). In addition, mentoring for guiding business startups, operations or projects done by teachers, businesspeople experts and entrepreneurs is a familiar feature in many European universities (Reichert, 2019:30). Individual and group study visits are also common and are liked by many European university students visit companies or entrepreneurs, locally and sometimes abroad, to strengthen and build schoolwork relations as well as familiarising themselves with the real-world work life (Morselli, 2019:78; Wang & Chugh, 2014:36). European students are also expected to set-up real businesses or companies while still in school and are again expected to work in a real company in Europe or abroad for a period as part of their programme. To flavor the above, EE business simulation games and competitions in Europe are a regular feature at Universities to develop an interest and increase EE attraction among students (Zulfiqar, Sarwar, Aziz, Ejaz-Chandia & Khan, 2019:123). The exposure of European students in real life experiences agrees with Lent et al.'s (1994) SCCT, which inform the current study. The theory posits that outcome expectations can be inculcated through action and social learning and the outcome expectations are vital for people to take up entrepreneurship as a career. The current study sought to find whether as in Europe, EE students in BPHEIs were exposed to real life experiences.

According to Bell (2020:3) and Zhou (2012:93), EE in China is implemented as follows: The courses typically begin with a definition and conceptual explanation of entrepreneurship and move on to the fundamental skills of starting a business—generating an idea, analyzing the market, finding the capital, and following the management and accounting procedures for running a

business. Guo (2019:72) and Zhou and Xu (2012:94) established that in China internships and venture incubators play a key role to promote a culture of innovation (Akanle, Ademuson & Omotayo, 2019:4). The use of internship and incubators exposes students to social learning (Dhochak, Acharya & Sareen, 2019:178; Zreen, Farrukh, Nazar & Khalid, 2019:97; Wonglimpiyarat, 2016:3; Morant & Oghazi, 2016: 2125; Gangi, 2015:12). This agrees with Lent et al.'s (1994) SCCT, which informs this study. The theory emphasises that students' self-efficacy can be built when they gain knowledge and skills to successfully accomplish the tasks at hand. Internship and incubators will help develop self-efficacy and outcome expectations can be realized. Fiore, Sansone and Palicki (2019:6) echoed the same sentiments by pointing out that an ideal teaching style is that which is action-oriented, that encourages experiential learning, that inculcates problem solving skills, that is project-based learning, is creativity and is supported by peer evaluation. The current study wished to find out whether EE implementation in China also obtained at Private HEIs in Botswana.

Studies established that it is mandatory for Kenyan tertiary institutions to set up on-campus business centres where students complete a compulsory 154-hour entrepreneurship course, as well as a complete a mandatory Business Plan before they graduate (Njoroge, 2019:6; Radebe, 2019:62). Studies by Nafukho and Muyia (2010:102) found that Kenyan educational institutions employ Ashmore's (1987; 1990) approach called The Lifelong Learning Approach of Entrepreneurship. The model is a five-stage process. Stages one to three are school, and college based. The first stage starts at a very early stage. The second stage is for inculcating management skills. Business education subjects like economics, commerce, marketing, accounting, book-keeping, and management are taught at secondary level. The third stage is offered at technical and vocational institutions. It aims to build an in-depth understanding of being a successful entrepreneur. A compulsory business plan should be developed and submitted before a student graduate. Students are expected to search for a business opportunity that matches their skills. The final, fourth and fifth stages focus on entrepreneurship venture development. Business entrepreneurs get a business started and are assisted to keep it operating successfully. The Kenyan government and Non-Governmental Organisation help EE graduates with funding, lifelong direction, strategy and guidance through business workshops and site visits to successful entrepreneurs. Similarly, systematic literature review by Otuya, Kibas and Otuya (2013:208)

established that in Kenya EE provides a fertile ground for learning entrepreneurial skills and attitudes learning because it is practically implemented, and students are expected to come up with viable business entities towards the end of their school career. During their years at school, students are mandated to learn how to start up and run businesses (Hassan, 2020:2). In addition, Kenyan students are attached to real businesses and are given some opportunities to listen to successful entrepreneurs (Zegeye & Singh, 2019:3). This is supplemented by site visits to viable businesses (Njoroge, 2019:26). The above experiential learning helps Kenyan students gain self-efficacy and outcome expectations are confirmed by being exposed to real successful entrepreneurs. This approach in Kenya goes along with Lent et al. 's (1994) SCCT which informs the current study. Social Cognitive Career Theory emphasises what happens in Kenya where experiential learning may help to inculcate self-efficacy. Adding up to the above, case studies and group discussion flavor-up the EE lessons. Results from literature review alone cannot generalized hence a more rigorous quantitative study is inevitable. The current quantitative study purported to establish whether what happened in Kenya about EE approaches, also obtained at Botswana Private HEIs.

Studies show that South Africa and Namibia have a similar EE approach expressed as (E/P = a + bM [(cE/S x dB/S)] (Ramchander, 2019:4; Zegeye & Singh, 2019:28). This approach proposes that entrepreneurial performance (E/P) is a linear function expressed as a product of motivation (M), entrepreneurial (E/S) and business skills (B/S). The constants a, b, c and d depart from the premise that all individuals have some level of skill although not always on the level required. Thus, the improvement of the entrepreneurial performance of an individual by means of education will require all three constructs mentioned to be given attention in an education programme. Though the South African and Namibian EE content is largely traditional, apprenticeship, simulations, and mini-enterprise formation are a vital addition (April & Kadhila, 2020 384; Hytti & O'Gorman, 2004:17). Participating in apprenticeship helps to create self-efficacy and outcome expectations well defined. This approach goes along Lent et al.'s (1994) SCCT which emphasises that self-efficacy, a major determining factor in career choice is inculcated through practical learning and social learning. Lent et al.'s (1994) SCCT informs the current study. It is in this similar vein that the current study liked to find out whether what happened in South Africa and Namibia also obtained at Private HEIs in Botswana.

Entrepreneurship Education approaches discussed above were perceived has having some influence on effective EE implementation at HEIs. The following section discusses EE Assessment as one of the factors that may influence effective EE implementation at HEIs.

2.2.4 Assessment

There are various variables used to measure and evaluate the effectiveness of entrepreneurship processes. Warhuus, Blenker and Elmholdt (2018:29) argue that some of the models of assessment are not effective for EE assessment. Similarly, Purzer, Fila and Nataraja (2016:1) established that traditional assessment instruments used, lacked features for effective EE assessment.

Entrepreneurship Education outcomes should be assessed on a tangible and intangible basis which include but not limited to the development of products, prototypes, drawings, and skills (Lee, 2019:4; Nabi, Liñán, Fayolle, Krueger & Walmsley, 2017:284). In addition, after and during EE sessions intangibles such as being personal skills, behaviours career outcomes, knowledge, mindset, connectedness to education and the future should be used to assess EE effectiveness (Linton & Klinton, 2019:4; Moberg, Vestergaard, Fayolle, Redford, Cooney, Singer & Filip, 2014:8). Similarly, effective EE assessment should be based on students' self-efficacy using Schwarzer and Jerusalem's 1995 Likert scale or McGee's 18 item entrepreneurial self-efficacy (ESE) scales or a combination of them (Santos & Liguori, 2019:410; Vanevenhoven & Liguori, 2013:320). Generally, EE effectiveness should assess students' attitudes, subjective norms, and perceived control towards being entrepreneur (Mothibi & Malebana, 2019:6; Sánchez, 2012:30). The current study purported to establish whether the models for assessing EE effectiveness in United Kingdom, Europe, USA or in South Africa also obtained at Botswana Private HEIs

To assess the above attributes, after EE experience, traditional assessment tools deemed effective include, but are not limited to, business plan development, presentations, business project proposal, team projects, assignments, written examinations, simulations and case studies (Ibidunni, 2017:2). Case studies put students face-to-face with real-life business experiences engaging in corporate success stories as well as possible business operational hiccups, students can dig deeper into processes and procedures of running businesses. The current study intended to find out whether the above tool for assessing EE effectiveness were used at Private HEIs in Botswana.

Studies in the UK by Wenninger (2019:61) established that, it was a formidable task to assess entrepreneurial behaviours, attributes, and skills because there is no common code for recognition and no satisfactory current measurement system that allows behaviours to be coded comparatively and weighted. Entrepreneurial skills and abilities such as, pro-activeness, innovativeness, and the capacity for taking responsibility for one's own choice are hard to evaluate by means of traditional exams and methods hence making the evaluation of entrepreneurship education a complex issue and getting the exam right is not the only skill and entrepreneur needs (Moberg, Vestergaard, Fayolle, Redford, Cooney, Singer & Filip, 2014:7). The current study investigated whether the challenges UK faces in evaluating EE effectiveness also obtained in Botswana. In sum, the foregoing Section 2.2 and its subheadings has discussed the critical matter of entrepreneurship curriculum as it pertains to addressing the problem stated in Section 1.4.2 of Chapter 1, namely, that EE structure. The literature cited has shown that some of the research questions raised in Section 1.4.2 remain unanswered, hence, the justification of conducting the present investigation.

Having discussed how Entrepreneurship Implementation may affect EE effectiveness at HEIs, the following section discusses factors affecting effective implementation of EE in higher education institutions.

2.3 FACTORS AFFECTING THE IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION IN HIGHER EDUCATION INSTITUTIONS

There are several factors that can affect implementation of EE (Amadi & Eze, 2019:22; Saxena, Tiwari & Saksena, 2014:52, Zhou & Xu, 2012:83). These include, but are not limited to resources, attitudes and perceptions, culture, and policy status.

The factors that affect effective EE implementation are discussed separately. The following section discusses resources as one of the factors.

2.3.1 Resources

Rashid (2019:15) defines "resources" as materials and human beings available to teachers within the schools. The term refers to any essential input in the production process, and as any economic or productive factor required to accomplish an activity such as natural gifts such as land, water, plants, animals just to mention but a few (Chiekezie, Nzewi, Ikon & Chiekezie, 2015:129). Research findings established that acute shortage of resources (Adesola, den Outer & Mueller, 2019:9; Rashid, 2019:12; Kuratko, 2003:14) hinder EE implementation. Resources considered vital for EE in this study are human resources, financial resources, material resources and time resources and are going to be discussed in the following sections.

South African studies, for example, Radebe (2019:9), Lose and Tengeh (2015:14344), Maina (2014:94) found that resources are important for the success of any educational programme. Similarly, other African studies, for example in Malawi (Masedi, 2019:64), in Swaziland (Hlophe & Dlamini, 2018:10; Dlamini, 2010:12), in Kenya (Ngigi et al., 2020:4) and in Nigeria (Olutuase et al., 2020:17) also found that limited resources or lack of them negatively affect teaching and learning in a big way. Related studies in Ghana by Kissi, Ahadzie, Debrah and Adjei-Kumi (2020:610) and Dasmani (2011:1) revealed factors such as insufficient instructional materials, huge class sizes, inadequate training facilities, poor industrial linkages and shortage of material resources required for achieving excellence in skills training, led to ineffective and inefficient training of students in entrepreneurship. Studies from Zimbabwe by Jaji (2019:34) and Nani (2019:17) established that inadequate resources compromise the effective implementation of EE programmes. Mauchi, Karambakuwa, Gopo, Njanike, Mangwende and Gombarume (2011:1306) found that Zimbabwe HEIs administration and the Government did not have any budget for EE resulting in lack of resources to effectively train students for entrepreneurship programmes. The current study aimed to establish whether the above African Countries' resources scenario also obtained at Botswana Private HEIs.

Globally it has been established that situations in universities are problematic, because of shortage of human resources since only a few are qualified to teach and are trained in entrepreneurial practice and teaching (Thomassen, Middleton, Ramsgaard, Neergaard & Warren, 2019:12; Fabeil, 2019:1069; Oladunjoye, 2018:6; Agbonlabor, 2016:211; Nwekeaku, 2013:5). Example are: in

Germany (Rashid, 2019:2), in England (Rae, 2010:2), in Indonesia (Arman, Purwandaya & Saefuddin, 2020:68), in France (Packham, Jones, Miller, Pickernell & Thomas, 2010:570), in USA (Mandel & Noyes, 2016:8, Kuratko, 2003:14), UK (Igwe, Okolie & Nwokoro, 2019:2; Browne, 2015:10), in Australia (Smith, 2011:51), in Poland (Beaumont, Maguire and Schulze, 2013:26) and in Egypt, Mozambique, South Africa, Namibia and in Ghana (Rashid, 2019:12; Dasmani, 2011:1), in Finland (Winarno, 2016:125) and in Malaysia (Rahim et al., 2015:7; Yusoff et al., 2014:19) where there are no specifically qualified human resources for EE purposes.

The lack of entrepreneurship lecturers in South Africa makes it hard to legitimise entrepreneurship studies in non-business disciplines and to provide research-based teaching methods and material (Isaacs, Friedrich & Brijlal, 2007:613). Similarly, teachers' in-depth understanding of EE in Finland, is insufficient, and their current level of competence is inadequate to undertake EE (Pajari & Harmoinen, 2019:12; Seikkula-Leino, 2011:1; Seikkula-Leino, Ruskovaara, Ikavalko, Mattila & Rytkola, 2010:124). Though Finland universities offer entrepreneurship as a major subject within business, it is opined that any EE strategy would require teachers to understand business and be trained in its different approaches. Similarly, in India, Singapore, and Malaysia (Trivedi, 2014:8) EE lecturers were from business schools. The above suggests that most of the EE lecturers operate in Schools of Economics or Departments of Economics within the universities but may not be necessarily trained for EE implementation.

Studies in Europe by Morselli (2019: 83) and Ndedi (2013:130) established that there is lack of qualified EE academics at universities because of lack of commitment from the institutions and support from the top management. That is, positive images of entrepreneurship the world-over are affected by lack of role models, and lack of encouragement from important influencers on career choice such as teachers, career guidance and counseling professionals, media, and firms' representatives. Significant deterrents toward entrepreneurship are inadequate business knowledge and perceived risk among lecturers. In UK (Kariv, Matlay & Fayolle, 2019:6; Morselli, 2019:2), in USA (Browne, 2015) and in Bangladesh (Sarma & Olivers, 2013:25) the training of EE lecturers was critical for a successful implementation of a school curriculum. Training increases Entrepreneurship self-efficacy (an individual's beliefs in his or her ability to perform a task competently and successfully with little effort). Lent et al.'s (1994) SCCT, the theory that informs

the current study stipulates that Low-self-efficacy can negatively career choices. The lack of human resources may dampen students' EE self-efficacy, EE intentions and thereby creates negative expected outcomes. This study wished to find whether lack of qualified human resources, globally, also affect EE provision in BPHEIs.

Internationally, studies established that funding is a very critical factor affecting effective EE provision at universities (Tarekegne & Gelaneh, 2019:1; Khalid, Ahmed, Tundikbayeva & Ahmed, 2019:755; Vodă & Florea, 2019:6). According to Mbeteh, Pellegrini and Mehtap (2019:14) and Rae (2010:2) universities, the world–over face serious constraints like acute financial resources which affects EE effectiveness. In the USA (Thomassen, Middleton, Ramsgaard, Neergaard & Warren, 2019:9) , in the UK (Igwe et al., 2019:8), in England (Rae, 2010:12), in Germany (Rashid, 2019:2) in Turkey (Surjanti, Aji,Rahman & Musfidah, 2019:605), in South Africa (Radebe, 2019:64), and in Ethiopia (Tarekegne & Gelaneh, 2019:1) shrinking state funding for higher education and commercialization of higher education, affect EE provision to a greater extend and the funding issues tend to threaten the engagement of seasoned EE educators and researchers. Internal and external funding was lacking that schools differ from one another in many respects about their financial backgrounds and educational levels. Some are poor rural, some township while others are urban while the majority are poor public making the funding of entrepreneurship very difficult and varied. The current study purported to find whether lack of funding for EE in countries above also obtained in BPHEIs.

Studies revealed that time was a critical resource for effective EE implantation. For example in South Africa (Ahmed & Ndedi, 2013:126), in Saudi Arabia (Hameed & Irfan, 2019:136), in Germany (Halberstadt, Timm, Kraus & Gundolf, 2019:1935), in Malawi (Ndala, 2019:105; Kalanda, 2010:172), in Bangladesh (Shil, Shahriar, Sultana, Rahman & Zayed, 2020:4; Sarma & Oliveras, 2013:24) and in Kenya (Rempel & Mully, 2019:94; Nyarondia, Ongong'a & Omolo, 2014:208) it was established that insufficient time allocation was an impediment to effective implementation of EE curriculum. In related Nigerian findings by Awogbenle and Iwuamadi (2010:834) intensive learning and training schemes of four weeks for graduates, eight weeks for non-graduates and the one week managerial were found not to be enough to inculcate entrepreneurship among participants. Studies in most European countries revealed that even

though EE has been launched right from pre-primary to tertiary. The time does not seem to be enough, and what matters most are the training that is tailored to maximally give practical and demonstrable skills, which are productivity targeted (Hoppe, 2016:14; Bourgeois, 2011:7). To maximise on time, the common strategy in Europe has been that of integrating EE in the main curriculum. The current study intended to find whether time had effects on EE implementation at BPHEIs as revealed above.

Besides resources, EE implementation can also be affected by stakeholder attitudes and perceptions towards EE. The following subsection addresses attitudes and perceptions as some of the factors that have the potential to affect effective EE implementation at HEIs.

2.3.2 Attitudes and perceptions towards Entrepreneurship Education

An attitude is a very difficult term to define since it can be defined along the different lines of either cognition, affective or behavioral domains. Attitudes are simply the feelings or object evaluation a person has towards something (Jost, 2019:10), such as EE, based on one's beliefs about that object. According to Lent et al.'s (1994) Social Cognitive Career Theory (SCCT) which informs this study, attitudes are critical for career choice. In this study attitudes are the basis for evaluative judgments of EE along some dimensions such as good or bad, important, or unimportant. Perception is the process by which we interpret the world around us (Shackleton, Richardson, Shackleton, Bennett, Crowley, Dehnen-Schmutz & Marchante, 2019:4).

Across the globe, studies established that EE attitudes towards it were favourable since there was a general belief that EE could produce self-sufficient enterprising individuals. Entrepreneurship Education may increase the formation of new ventures, increases business startups, brings aboard new products, and create high technology businesses. Entrepreneurship Education could influence policies for: - entrepreneurs, physical infrastructural development, and business advisory services. For example, in Indonesia (Kusumawardani, Widyanto & Deva, 2020:63; Indarti & Langenberg, 2004:4), in China (Bell, 2020:2; Wu, 2008:753, in Austria (Schwarz et al., 2009:273), in USA (Huang-Saad, Bodnar & Carberry, 2020:6; Raffel, Shazeer, Roberts, Lee, Narang, Matena & Liu, 2019:3; Roberts, Murray & Kim, 2019:3;Shinnar, Pruett & Toney , 2009:180), in India (Paray & Kumar, 2020:56; Awasthi, 2011:107), in Malaysia (Habib, Aamir, Khan & Ullah, 2020:212; Riaz, 2011:429), in Europe (Illés, Dunay & Jelonek, 2015:48) and in Africa (Jerome, 2020:156;

Dakung,Orobia, Munene & Balunywa, 2017:1; Amire, Prosper & Ese, 2016:322; Kgagara, 2011; Isaacs, Visser, Friedrich & Brijlal, 2007:613; Kilasi, 2011:2; Mauchi et al., 2011:1309; De Gobbi, 2014:306) EE was perceived, not only as economic vehicle, but also as a survival strategy for the successful performance of new ventures, hence the actions to promote, support and implement it have been rising and are being intensified. According to Lent et al.'s (1994) SCCT which informs this study, societal perceptions and significant others influence attitudes and expected outcomes. The current quantitative study aimed to find whether the same positive attitudes and perceptions in other countries above that were established though qualitative and literature review were also found among EE stakeholders in Botswana.

Some of the studies established that there were negative perceptions towards EE and intentions to set up business ventures in many countries was very low after EE (Khuong & An, 2016:107; Bae, Qian, Miao & Fiet, 2014:217; Kurek & Rachwał, 2010:140). For example, in UK (Hassan, Sade & Rahman, 2020:1; Tridedi, 2014:13), in China (Li, Shen & Lv, 2020:3; Wu & Wu, 2008:753) in Poland (Kusio & Fiore, 2020:450) in Nigeria (Gabadeen & Raimi, 2012) and in Malaysia (Pihie & Akmaliah, 2009:342) where attitudes towards EE were generally negative due to lack of identifiable models, poor media presentation of individual EE graduates, lack of encouragement from teachers and career guidance specialists. The above claims are from systematic literature view and qualitative studies, which cannot be generalized, hence the current quantitative study purported to establish whether the same negative attitudes and perceptions in other countries above were also found among EE stakeholders in Botswana.

Besides attitudes and perceptions towards EE implementation, culture can also affect its implementation. The following subsection addresses culture as some of the factors that have the potential to affect effective EE implementation at BPHEIs.

2.3.3 Culture

Culture can be defined as the collective programming of the mind that distinguishes the members of one group or category of people from others (Shi,Yao & Wu, 2019:211; Hofstede, 2011:3). Culture is a set of shared values, beliefs and expected behaviour of a nation, a region, or an organisation (Mungai & Ogot, 2012:176). According to Lund (2017:62), learning and thinking are

always situated in a cultural framework. Culture is an important component, which backs up entrepreneurial activities (Khalid et al., 2019:757; Gielnik, Frese, Kahara-Kawuki, Wasswa-Katono, Kyejjusa, Ngoma & Oyugi, 2015). Similarly, Ahmad (2007:43) and Thornton, Ribeiro-Soriano and Urbano (2011:100) argue that culture is relevant for economic behaviour, and entrepreneurship is culturally embedded and sustained in culture. In other words, culture is an integral attribute of any community that is powerful enough to impart knowledge spillover of entrepreneurship (Audretsch, Belitski & Korosteleva, 2019:2; Bazan, Gaultois, Shaikh, Gillespie, Frederick, Amjad & Belal, 2020). According to Lent et al.'s (1994) SCCT which informs this study, environmental social factors have influence on one's behaviours. One's choice of career, such as becoming an entrepreneur, is a product of socialisation formally in school or informally in the family or community (Gwelo, 2019:2; Herdjiono & Maulany, 2017:7; Criaco, Sieger, Wennberg, Chirico & Minola, 2017:842; Azmat & Fugimoto, 2016:647). Similarly, Li, Liu and Qian (2019:353), Stuetzer, Obschonka, Audretsch, Wyrwich, Rentfrow, Coombes and Satchell (2016:13) established that there was a significant relationship between entrepreneurship and culture specificity in China, Scotland, Australia, Slovenia, Mexico, North America, Finland, South Africa and Kenya. Similarly, in Kenya (Baluku, Leonsio, Bantu & Otto, 2019:172; Muriithi, Waithira & Wachira, 2016:572; Bwisa & Ndolo, 2011:20) differences in value systems and cultural orientations towards entrepreneurship have affected EE effectiveness. According to Lent et al.'s (1994) SCCT, which informs this study, culture confirms or disconfirms expected outcomes among its individuals. At this juncture, it is vital to note that certain cultural institutions may facilitate, or hinder entry into entrepreneurship. The following section discusses how culture can affect EE provision and uptake in different countries.

A qualitative comparative study of ethnic groups by Basu and Altinay (2002:4) established that there is evidence that intention between culture and entrepreneurship is stronger in cases of some ethnic groups than others. Turkish people are very entrepreneurial, followed by Chinese, then Indians, Pakistanis, Bangladeshis and lastly Britons. Community involvement contributes to EE effectiveness (Jaafar, Dahalan & Rosdi, 2014:226). The findings suggest that, Asian culture encourages citizens to be self-employed or to be employers, while in Europe it is otherwise. The above findings may further suggest that, due to culture, EE provision in Asia may be taken more seriously than in Europe. Similarly, in Europe and America (Herrmann, 2020:198) EE was not

only being influenced by the economic development, diverging demographics, institutional characteristics but by cultural characteristics as well. The findings are aligned closely with Lent et al.'s (1994) SCCT, a theory that informs the current study, which states that culture is critical for career choice. The above authors, in their qualitative study of 25 countries, further elaborated their findings that, business ownership across countries in Europe and America varies according to cultural background because differences in culture influence entrepreneurial behaviours. Similarly, a systematic mega meta-analysis literature review of twenty-five European countries and America by Galvão, Mascarenhas and Justino (2018:58) found out that where many people value EE culture, more students would like to be self-employed rather than work for others. Similarly, Studies by Shinnar, Giacomin and Janssen (2012:464) found that social cultural factors and gender differences shape entrepreneurial attitudes and intentions of university students in USA, China and Belgium and Israel. According to Greenberg, Arnon, Shamai and Schnell (2019:71), women in Israel are highly educated and sought out self-employment unlike in other developing countries. That is, social structures, work, family and organised social life may influence entrepreneurship activities among women. This obtains well with Lent et al.'s (1994) SCCT which informs this study, that states that perceptions are socially constructed suggesting that the choice of EE is culturally constructed. Studies in Malaysia (Rekarti, Bahari, Zahari, Doktoralina & Ilias, 2019:430; Alam, Jani & Omar, 2011:146) established that women lead the pack in entrepreneurial activities due to changes in social and cultural expectations of women. The current study liked for find out, through a more rigorous quantitative study, whether culture also affected EE provision in Botswana as it did in Asia, Europe, America, and in Israel through a rigorous quantitative research.

Internationally, studies established that family experience with business, educational qualifications and gender affect entrepreneurial interests among students at tertiary institutions (Cardella, Hernández-Sánchez & Sánchez-García, 2020:12; Chienwattanasook & Jermsittiparsert, 2019:109; Jaskiewicz, Combs & Rau, 2014:2). Entrepreneurship development in China is viewed as being very sensitive to changes in the wider socio-economic and political environment that its implementation faces considerable environmental barriers such as cultural, political, and legal uncertainty (Liu, 2020:308; 211). Similarly, studies in Japan by Inada (2020:100) and by Aoyama (2009:498) established that regional culture in Japan frames entrepreneurial rationality and shapes

perceptions towards risks and socially acceptable norms and behaviours. Qualitative studies in Japan by Ma, Lan and Tan (2020:202), by Shinato, Kamei and Dana (2013:185) and by Aoyama (2009:505) also found that Japanese culture influences entrepreneurial aspirations. The current study investigated whether culture affected EE provision in Botswana as it did in Asia through a rigorous quantitative research.

Literature in Africa (Mbeteh, Pellegrini & Mehtap, 2019:21; Radebe, 2019:61; Mungai & Ogot, 2012:175) states that entrepreneurship talent is alive in most African states, but local cultures especially with regard to gender, is hindering the development of entrepreneurship culture. In Kenya, culture does not support entrepreneurial tendencies (Jones, Maas, Dobson, Newbery, Agyapong & Matlay, 2018:552; Bwisa & Ndolo, 2011:26). Similarly, qualitative studies in South Africa established that cultural attitudes and social background impede young South African graduates from becoming entrepreneurs (Bux & van Vuuren, 2019:12; Fatoki & Chindoga, 2011:161; Fatoki, 2010:88). In contrary, in Nigeria (Eniola, Ojo & Ajala, 2019:90; Gabadeen & Raimi, 2012:2) EE was not a new phenomenon and has been within the blood of Nigerians before, during and after colonisation. Gabadeen and Raimi established that the Ibo, Yoruba, and Hausa ethnic groups were and are still recognised internationally ~~as~~ for their great entrepreneurial culture and enterprise development. The findings from the above qualitative studies cannot be generalised. The current study established how culture affected EE provision in Botswana as it did in other African countries.

Besides culture, policy status can also affect EE implementation at HEIs. The following subsection discusses how policy affects effective EE implementation at HEIs.

2.3.4 Education policy status

Entrepreneurship has emerged as an important focus for public policy and is viewed as a vehicle for economic development in Europe and in USA (Berggren, 2020:1; Kakouris, Dermatis & Liargovas, 2016:11). This relates well with Lent et al.'s (1994) SCCT which informs this study because policy provision confirms the outcome expectations of a learning programmes. Outcome expectations are critical in career formation (Carrico, Matusovich & Paretti, 2019:101). Studies on EE policy for higher education seems to be not a mandatory character for the institutions world-

over. However, universities claim to include EE in their educational programmes to promote enterprise and new venture creation courses (Zaring, Gifford & McKelvey, 2019:4; Olugbola, 2017:168; O'Connor, 2013:5; Aaltio, 2008:2). Similarly, in Europe, the government crafted EE policies to nurture and promote budding entrepreneurs and the Small and Medium Enterprise development is supported by The Industrial Policy Resolution of 1956 (Rehman & Elahi, 2012:6). The current study intended to find out whether there was any EE policy in BPHEIs as in Europe and USA.

As a matter of policy, Malaysian Universities have incorporated entrepreneurship in their curricula, and have setup EE centres to assist students nurture their ambitions (Embi, Jaiyeoba & Yussof, 2019:1022). A quantitative study by Cheng, Chan and Mahmood (2009:556) found that as a matter of policy, EE was offered in almost all Malaysian universities. Cheng et al. (2009) surveyed Malaysian universities and their findings can be generalized, however 2009 is a long time now and Malaysia is very far from Botswana. Similarly, a quantitative study by Othman, Hashim and Wahid (2012:202) found that as a policy, EE was introduced early. Additionally, other quantitative studies in Asia by Sriyakul and Jermsittiparsert (2019:195), by Koe, Sa'ari, Majid and Ismail (2012:202) and by Norfadhilah and Norasmah (2012:356) found out that Entrepreneurship Development Policy for Institutes of Higher Education resulted in most of the public universities offering entrepreneurship courses as a core subject. In the above surveys a total of 1000 respondents and the findings revealed that EE policy was present in Asia. Corroborating the above findings, Cui et al. (2019:195) and Zhou and Xu (2012:82) pointed out that the EE policy in the Chinese higher educational sector has attracted a great deal of attention that resulted in a huge interest in EE. Zhou and Xu (2012) surveyed 30 provinces in China and 4551 students participated in the survey. In contrary, in Pakistani, EE is not perfect, the entrepreneurial orientation is not strong and government policies were unfavourable for EE and Small and Medium Enterprise Development (Guo, 2019:73; Raza, Minai, Zain, Tariq & Khuwaja, 2018:5) The current quantitative study liked to find out whether what happened in Asia with regards to EE policy was also applicable in Botswana. However, a systematic literature review of 71 journals, among them 10 topmost journals on EE by Pittaway and Cope (2007: 500) found out that, EE policy, world over, was generally unclear about what outcomes should be developed when such education was promoted and worse still there was no consensus on what exactly EE was and was all about. Bell

(2019:2) echoed the same sentiments as Pittaway and Cope (2007:500). Since Pittaway and Cope (2007:500)'s findings cannot be generalised, the current quantitative study wanted to find out whether what happened elsewhere in the world with regards to EE policy was also applicable in Botswana.

Entrepreneurship Education features more regularly in African policy debates because innovation and entrepreneurship have an important role to play in the prosperity of the African continent in the new millennium (Bawuah, Buame & Hinson, 2006:7). A critical review of literature by Nafukho and Helen (2010:97) found that many African states came up with entrepreneurial skills development policies to solve youth unemployment and to ensure national economic growth. In Ethiopia (Tarekegne & Gelaneh, 2019:61), in South Africa (De Jager, Mthembu, Ngowi & Chipunza, 2017::315) and in Sierra Leone (Mbeteh & Pellegrini, 2018:97; Olokundun, Ogbari, Obi & Ufua,2019:1) EE is integrated in the formal curriculum. The limitations are that the findings cannot be generalized hence a rigorous quantitative study was necessary.

A study indicated that African countries still have a long way to go in terms of the entrepreneurship paradigm, and to do more on leveraging public policy for entrepreneurial development (Edoho, 2015:2). Qualitative studies in Africa (Herrington & Coduras, 2019:1; Swanepoel, Strydom & Nieuwenhuizen, 2010:58; Nkirina, 2010:154) found that most African states have dismal EE policies. Here the varying methods that were used produced the same results. Qualitaitve studies in South Africa (Ncanywa,2019:8) and in Kenya (Nafukho & Helen, 2010:101) found out that EE higher Education policies in Africa were undergoing extensive restructuring. Qualitative studies in Nigeria (Ogunmola & Olayemi, 2020:14; Aladekomo, 2004:76) found that the 1981 Nigerian National Policy on Education (NNDE) marked the first link of education with industrialization and the issue of self–employment and recommended that NNDE. The following are the policy provisions. At primary school students do local trades and crafts; At secondary school, students are prepared for pre-vocational skills such as metal work, electronics, mechanics, local crafts, home economics and business studies. At technical colleges, skilled personnel such as craftsmen and technicians are to be produced while at universities, science and technology are emphasised. However, the policy is silent on entrepreneurship. The current study intended to establish whether what happened elsewhere in the world with regards to EE policy was also applicable in Botswana.

2.4 SUMMARY

This chapter reviewed related literature about EE. Literature on perception of EE, structure of EE and factors affecting EE in Higher Education Institutions were investigated. Most of these studies were either systematic literature review or purely qualitative. The generalization of the findings from these studies becomes an issue. The study adopted quantitative approach to objectively assess the effectiveness of EE in BPHEIs at a larger scale.

Having the reviewed the related literature of the current study, the next chapter discusses research methodology followed in this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The study focused on the assessment of the effectiveness of EE in BPHEIs. The methodological underpinnings of the current study are presented and discussed in this chapter. The chapter discusses the research paradigm, research approach, research design, population and sampling, data gathering instrument, validity and reliability, data collection procedures, data analysis and ethical consideration. The primary research question that guided the study, is spelt out in Section 1.3 of Chapter 1

The following section highlights the research paradigm for this study.

3.2 RESEARCH PARADIGM

A research should be scientifically carried out within a theoretical framework, known in research as paradigm (Hennink, Hutter & Bailey, 2020:339). Paradigms dictate the research agenda and have impact on the nature of research questions and how these questions should be answered (Park, Konge & Artino 2020:690). A paradigm is central to research because it contains a philosophical assumption that guides and directs a researcher's thinking and actions (Scotland, 2012:9). Paradigms are basic belief systems that can be classified as positivism, post-positivism, constructivism, and pragmatism (Bonache & Festing, 2020:99; Bhattacherjee, 2012:17; Scotland, 2012:9). The researcher's paradigmatic beliefs influence how the research should be carried out. The current study adopted the positivism paradigm to objectively assess the effectiveness of EE in BPHEIs.

The rigor of positivism research paradigm in yielding strong confidence in the findings is rooted in the use of statistical inferences (Halperin & Heath, 2020:692). The researcher was able to statistically describe, explain and predict the factors that affect EE effectiveness in BPHEIs, while the researcher adopts a neutral role. The researcher's role was limited to data collection and interpretation through an objective approach. The findings were quantified. In the study, an assessment of the factors that affect the effectiveness of EE in BPHEIs were treated to some

mathematical application, quantitatively analysed and statistically interpreted. The factors included**:** EE perception, EE structure and implementation and EE policy.

The truth under the positivist paradigm is obtained through scientifically replicable procedures (Park, Konge & Artino, 2020:690). Positivism aims to enhance precision in the description of parameters by adopting a scientific method and systematising the knowledge generation process with the help of quantification. In the current study, parameters that determined the effectiveness of EE in PHEIs in Botswana were scientifically investigated. Positivists postulate that reality is out there and is waiting to be scientifically discovered (Bartlett & Burton, 2020:43). The current study adopted a positivist philosophy in which factors that affect the effectiveness of EE in Botswana were assessed independently of human beings. Positivists employ the quantitative approach (Pham, 2018:2). That is, positivist researchers carry out scientific research and systematically generate knowledge using quantitative techniques to precisely describe the phenomenon under observation. To assess the effectiveness EE in BPHEIs, the cornerstone for positivistic paradigm, quantitative approach, was adopted in the current study.

The quantitative approach is explained in the following section.

3.3 RESEARCH APPROACH

Researchers can adopt quantitative, qualitative, or mixed methods approach (Hennink, Hutter & Bailey, 2020: 313; Kumar, 2020:5). According to Soiferman (2010:3), in research, there are two main types of analysis typically used are quantitative and qualitative.

The current study adopted quantitative approach with some very limited qualitative responses. Quantitative methods come from positivistic paradigm, hinge on logical, strict rules and laws of truth and predictions, claim that knowledge is absolute, observable and can be precisely measure.

There are basic assumptions when conducting a quantitative study such as: The search for objective understanding of the phenomenon or subject of study; the desire for the researcher to distance themself from what is being studied; is deductive and logical and aims to test theories and hypothesis against evidence found; and the objective is to develop generalizations (Grove & Gray,

2018:16). Quantitative approach allows duplications that contribute to theory which may enable the researcher to predict, explain and understand a given phenomenon (Kumar, 2020:5). The above assertions by Kumar (2020:5) influenced the researcher to adopt a quantitative approach in order to objectively assess the effectiveness of EE at BPHEIs. Assessment, as conceptualized in the present study, involved the process of empirically gathering, discussing, defining, selecting, designing, collecting, analyzing, interpreting, and using information from multiple and diverse sources in order to develop a deep understanding of the EE and its effectiveness in Botswana.

In quantitative approach the emphasis is on facts and causes of behaviour (Noordin & Masrek, 2016:4). The current research sought to find the facts about EE in BPHEIs. Quantitative research is well structured and is generally experimental, quasi-experimental, correlational, or descriptive (Grove & Gray, 2018:16; Holden, 2004:5). The study was descriptive and quantitatively assessed the effectiveness of EE in BPHEIs.

In quantitative research, systematic empirical investigation of social phenomena is via statistical and mathematical techniques (Thi-Linh, 2020:1; Davies, 2020:11) state that quantitative research ensures precision in measurement by using numbers to ensure precision in measurement. Measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships (Ghauri et al., 2020:78). Quantitative research approach is used widely in a variety of natural and social sciences that include, but are not limited to physics, biology, sociology, geology, psychology, and education. The current study was precise about EE effectiveness at HEIs to influence decision about it. The study carried out a survey, and questionnaires were used to collect numerical data that were treated to statistical tools (SPSS). This enabled the researcher to measure the extent to which resources, policies, attitudes, EE structure and implementation affect the effectiveness of EE in BPHEIs. In quantitative research, data are summarised quantitatively using numbers and statistics and leading to the drawing of unbiased conclusions. That is, a precise and specific assessment of whether EE was producing the entrepreneurial university graduates at BPHEIs given the perceptions, structure and implementation and policies for its provision was carried out. The researcher viewed that the precise information from quantitative approach had some impact on policy and planning of EE in Botswana.

Quantitative researchers use methods that are objective (Grove & Gray, 2018:30; Apuke, 2017::42). They are detached from research participants (Basias & Pollalis, 2018:92). Similarly, Queirós, Faria and Almeida (2017:369) state that quantitative methodology seeks to obtain accurate and reliable measurements that could allow statistical analysis. The detachment enabled the researcher to objectively assess the reality about EE in Botswana. EE in BPHEIs exists and an assessment of its effectiveness could be scientifically investigated without the interference of the researcher. In the current study, the researcher remained detached from the participants so as to be able to remain as objective as possible in assessing the effectiveness of EE in Botswana.

Quantitative data can easily be summarised and can facilitate comparison (Basias & Pollalis, 2018:92). This helps in communicating the findings. A researcher can collect data from numerous respondents, settings, and periods (Queirós et al., 2017:370). In the current study, quantitative approach allowed the researcher to collect data from several EE students and EE Lecturers at Botswana PHEs. Quantitative research also seeks to find explanations that can be generalized to a larger population (Queirós et al., 2017:370; Bryman, 2006:8) The current study generated data from a large sample and then generalized results to the effectiveness of EE in the country.

Quantitative research allows the researcher to measure and analyze data, and the relations between independent and dependent variables is studied in detail (DePoy & Gitlin, 2019:117). Similarly, Rahman (2020:105) states that quantitative research approaches lay heavy stress on measuring the interrelationship among variables that are existing the social world. The current study established factors that affected EE effectiveness in Botswana. The relationship between EE effectiveness, a dependent variable against independent variables such as EE perception, EE structure, EE resources and EE policy were measured to assess EE effectiveness at BPHEIs. It was against this background that the current study heavily used quantitative methods.

Having discussed the research approach, the next subsection, discusses the research design, which is quantitative in nature, is discussed in relation to the research problem, of this study.

3.4 RESEARCH DESIGN

A research design is a blueprint, an outline, a roadmap of study or a strategy of investigation to answer a research question (Geoffrey, 2019:10; Terell, 2012:258; Landy, Jia, Ding, Viganola, Tierney, Dreber & Ly, 2020:48). Similarly, according to Cortés and Jamieson (2020:1215), a research design refers to the procedures taken to accomplish a study. Thus, a research design guides the researcher on data collection, analyses, and interpretation of the data. A design in research allows the researcher to draw inferences concerning relationships among the variables that are under investigation. The design enables generalisability. To give a detailed assessment of the effectiveness of EE in BPHEIs, survey design was adopted in the current study.

The survey design is explained in the following section.

3.4.1 The survey design

The survey design provides a quantitative or numerical description of trends, attitudes, or opinions of a population by studying a sample of that population and generalise the findings to the population (Creswell & Creswell, 2017:201). Descriptive survey research aims to portray an accurate profile of persons, events, or situations (Nassaji, 2015:129). Many educational research methods are descriptive. Descriptive research describes practices, beliefs, views, attitudes, processes, effects, and trends that are going on. They also help to interpret relationships. A descriptive survey research design was adopted in this study to assess the effectiveness of EE in Botswana PHEs. The main goal was to learn about a large population by collecting original data for describing a population too big to directly observe (Atmowardoyo, 2018:198). The current investigation studied a very large group of participants that comprised of EE students and EE Lecturers in Botswana –Gaborone Region. The researcher gathered data from a sample of EE students and EE Lecturers at BPHEIs hence a survey.

Survey research is a familiar tool in social research that it continues to be popular and efficient (Braun, Clarke, Boulton, Davey & McEvoy, 2020:1), and has become the ideal method for learning about every educational process that a well-designed survey can enhance an understanding of any educational issue. The survey design is therefore a useful tool for educational fact finding. Similarly, Geyer, Miller, Kim, Tobias, Nafiu and Tumin (2020:586) added that a substantial number of studies in education use the survey method to evaluate aspects of the curriculum,

courses and programmes at Higher Education. The present study addressed an educational issue that seeks to assess the effectiveness of EE in BPHEIs, hence the survey design.

A descriptive survey involves the acquisition of information about one or more groups of people regarding their characteristics, opinions, attitudes, or previous experiences (Liebe, Moumouni, Bigler, Ingabire & Bieri, 2020::1; Salaria, 2012:1). This is done by asking questions and tabulating responses from a sample. The current study investigated the opinions, attitudes, or previous experiences of a very large group of participants that comprised EE students and EE Lecturers in selected Botswana higher education private institutions–City of Gaborone. The descriptive survey was therefore appropriate for this study.

A survey helps describe and understand human behavior and is frequently used in psychological research (Ponto, 2015:168; Burns & Grove, 2009:201). A survey design is impartial since there is no researcher bias because active intervention from the researcher is minimized, and that a survey examines a situation as it is (Clifford, Sheagley & Piston, 2020:16; Bless & Higson-Smith, 2000:156). In the current study, the researcher assessed the effectiveness of EE in Botswana its natural situation hence a survey.

We know the world through a survey (Wilkinson, Gibbs & Waitt, 2020:354). A survey is credited for high representativeness and the ease in which the researcher could obtain the participants' various descriptions of situations and opinions (Liebe, Moumouni, Bigler, Ingabire & Bieri, 2020:1; Queirós et al., 2017:370). A survey consists of a predetermined set of questions that is given to a sample and data is collected using data collection instruments (Rahi, Alnaser & Abd Ghani, 2019:1055). In the current study a questionnaire was used to collect data from EE students and EE Lecturers at Botswana PHEIs. The survey suited this study well since it studied EE, which is real, and is being provided in most of the BPHEIs.

Surveys are efficient in that many variables can be measured without substantially increasing the time or cost since data can be collected from many people at quickly and at a relatively low cost (Nayak & Narayan, 2019:31; Mark, Philip & Adrian, 2009:360). The survey design is currently the most economic, faster, very accurate if sampling is probabilistic, relatively inexpensive and a

widely used strategy for data collection for research purposes in social sciences such as Psychology (Protogerou & Hagger, 2020:1; Protogerou & Hagger, 2019:2). This took less time to complete. The data were collected fast and cheap. In the current study, the researcher went to BPHEIs in person and distributed the questionnaire to participants and collected them. This reduced the limitations of cost and time.

The current study randomly sampled the participants from the EE students and EE lecturers. A survey provides access to a wide range of participants (Rice & winter, 2020:3; Atmowardoyo, 2018:198). In the current study 301 participants gave their views on the factors that affected the effectiveness of EE in Private institutions. Surveys are more ethical than experiments, use the methods, materials and setting of the study of the real-life situation. In the current study, EE effectiveness was scientifically studied, and the researcher maintained some ethical issues. A concern from each participant was sought, participation by respondents was voluntary and anonymity was upheld. A survey is also regarded as a way of retrieving information from respondents. In the current study, the respondents gave their views about their experiences of EE in BPHEIs. A survey is regarded as the only method where generalisable information could be collected from almost any human population (Price, Jhangiani & Chiang, 2015:169) The current study collected information from human beings and then generalised the findings hence the adoption of a survey design.

Having discussed the survey design, the next section discusses the population surveyed and sampling technique employed in this study.

3.5 POPULATION

In research, population is a set of species such as people, plants or animals that share common and specific properties, it is the whole aggregation of respondents or a whole group of people meeting the set criterion (Kumar, 2019:46; Salaria, 2012:2; Barnes, Burns & Grove, 2003:40; McMillan & Schumacher, 2010:489). Similarly, Cohen, Manion and Morrison (2013:103) view population as a group of people sharing the same traits, which are of interest to the researcher. Thus, a population is a group from which the researcher would like to make inferences. The target population for this study comprised of EE students and EE lecturer at registered Private Higher Education Institutions

(PHEIs) in Gaborone Region-Botswana (approximately 62 000), and all the EE lecturers. (Approximately 2000). The EE Lecturers and EE students were used in this study because they were the direct implementers and consumers respectively, of EE. There were eleven (11) PHEIs in Botswana. Participants from BPHEIs gave the required information on the effectiveness of EE in Botswana. The population of the current study was heterogeneous as it included students and lecturers from different age groups, gender, differing private tertiary institutions, different qualifications, and experiences.

Having discussed the population surveyed, the next section discusses the sample sampling procedure employed in this study.

3.6 SAMPLE AND SAMPLING PROCEDURE

A sample is simply a subset of the population which must be representative of the population. Sampling is a process of carefully choosing or selecting a portion of the population that represents the whole population in a specific chosen research area, which should assist the researcher to be able to see all the characteristics of the population and generalise the findings (Tripathi, Khatri & Mamde, 2020:14; Kumar, 2019:193; Salaria, 2012:2) In the current study, a sample of 360 respondents was randomly drawn from all the EE students and EE Lecturers at randomly selected six PHEIs which were offering EE as a module or as a programme in Gaborone region. The participants were selected based on the following two criteria: exposure of interest (have been exposed to EE, either as an EE student or lecturing EE at Botswana Private Higher Education) and geographical location (were schooling or Lecturing at Private Higher Education Institutions in Gaborone, Botswana).

The study used simple random sampling to select the institutions. Only final year students exposed to EE and lecturers who were teaching EE were randomly selected. Those students not in their final year and lecturers not exposed to EE were excluded. Purposive selection is a procedure for building a list of participants viewed as appropriate for the study that is underway (Baisakalova & Amagoh, 2020:20; Neuman, 2006:222) and is used to select participants who are difficult to reach and for specialised population. Entrepreneurship Education lecturers and EE students were a

special population in the current study. Purposive selection of population was viewed as appropriate for the study about the effectiveness of EE.

Having discussed sample and sampling procedure, the next section discusses the instrumentation employed in this study.

3.7 INSTRUMENTATION

According to Clark & Maguire (2020:1), questionnaires are used widely to gather information about the views and opinions of individual participants. Whlie, Kääriäinen, Mikkonen,and Kyngäs (2020:30) and Gray and Wyman (2004:187) view a questionnaire as a research tool through which respondents are asked to respond to similar questions in a predetermined order. The current study adopted a questionnaire as the data collection tool.

In the current study, employing a questionnaire was appropriate because it was: convenient, effective, cheap on both time and money, economical, easy to administer, analyse, arrange for, not time consuming to the respondents and was an efficient away of collecting data from a large population (Pratama, 2020:1; Hurst & Bird, 2019:93; Gray & Wyman, 2004:188). The study handled a large amount of data; hence the use of questionnaire was desirable.

Objective questions in the questionnaire were used to reduce bias (Schwind, Knierim, Haas & Henze, 2019:10). The absence of physical presence of the researcher increases anonymity and genuine responses from respondents can be increased. To getting accurate and sensitive information in this study, respondents did not identify themselves. For this study, because of the physical proximity of to the respondents, the researcher personally administered the questionnaires.

The questionnaire instrument has some shortfalls such as not giving the researcher the chance to probe into the opinions and feeling of the respondents (Hurst & Bird, 2019:96; Denisova, Nordin & Cairns, 2016:2) What the respondents give as the answers to questions becomes final. This was circumvented by providing some space for comments after each question. This provision was optional.

The current study used closed - ended questions because: they were easy to administer, coding was simpler and quicker, data analysis was simpler, attitudes were easier to compare, and no extended writing from the respondents was compulsorily required, hence this saved time for the respondents (Habib, Mahmood, Ali & Akhter, 2016:8). According to McMillan and Schumacher (2010:243), closed questionnaire items are best for a big group of respondents, and when many questions are to be answered. The sample for the current study was big and many questions were asked, hence the closed questions. Open-ended questions can be rich in getting in-depth responses from participants, but they are subjective and remain too taxing to administer, data analysis is difficult, and they are time - consuming and have the potential to de-motivate respondents (Gray & Wyman 2004:194). The respondents just commended after every question.

In this study, the items in the questionnaire were scored a 5-point Likert-Scale. According to Hurst and Bird (2019:96) a scale allows the researcher to administer the questionnaire more accurately and economically to a large sample. Likert scale provides flexibility because the descriptors on the scale can vary to fit the nature of the statements. Gray and Wyman (2004:197) pointed out that a four- or five-point scale is mostly used. A five-point scale was used. There were two questionnaires, one for EE students and the other for University EE lecturers. They were named "Student questionnaire" and "Lecturer questionnaire," respectively.

The questions were constructed basing on literature related to the study. Some examples of such items are given in the following table.

Author(s)	Items
Olutuase, et al., 2020; Díaz, Sánchez-Vélez & Santana-Serrano, 2019; Fayolle, 2018; Gaotlholobogwe, 2018; Strachan, 2018; Hug & Gilbert, 2017; Bibikas, Vorley, & Wapshott; 2017; Holt, 2011; Botha, 2006; Chimucheka, 2014; Praag & Versloot, 2007; Ogundele, Akingbade & Akinlabi, 2012; Ayatse, 2013; Cheung, 2008; Falk & Alberti, 2000:101; Bakar, Islam, & Lee, 2014; Nian, Bakar & Islam, 2014	Perceived benefits of EE
Kolho, & Silvennoinen, 2020; Sommarström, Oikkonen, & Pihkala, 2020; Chung & Kim, 2016; Hoppe, 2016; Fulgence, 2015; Oliver, Kersten, Vinkka-Puhakka, Alpasan, Bearn, Cema & Jeniati, 2008; Oliver et al., 2008; Honig, 2004	EE curriculum structures and implementation in educational institutions.
Hidayati, 2020; Alaref, Brodmann, & Premand, 2020; Nnaji & Ahmed, 2018; Galvão et al., 2018; Kalamisi, 2018; Beliski & Heron, 2017; Wright, Siegel & Mustar, 2017; Maritz & Brown, 2013; Njoroge & Gathungu, 2013; Garavan and O'Cinneide, 2010; Samwel, 2010; Hytti and O'Gorman, 2004	EE Objectives
Saputro, Mahfud, Mulyani, & Nurtanto, 2020; Sommarström, Oikkonen, & Pihkala, 2020; Hernández-Sánchez, Sánchez-García, & Mayen, 2019; Garcia, Martinez & Moeno, 2015; Karimi, Chizari, Biemans & Mulder, 2010; Varblane & Mets, 2010	EE Content
Secundo, Mele, Sansone & Paolucci, 2020; Akhmetshin, Romanov, Zakieva, Zhminko, Aleshko, & Makarov, 2019; Guzairy et al., 2018:3; Swaramarinda, 2018:2, Frederiksen, 2017:3; Cadotte, 2014:297; Rehman & Elahi, 2012:5; Tessema, 2012; Miller, Packham, Pickernell & Zbierowski, 2011; Hatak, 2011; Varblane & Mets, 2010	EE Implementation
Lee, 2019; Wenninger, 2019; Warhuus, Blenker & Elmholdt, 2018; Nabi, Liñán, Fayolle, Krueger & Walmsley, 2017; Moberg, Vestergaard, Fayolle, Redford, Cooney, Singer and Filip, 2014; Vanevenhoven & Liguori, 2013.	EE Assessment
Amadi & Eze, 2019; Rashid; 2019; Adesola, den Outer & Mueller, 2019; Rashid, 2019; Hlophe & Dlamini; 2018; Saxena, Tiwari & Saksena, 2014; Zhou & Xu, 2012	Factors affecting the implementation of EE in Higher Education Institutions
Bell, 2020; Kusumawardani, Widyanto, & Deva 2020; Jost, 2019; Dakung,Orobia, Munene & Balunywa 2017; Amire, Prosper & Ese, 2016; De Gobbi, 2014; Awasthi, 2011; Riaz, 2011; Kilasi, 2011; Mauchi, Karambakuwa, Gopo, Njanike, Mangwende & Gombarume, 2011; Schwarz, 2009; Shinnar, Pruett & Toney , 2009.	Attitudes and perceptions towards EE
Shi,Yao & Wu, 2019; Khalid, Ahmed, Tundikbayeva & Ahmed, 2019; Herdjiono & Maulany 2017; Criaco, Sieger, Wennberg, Chirico & Minola, 2017; Azmat & Fugimoto, 2016; Gielnik, Frese, Kahara-Kawuki, Wasswa-Katono, Kyejjusa, Ngoma & Oyugi, 2015; Hayton, George &; Mungai & Ogot 2012.	Effects of Culture on EE
Berggren, 2020; Zaring, Gifford & McKelvey, 2019; Olugbola, 2017; Kakouris, Dermatis, & Liargovas, 2016; O'Connor, 2013	EE policy status

The questionnaires were designed to collect information from the EE Lecturers and EE student on the effectiveness of EE in Botswana PHEIs.

The questionnaires had five distinct sections as shown below:

Introduction

Here the research goals and ethical consideration are explained. Respondents were informed of their rights, respect, privacy, anonymity issues and that confidentiality were guaranteed.

Section A

In this section personal or biographical data was sought so that the profiles of participants could be compiled.

Section B

This comprised items that sought to establish how EE was perceived in Botswana.

Section C

Items in this section elicited how EE was structured in Botswana Private Higher Education Institutions.

Section D

The section aimed to establish the factors that affected EE provision in Botswana Private Higher Education Institutions.

Having discussed the instrumentation employed in the current study, the following section discusses validity of the questionnaire was ensured in the study.

3.8 VALIDITY

Validity is the extent to which the instrument measures what it claims to measure (Heale & Twycross, 2015:66). Similarly, in Wong and Yamat (2020:3) validity is defined as the accuracy of an instrument in measuring the anticipated construct within a research. In fact, if the research instrument is measuring what it is supposed to measure, then it considered valid. In other words, validity is all about credibility, believability, and genuineness of the research. In the current study, validity was assured through careful sampling, using appropriate instruments, and exposing data to suitable statistical tools. Validity of the questionnaire was established through the justification of each question in relation to the research objectives of the study. The three categories of validity namely, content, construct and criterion were satisfied by the questionnaire. To achieve face validity the questions were linked with the objectives of the study and some justification was also given. On content validity, the researcher made sure that the items and the questions in the instrument covered all issues to be measured fully. In the current study, content was achieved by

making sure that each aspect was adequately represented in the questions or items. The researcher, EE experts and the supervisor judged the validity of the research instrument as being of a satisfactory level. The supervisor and the Unisa Ethical research committee gave suggestions, and this helped in improving the questionnaire.

Having discussed how validity of the instrument was ensured in the current study, the following section discusses reliability of the instrument was ensured in the study.

3.9 RELIABILITY

Reliability refers to the stability of consistency, dependability, accuracy, and precision of a measure or score of an instrument (Wong & Yamat, 2020:4; Heale & Twycross, 2015:66). Reliability refers to repeatability and accuracy of the data collection instrument such that the same results should be obtained if the research is repeated, and different researchers must come out with similar findings. In the current study, to ensure reliability, the questionnaire was pre-tested through the pilot study. This ensured that all relevant issues were included, order was correct, ambiguous items identified and then eliminated, and pre-codes corrected. This assisted the researcher to make any necessary amendments to the questionnaire. Cronbach's coefficient alpha was used to test for consistency. Cronbach's coefficient alpha is an index of consistency with which all the items on the scale measure whatever the scale is measuring (Howitt & Cramer, 2014:260). Cronbach's coefficient alpha at 0.70 and above demonstrate adequate reliability (Arslantaş, Dereboy, Yüksel & İnalkaç, 2020:4). Cronbach alpha of 0.970 and of 0.956 on the questionnaires for students and for lecturers respectively showed that the questionnaires were suitable for use in the main study.

Having discussed how reliability of the instrument was ensured in the current study, the following section discusses the pilot study of the study.

3.10 PILOT STUDY

A pilot study is the first step of the entire research project that is often a smaller-sized study assisting in planning, modification, and validation of the feasibility of the main study (In, 2017:1; Wray, Archibong, & Walton, 2017:4). In other words, a pilot study is normally small in

comparison with the main study and provides only limited information. A good research strategy requires careful planning, and a pilot study should often be a part of this strategy.

A pilot study improves the quality and efficiency of the main study (In, 2017:1). The pilot study was conducted because it was a critical element of the survey. In the current survey, the pilot study resulted in the improvement of the questionnaires, hence of the study. The pilot study: a) eliminated items that were ambiguous; b) established possible problems in administering the questionnaire; c) tested data collection instruments; d) established the feasibility of the study; e) helped the researcher to attend to any logical and procedural difficulties of the study; and f) assisted in carrying-out a preliminary data analysis and g) ensured that the data to be collected answered the research questions (McGrath & Brandon, 2018:4; In, 2017:1).

A pilot study can reveal deficiencies in the design of a proposed study, and this can then be addressed before time and resources are expended on the main study. The results of the pilot study were used to fine tune the data collection instrument (Wray, Archibong & Walton, 2017:3; Neuman, 2006:312), in this case the questionnaire. Respondents gave suggestions for improvement on the questionnaire by evaluating and reporting on the clarity of instructions, as well as the ambiguity and relevance of items. The psychometric characteristics (reliability and validity) of instruments were established. Cronbach alpha was used to test for reliability for the two questionnaires: That for EE students and for EE Lecturers at PHEIs in Botswana. The following results were obtained.

STUDENT'S QUESTIONNAIRE

Reliability Statistics

Cronbach's Alpha	N of Items
.970	78

Cronbach alpha of 0.968 reveals that the questionnaire had an acceptable internal consistency. It was very reliable hence could be used in the main study.

ENTREPRENEURSHIP EDUCATION LECTURER'S QUESTIONNAIRE

Reliability Statistics

Cronbach's Alpha	N of Items
.956	96

The above Cronbach alpha of 0.956 shows that the questionnaire for EE Lecturers had an acceptable internal consistency. It was very reliable hence could be used in the main study.

3.10.1 Sample- Pilot Study

The sample of the pilot study consisted of fifteen (15) EE lecturers and twenty-five (25) EE students. The pilot study was carried out in Gaborone at one of the Private Higher Education Institution. The research gatekeeper's consent was sought. This sample was approximately 25% of the anticipated sample. Convenient and purposeful sampling was done. In this study, the respondents who were conveniently close to the researcher and who were involved with EE at PHEIs took part in the pilot study. The respondents were given chance to make objective comments and modifications on the questionnaires. This enabled the production of a better final questionnaire for the final study. The pilot grids were as follows:

Table 3.2: Students' pilot study sample (N=25*)*

Biographical variables of EE students at PHEIs in Botswana

BIOGRAPHICAL VARIABLE	CATEGORY (Years)	NUMBER OF RESPONSES (N=25)	FREQUENCY (%)
AGE	21-25	21	84
	26-30	2	8
	31-35	1	4
	Over 36	1	4
GENDER	Male	11	44
	Female	14	56
DISCIPLINE	Commercial	6	24.0
	Engineering	5	20.0
	Social Sciences	12	48.0
	Technical	2	8.0
LEVEL OF STUDY	First Year	0	0
	Second Year	0	0
	Third Year	0	0
	Fourth Year	25	100
TYPE OF INSTITUTION	College	0	0
	University	25	35

Table 3.3: Lecturers' pilot study sample (N=25)
Biographical variables of EE Lecturers at PHEIs in Botswana

BIOGRAPHICAL VARIABLE	CATEGORY	NUMBER OF RESPONSES (N=15)		FREQUENCY (%)
AGE	31-35 years 36-40 years 41-45 years 46 and above years	7 4 1 3		46.7 26.7 6.7 20.0
GENDER	Male Female	12 3		80.0 20.0
HIGHEST QUALIFICATION	Honours Master's Degree Doctorate	1 11 3		6.7 73.3 20.0
YEARS OF LECTURING EXPERIENCE	less than 5 years 6-10 years 11-15 years 15 years and above	3 8 3 1		20.0 53.3 20.0 6.7
STATUS OF INSTITUTION	College University	0 15		0.0 100.0

3.10.2 Data collection procedure- Pilot Study

The researcher distributed and collected the questionnaires in person after the permission was granted. The participants were guided on what to do by the instructions given in the letter of introduction. The researcher was there to clarify issues where needed. Participants were able to complete the questionnaires within 10-20 minutes as stipulated. The questionnaires were cleaned for ambiguities and spelling errors identified.

Having discussed the pilot study of the study the following section discusses data collection procedure of the main study.

3.11 MAIN STUDY: DATA COLLECTION PROCEDURE

3.11.1 Sample

The participants were selected based on the following two criteria: exposure of interest (Those who have been exposed to EE, either as a student or EE lecturer at Botswana Private Higher Education) and geographical location (were schooling or Lecturing at Private Higher Education Institutions in Gaborone, Botswana). Those students not in their final year and lecturers not exposed to EE were excluded from the study.

In the current study, questionnaire return rate was at 83.6%. That is, of the 360 distributed questionnaires, 301 were returned and where used. Demuyakor (2020:4) says, "…any study with a response rate of 50% and above is appropriate for analysis", The response at 83.6% was therefore excellent for a to continue with the analysis. This is illustrated in the following table.

Table 3.4: Participants

Participants	Frequency	Male	Female
Students	249	87 (34.9%)	162 (65.1%)
Lecturers	52	40 (76.9%)	12 (23.1)
Totals	301	127 (42.2%)	174 (57.8%)

The biological variables of the participants are presented in the following section. These were for the EE Lecturers in Botswana Private Higher Education Institutions and for the EE students in Botswana Private Higher Education Institutions, respectively. The biographical variables portray the contexts in which data for the current study was solicited.

3.11.2 Biographical variables of the research participants.

The following Table :3.5 represents the biographical variables of the EE lecturers at Private Higher Education Institutions.

Table 3. 5: Biographical variables of EE Lecturers at PHEIs in Botswana

BIOGRAPHICAL VARIABLE	VARIABLE DESCRIPTION	NUMBER OF RESPONSES (N=52)	FREQUENCY (PERCENTAGE) (%)
AGE	31-35 years 36-40 years 41-45 years 46 and above years **TOTAL**	23 12 4 13 **52**	44.2 23.1 7.7 27.0 **100**
GENDER	Male Female **TOTAL**	40 12 **52**	76.9 23.1 **100**
HIGHEST QUALIFICATION	Honours Master's Degree Doctorate **TOTAL**	2 43 7 **52**	3.8 82.7 13.5 **100**
YEARS OF LECTURING EXPERIENCE	less than 5 years 6-10 years 11-15 years 15 years and above **TOTAL**	6 29 10 7 **52**	11.5 55.8 19.2 13.5 **100**
STATUS OF INSTITUTION	College University **TOTAL**	37 15 **52**	28.8 71.2 **100**

Table 3.5 above shows that majority of the 52 EE lecturers who participated in the study were between the ages of 31 and 40 years old, while the minority were above 41 years old. The table also reveals that there were more EE male lecturers than EE female lecturers-participants. The table further reveals that majority of the EE lecturers held a Masters' degree, and a few held either an Honours or a Doctorate. The table also shows that most of the EE lecturers had 6 to 15 years of lecturing EE, and only a few who participated in the study had less than five years and above 15 years of EE lecturing experiencing at Higher Institutions. As shown in Table 3.1, the participants were EE lecturer at a College or a University, the majority being at universities.

The following Table 3.6 represents the biographical variables of the EE students at Private Higher Education Institutions.

Table 3.6: Biographical variables of EE Students at PHEIs in Botswana

BIOGRAPHICAL VARIABLE	VARIABLE DESCRIPTION	NUMBER OF RESPONSES (N=249)	FREQUENCY (PERCENTAGE) (%)
AGE	21-25 years	215	86.3
	26-30 years	25	10.0
	31-35 years	6	2.4
	Over 36 years	3	1.2
	TOTAL	**249**	**100**
GENDER	Male	87	34.9
	Female	162	65.1
	TOTAL	**249**	**100**
DEGREE QUALIFICATION BEING PURSUED	Commercial	73	29.3
	Engineering	58	23.3
	Social Sciences	90	36.1
	Technical	28	11.2
	TOTAL	**249**	**100**
LEVEL	Third Year	40	16.1
	Fourth Year	209	83.9
	TOTAL	**249**	**100**
STATUS OF INSTITUTION	College	40	16.1
	University	209	83.9
	TOTAL	**249**	**100**

Table 3.6 shows that, of the 249 EE students, majority of them were between 21-25 years old (86%), while a few were 26 years old and above (14%). The findings also show that female EE students (65%) were almost double the EE male students (35%). Information from Table 3.2

further reveals that EE was being take mostly by those studying social sciences (36.1%), commercials (29.3%), engineering (23.3%) and then technical (11%). Furthermore, the table shows that about 84% of the participating EE students were in their fourth year at universities, while only a few (about 16 %) were at a college in their third year.

3.11.2 Questionnaire administration

The questionnaires, an improved version of those used in the pilot study were distributed by the researcher in person to EE students and EE Lecturers. The researcher explained verbally, where necessary, the purpose of the research to respondents. The researcher collected the completed questionnaires in person.

3.11.3 Main Study: Data Analysis

Data analysis is a process of organising, breaking data to manageable units, synthesising data, searching for patterns, discovering what is important and deciding what to report (Lester & Lochmiller, 2020:96). Thus, data analysis is process of transforming data into usable and useful information to provide answers to the intended research (Burns & Grove, 2009:479). In the current study careful planning for data analysis was carried out and the use of statistical analytical tools were employed to create a more vivid visual of the findings.

3.11.4 Coding

According to Tracy (2019:10), data coding in research refers to labelling and systemizing the data. Similarly, Burns and Grove (2005:455), define data coding as the process of transforming raw data into quantitative form by assigning numbers to observations. Collected data were coded for computer analysis. Each point on the scale was assigned a number and each respondent had a serial number. Furthermore, each item on the questionnaire was assigned a number.

3.11.5 Statistical Analysis

The study used a large amount of data and handled multiple variables. The use of SPSS Version 21 assisted the researcher in summarising and displaying data in graphical tabular form.

The following section discusses the ethical consideration in this current study of assessing the effectiveness of EE in Botswana PHEIs.

Having discussed data collection procedure of the main study the following section discusses ethical consideration employed in the current study.

3.12 ETHICAL CONSIDERATION

The following ethical issues were considered:

3.12.1 Permission

The researcher should seek and secure the approval of research participants prior to conducting the study (Tracy, 2019:78). Permission to collect data from relevant stakeholders such as management of participating institutions was sought. Ethical clearance from the university where the researcher was studying (UNISA) was obtained before commencement of the study.

3.12.2 Informed consent

Informed consent is when respondents in a research voluntarily participate in the research and they are informed about the purpose of the research, procedures to be followed, dangers associated with taking part in the research if any, advantages and disadvantages, if any, of participating in the research and credentials of the researcher need to be communicated to the participants (Tracy, 2019:32; Pieterse, 2010:140). Participants in the research ought to choose to or not to participate and should be given the right to withdraw from participating at any given time, without any penalty (Navalta, Stone & Lyons, 2019:6; American Psychological Association, 2002:1061). In the current research, participants were informed and encouraged to participate, and they gave informed consent to take part in the research. A letter of consent was issued to participants for them to sign.

3.12.3 Confidentiality

Confidentiality is when participants are protected in such a way that their individual identities are not linked to the information they provided, and are never divulged in public (Tracy, 2019:72; Pieterse, 2010:141). In this research confidentiality was observed. The information provided was

used in the study only and was privy only to the researcher. It was treated with the privacy it deserved.

3.12.4 Harm to participants

Researchers should not expose participants to any harm in their searches be it may physical or psychological (Navalta, Stone & Lyons, 2019:5). Harm to respondents includes but is not limited to abuse, invasion of privacy, embarrassment, emotional stress, irritation, anger, or negative labeling, that may damage one's personal dignity (Urombo, 2000:42). In this study, respondents were not exposed to any harm. The researcher respected the rights, needs, desires and values of the participants. Their privacy, confidentiality and anonymity were strictly maintained to prevent any harm.

3.12.5 Anonymity

Anonymity is key to build trust (Stock, Lavasani Kjær, Rasmussen & Vallentin-Holbech, 2020:2). Anonymity is all about not being able to link research information provided with the participants (Ibbett & Brittain, 2020:82). Similarly, a researcher is ethically responsible when they can respect the right to anonymity of the participants (American Psychological Association, 2002:1060). Anonymity is when a researcher cannot link a given response with any respondent. Similarly, Airasian and Gay (2003:87) acknowledge the above assertions on anonymity. In the current study, respondents did not identify themselves by name (Stock, Lavasani Kjær, Rasmussen & Vallentin-Holbech, 2020:4). They remained anonymous. Participants' names or identities were not used or written in the data collection instruments. Instead, serial numbers were used. The participants were informed that their privacy was protected.

3.13 SUMMARY

The chapter discussed the research methodology of the current study. Research paradigm as well as the research design were discussed. Population and sampling, instruments for data collection and procedures, reliability and validity, pilot study, data analysis, and ethical considerations were discussed.

Having discussed the research methodology followed in the current study, the next chapter addresses data analysis, presentation, and discussion of the findings.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSION OF FINDINGS

4.0 INTRODUCTION

The study assessed the effectiveness of EE in BPHEIs. The Research Methodology was presented in Chapter 3. The current chapter presents the data generated from the empirical study carried out. The data are presented in accordance with the research questions that guided the current study. The research questions focused on the perceived benefits of EE in Botswana, the structure of EE in BPHEIs and the factors that affect EE effectiveness in the Institutions. Data for each research question are presented in tabular form and a description of the data follows below each table. In the current study, questionnaire return rate was at 83.6%. That is, of the 360 distributed questionnaires, 301 were returned and where used. The researcher used Statistical Significance to explain the findings. Statistical significance informs researchers with the ability to understand if interventions were resulting in real differences or by chance.

4.1 PERCEIVED BENEFITS OF ENTREPRENEURSHIP EDUCATION

The first research question guided the researcher to explore the benefits of EE to students in Botswana institutions of higher learning are presented in the sections below.

Table 4.1: The extent to which lecturers and students perceive EE in Botswana (N=301)

Respondents	Perception Aspect	Responses								Chi-square
		Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**Total**	**Ratio**	**Rank position**	
Lecturers	EE creates employment	31(59.6%)	11(21.2%)	8 (15.4%)	2 (3.8%)	0%	52(11.1%)	21	2	X^2=18.15 Df=11 p>0.01 (non-sign)
	EE helps in economic growth of my country	23(44.2%)	17(32.7%)	10 (19.2%)	2 (3.8%)	0%	52(11.1%)	20	3	
	EE can eradicate poverty	17(17%)	26(50%)	5 (9.6%)	4 (7.7%	0%	52(11.1%)	11	4	
	EE is for self-employment	15(28.8%)	15(28.8%)	12 (23.1%)	10 (19.2%)	0%	52(11.1%)	3	7	
	EE brings freedom of employment among graduates	10(19.2%)	28(53.8%)	8 (15.4%)	6 (11.5%)	0%	52(11.1%)	6.3	6	
	EE helps established companies grow	13 (25%)	20(38.5%)	14(26.9%)	5(9.6%)	0%	52(11.1%)	6.6	5	
	New and old Ventures need EE literate personnel	28 (53.8%)	20(38.5%)	2(3.8%)	2(3.8%)	0%	52(11.1%)	24	1	
	Total	**137 (37.6%)**	**137 (37.6%)**	**59 (16.2%)**	**31 (8.5%)**	**0 (0.0%)**	**364 (100%)**			
Students	EE creates employment	81 (32.5%)	133(53.4%)	25 (10%)	4 (1.6%)	6(2.4%)	249(11.1%)	34	3	X^2=212.4 Df=15 P<0.01 (non-sign)
	EE helps in economic growth of my country	98 (39.4%)	144(57.8%)	7 (2.8%)	0%	0%	249(11.1%)	--	1	
	EE can eradicate poverty	99(39.8%)	80(32.1%)	60 (24.1%)	10 (4%)	0%	249(11.1%)	18	4	
	EE is for self-employment	97(39%)	92(36.9%)	45(18.1%)	3 (1.2%)	12(4.8%)	249(11.1%)	13	6	
	EE brings freedom of employment among graduates	84(33.7%)	10 (41%)	41 (16.5%)	8 (3.2%)	14(5.6%)	249(11.1%)	9	7	
	EE helps established companies grow	88(35.3%)	106 (42.6%)	52 (20.9%)	0%	3(1.2%)	249(11.1%)	65	5	
	New and old Ventures need EE literate personnel	89(35.7%)	135 (54.2%)	25 (10%)	0%	0%	249(11.1%)	--	2	
	Total	**636(36.5%)**	**792 (45.4%)**	**255 (14.6%)**	**25 (1.4%)**	**35 (2%)**	**1743(100%)**			

The computed Chi-square test for lecturers in Table 4.1 shows a non-significant difference at $p>0.01$ in the extent to which lecturers perceive entrepreneurship education in Botswana. In contrast, the Chi-square test for students indicates a significant difference at $p<0.01$ in the extent to which students perceive EE in Botswana.

Ratios in Table 4.1 positively reveal the extent **t**o which lecturers perceived EE in Botswana. They strongly believed that EE enhances employment creation, helps in economic growth, can lead to eradication of poverty, helps established companies grow and brings freedom of employment among graduates, and new and old ventures need EE literate personnel. Similarly, ratios in the Table reveal that EE may: create employment, eradicate poverty, helps established companies grow and bring freedom of employment among graduates.

Table 4. 2: The extent to which lecturers view themselves against Entrepreneurship Education in Botswana (N=52)

Respondents	Training benefits Aspects	Responses								Chi-square (X^2)
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Ratio	Rank	
Lecturer	Are lecturers trained to implement Entrepreneurship Education?	17(32.7%)	17(32.7%)	12(23.1%)	4(7.7%)	2(3.8%)	52(9.1%)	5.7	4	X^2=17.35 Df=16 p>0.01 (non-significant)
	Are lecturers trained to identify Entrepreneurial students?	11(21.2%)	17(32.7%)	7(13.5%)	4(7.7%)	13(25%)	52(9.1%)	1.6	10	
	Are lecturers trained to identify opportunities?	23(44.2%)	15(28.8%)	4(7.7%)	8(15.4%)	2(3.8%)	52(9.1%)	3.8	3	
	Are lecturers trained to assist in Business idea creation?	21(40.4%)	19(36.5%)	2(3.8%)	2(3.8%)	8(15.4%)	52(9.1%)	4	5	
	Are lecturers trained to assist innovation creation?	15(28.8%)	21(40.4%)	4(7.7%)	4(7.7%)	8(15.4%)	52(9.1%)	3	9	
	Do lecturers have knowledge about Entrepreneurship implementation strategies?	20(38.5%)	17(32.7%)	7(13.5%)	0%	8(15.4%)	52(9.1%)	4.6	6	
	Are lecturers trained to develop business plan?	30(57.7%)	18(34.6%)	2(3.8%)	0%	2(3.8%)	52(9.1%)	24	1	
	Are lecturers trained to manage incubators?	10(19.2%)	13(25%)	8(15.4%)	8(15.4%)	13(25%)	52(9.1%)	1.1	11	
	Are lecturers trained in Business management skills?	23(44.2%)	22(42.3%)	5(9.6%)	0%	2(3.8%)	52(9.1%)	23	2	
	Are lecturers trained in new venture creation?	17(32.7%)	19(36.5%)	8(15.4%)	2(3.8%)	6(11.5%)	52(9.1%)	4.5	7	
	Are lecturers trained to grow business?	13(25%)	24(46.2%)	7(13.5%)	0%	8(15.4%)	52(9.1%)	4.6	8	
	Total	**200(35%)**	**202 (35.3%)**	**66(11.5%)**	**32 (5.6%)**	**72(12.6%)**	**572(100%)**			

Table 4.3: The extent to which students view themselves against Entrepreneurship Education in Botswana (N = 249)

Respondents	Perception Aspects	Responses								Chi-square (X^2)
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Ratio	Rank	
Student	Are students trained to be risk takers?	131(52.6%)	88(35.3%)	27(10.8%)	0%	3(1.2%)	249 (11.1%)	73	3	X^2=146.6 Df=18 P<0.01 (significant)
	Are students trained to be entrepreneur?	124(49.8%)	94(37.8%)	28(11.2%)	3(1.2%)	0%	249 (11.1%)	73	5	
	Are students trained to identify opportunities?	110(44.2%)	109(43.8%)	27(10.8%)	3(1.2%)	0%	249 (11.1%)	73	6	
	Are students trained to create new business ideas?	123(49.4%)	96(38.6%)	30(12%)	0%	0%	249 (11.1%)	--	4	
	Are students trained to be innovative?	132(53%)	91(36.5%)	26(10.4%)	0%	0%	249 (11.1%)	--	2	
	Are students trained to develop a business plan?	146(58.6%)	91(36.5%)	12(4.8%)	0%	0%	249 (11.1%)	--	`1	
	Are students trained to manage incubators?	73(29.3%)	97(39%)	37(14.9%)	17(6.8%)	25(10%)	249 (11.1%)	3.3	9	
	Are students trained business management skills?	86(34.5%)	103(41.4%)	40(16.1%)	6(2.4%)	14(5.6%)	249 (11.1%)	9.5	8	
	Are students trained to create and grow a new venture?	92(36.9%)	88(35.3%)	63(25.3%)	3(1.2%)	3(1.2%)	249 (11.1%)	30	7	
	Total	**1017 (45.3%)**	**857(38.2%)**	**290(12.9%)**	**32(1.4%)**	**45(2%)**	**2241 (100%)**			

The Chi-square test in Table 4.2 shows a non-significant difference at p>0.01 in the extent to which lecturers view themselves against EE in Botswana. Comparatively, the chi-square in Table 4.3 for students showed a significant difference in the extent in which students view themselves against EE in Botswana.

The ratios in the table show that lecturers positively rated that they are trained to implement EE, identify Entrepreneurial students, identify opportunities, assist in Business idea creation, have knowledge about Entrepreneurship implementation strategies, and how to grow business. Similarly, ratios from students positively rated the way in which students are trained to be risk – takers and Entrepreneurs, as well as being able to identify opportunities, manage incubators, apply business management skills, and create and grow a new venture. However, the following aspects were unrated: to create new business ideas, to be innovative and to develop a business plan.

Having presented findings on perceived benefits of EE, the subsequent section presents findings on EE curricula structures and implementation in educational Institutions.

4.2 ENTREPRENEURSHIP EDUCATION CURRICULA STRUCTURES AND IMPLEMENTATION IN HIGHER EDUCATIONAL INSTITUTIONS

The second subsidiary research question of the study intended to establish how EE was structured in BPHEIs. In this regard, the following section, presents the findings of the current study on EE objectives, content, implementation, and assessment as the EE structure in BPHEIs. These results are tabulated, interpreted independently and respectively as subsections addressing the research question under study.

The subsequent section presents the findings of the present study on structure of EE objectives in BPHEIs.

Table 4.4: Entrepreneurship Education objectives in Botswana (N= 52)

Respondents	Objectives	Responses								Chi-square (X^2)
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Ratio	Rank	
EE Lecturers	To create an understanding and awareness of entrepreneurship among university graduates to increase the quantity and quality of people with knowledge of entrepreneurship who may consider it as a career option.	22 (42.3%)	16(30.8%)	12(223.1%)	2(3.8%)	0%	52(25%)	19	1	X^2= 23.385 Df=7 p>0.01 (non-significant)
	To educate for start-ups. This prepares graduate students to be entrepreneurial and become owners of a new business or venture	13(25%)	27(51.9%)	8(15.4%)	4(7.7%)	0%	52(25%)	10	3	
	To stimulate entrepreneurship culture and entrepreneurial drive among university students that they see it as a lucrative employment option.	13(25%)	27(51.9%)	12(23.1%)	0%	0%	52(25%)	-- unrated	2	
	To enable students to cope with and assess risk	10(19.2%)	30(57.7%)	8(15.4%)	4(7.7%)	0%	52(25%)	10	4	
	Total	**58 (27.9%)**	**100 (48.1%)**	**40 (19.2%)**	**10 (4.8%)**	**0%**	**208 (100%)**			

Table 4.4 Chi- square test results from lecturers depict that there was no significance difference in the EE objectives at $p>0.01$. The computed results in Table 4.4 also show that the objective that aimed to create an understanding and awareness of entrepreneurship among university graduates had the highest ratio, and it was positively rated. Objectives that aimed to educate for start-ups and enable students to cope with and assess risk had the same ratio and were also positively rated. Remarkably, the objective that saves to stimulate entrepreneurship culture and entrepreneurial drive among university students was unrated.

The subsequent section presents the findings of the present study on structure of EE content in BPHEIs.

Table 4.5: Entrepreneurship Education content in Botswana (N=52)

Respondents	Content Aspects	Responses								
		Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**Total**	**Ratio**	**Rank**	**Chi-square (X^2)**
EE Lecturers	Entrepreneurship theory	29(55.8%)	21(40.45%)	2(3.8%)	0%	0%	52(5%)	-- unrated	1	X^2= 27.115
	Entrepreneurship	15(28.8%)	23(44.2%)	6(11.5%)	8(15.4%)	0%	52(5%)	4.8	18	
	Entrepreneurship in Botswana	26(50%)	22(42.3%)	2(3.8%)	2(3.8%)	0%	52(5%)	24	3	Df=10
	Innovation	16(30.8%)	20(38.5%)	6(11.5%)	8(15.4%)	2(3.85%)	52(5%)	3.6	20	
	New product Development	26(50%)	18(34.6%)	6(11.5%)	2(3.85)	0%	52(5%)	22	5	p<0.01 (significant)
	Idea generation	28(53.8%)	16(30.8%)	8(15.4%)	0%	0%	52(5%)	--	3	
	Market Research	18(34.6%)	24(46.2%)	8(15.4%)	2(3.8%)	0%	52(5%)	21	9	
	Feasibility Study	21(40.4%)	23(44.2%)	6(11.5%)	2(3.8%)	0%	52(5%)	22	6	
	Management	21(40.4%)	21(40.4%)	10(19.2%)	0%	0%	52(5%)	--	6	
	Accounting	12(23.1%)	30(57.7%)	10(19.2%)	0%	0%	52(5%)	--	11	
	Finance	18(34.6%)	18(34.6%)	16(30.8%)	0%	0%	52(5%)	--	11	
	Marketing	15(28.8%)	32(61.5%)	5(9.6%)	0%	0%	52(5%)	--	8	
	Production	12(23.1%)	24(46.2%)	16(30.8%)	0%	0%	52(5%)	--	16	
	People Management	18(34.6%)	18(34.6%)	14(26.9%)	2(3.8%)	0%	52(5%)	18	15	
	Business Legal Environment	17(32.7%)	24(46.2%)	11(21.2%)	0%	0%	52(5%)	--	10	
	Business Plan Development	30(57.7%)	18(34.6%)	4(7.7%)	0%	0%	52(5%)	--	2	
	Selling	17(32.7%)	24(46.2%)	4(7.7%)	4(7.7%)	3 (5.8%)	52(5%)	5.9	16	
	Sales management	19(36.5%)	16(30.8%)	10(19.2%)	4(7.7%)	3 (5.8%)	52(5%)	5	19	
	Team work	19(36.5%)	17(32.7%)	14(26.9%)	2(3.8%)	0%	52(5%)	18	13	
	Small Business Management	17(32.7%)	21(40.4%)	12(23.1%)	2(3.8%)	0%	52(5%)	19	13	
	Total	**394 (37.9%)**	**430 (41.3%)**	**170 (16.3%)**	**38 (3.7%)**	**8 (0.8%)**	**1040 (100%)**			

Table 4.6: Entrepreneurship Education content in Botswana (N=249)

Respondents	Content Aspects	Responses								
		Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**Total**	**Ratio**	**Position**	**Chi-square (X^2)**
EE Students	Entrepreneurship theory	87(34.9%)	109(43.8%)	53(21.3%)	0%	0%	249(5%)	-	2	X^2=72.651 Df=32 p<0.01 (significant)
	Entrepreneurship	51(20.5%)	67(27.7%)	91(36.5%)	30(12%)	8(3.2%)	249(5%)	3.1	18	
	Entrepreneurship in Botswana	46(18.5%)	86(34.5%)	92(36.9%)	22(8.8%)	3(1.2%)	249(5%)	5.3	16	
	Innovation	26(10.4%)	141(56.6%)	67(26.9%)	9(3.6%)	6(2.4%)	249(5%)	11	13	
	New product Development	42(16.9%)	96(38.6%)	87(34.9%)	15(6%)	9(3.6%)	249(5%)	5.8	17	
	Idea generation	82(32.9%)	127(51%)	37(14.9%)	3(1.2%)	0%	249(5%)	68	1	
	Market Research	66(26.5%)	125(50.2%)	47(18.9%)	11(4.4%)	0%	249(5%)	17	3	
	Feasibility Study	63(25.3%)	100(40.2%)	80(32.1%)	3(1.2%)	3(1.2%)	249(5%)	27	10	
	Management	70(28.1%)	98(39.4%)	70(28.1%)	8(3.2%)	3(1.2%)	249(5%)	14	7	
	Accounting	77(30.9%)	88(35.3%)	62(24.9%)	19(7.6%)	3(1.2%)	249(5%)	7.5	9	
	Finance	62(24.9%)	95(38.4%)	62(24.9%)	27(10.8%)	3(1.2%)	249(5%)	5.2	12	
	Marketing	66(26.5%)	115(46.2%)	59(23.7%)	6(2.4%)	3(1.2%)	249(5%)	20	6	
	Production	62(24.9%)	126(50.6%)	54(21.7%)	4(1.6%)	3(1.2%)	249(5%)	27	5	
	People Management	38(15.3%)	111(44.6%)	66(26.5%)	34(13.7%)	0%	249(5%)	4.4	15	
	Business Legal Environment	42(16.9%)	82(32.9%)	96(38.6%)	13(5.2%)	16(6.4%)	249(5%)	4.3	19	
	Business Plan Development	73(29.3%)	116(46.6%)	47(18.9%)	7(2.8%)	6(2.4%)	249(5%)	15	4	
	Selling	67(26.9%)	71(28.5%)	83(33.3%)	10(4%)	18(7.2%)	249(5%)	4.9	14	
	Sales management	65(26.1%)	55(22.1%)	88(35.3%)	18(7.2%)	23(9.2%)	249(5%)	2.9	20	
	Teamwork	55(22.1%)	104(41.8%)	70(28.1%)	14(5.6%)	6(2.4%)	249(5%)	8	11	
	Small Business Management	61(24.5%)	109(43.8%)	65(26.1%)	11(4.4%)	3(1.2%)	249(5%)	12	10	
	Total	**1201 (24.1%)**	**2021 (40.6%)**	**1378 (27.7%)**	**264 (5.3%)**	**116 (2.3%)**	**4980**			

The Chi-square test in Table 4.5 shows a significant difference in the EE content in Botswana at $p<0.01$. Similarly, Table 4.6, Chi-square for students also indicates a significant difference in the EE content in Botswana $p<0.01$.

The ratios in Table 4.5 depict that entrepreneurship, entrepreneurship in Botswana, innovation, new product development, market research, feasibility study, people management, selling, sales management, teamwork and small business management are content structures of EE that were positively rated by lecturers. On the other hand, entrepreneurship theory, idea generation, management, accounting, finance, marketing, production, and business plan development were unrated. The students' ratios on content structure of EE indicate that entrepreneurship, entrepreneurship in Botswana, innovation, new product development, market research, feasibility study, people management, selling, sales management, teamwork and small business management, entrepreneurship theory, idea generation, management, accounting, finance, marketing, production, and business plan development were substantially positively rated.

The subsequent section presents the findings on the structure of EE implementation in BPHEIs

Table 4.7: Entrepreneurship Education implementation in Botswana (N= 52)

Respondents	Implementation Aspect	Responses								
		Very Great Extend	Great Extend	Somewhat	Little Extend	Very Little Extend	Total	Ratio	Rank	Chi-square (X^2)
EE Lecturers	Lectures	29 (55.8%)	21 (40.4%)	2 (3.8%)	0%	0%	52 (6.7%)	--	1	X^2=99.952 Df=32 P<0.01 (significant)
	Case studies	15 (28.8%)	21 (40.4%)	8 (15.4%)	8 (15.4%)	0%	52 (6.7%)	4.5	4	
	Presentations	15 (28.8%)	26 (50%)	7 (13.5%)	4 (7.7%)	0%	52 (6.7%)	10	3	
	Simulations	4 (7.7%)	15 (28.8%)	12 (23.1%)	2 (3.8%)	19 (36.5%)	52 (6.7%)	0.9	9	
	Projects	23 (42.2%)	17 (32.7%)	6 (11.5%)	2 (3.8%)	4 (7.7%)	52 (6.7%)	6.7	2	
	Guest Lecturers	12 (23.1%)	20 (38.5%)	8 (15.4%)	4 (7.7%)	8 (15.4%)	52 (6.7%)	2.7	6	
	Site visits (EE trips)	5 (9.6%)	0%	14 (26.9%)	10 (19.2%)	23 (44.2%)	52 (6.7%)	0.2	14	
	Business Incubators	5 (9.6%)	4 (7.7%)	10 (19.2%)	14 (26.9%)	19 (36.5%)	52 (6.7%)	0.3	13	
	Starting Business	4 (7.7%)	19 (36.5%)	4 (7.7%)	10 (19.2%)	15 (28.8%)	52 (6.7%)	0.9	7	
	Videos	14 (26.9%)	20 (38.5%)	8 (15.4%)	2 (3.8%)	8 (15.4%)	52 (6.7%)	3.4	5	
	Practical work	4 (7.7%)	19 (36.5%)	13 (25%)	8 (15.4%)	8 (15.4%)	52 (6.7%)	1.4	1	
	Role play	4 (7.7%)	9 (17.3%)	21 (40.4%)	6 (11.5%)	12 (23.1%)	52 (6.7%)	0.7	8	
	Entrepreneurship Competitions	0%	14 (26.9%)	19 (36.5%)	6 (11.5)%)	13 (25%)	52 (6.7%)	0.7	11	
	Apprenticeship/mentorship programs	2 (3.8%)	14 (26.9%)	6 (11.5%)	8 (15.4%)	22 (42.3%)	52 (6.7%)	0.5	12	
	Entrepreneurship Clubs	0%	4 (7.7%)	8 (15.4%)	10 (19.2%)	30 (57.7%)	52 (6.7%)	0.1	15	
	Total	**136 (17.4%)**	**223 (28.6%)**	**146 (18.7%)**	**94 (12.1%)**	**181 (23.2%)**	**780 (100%)**			

Table 4.8: Entrepreneurship Education implementation in Botswana (N= 249)

Respondents	Implementation Aspect	Responses								
		Very Great Extend	**Great Extend**	**Somewhat**	**Little Extend**	**Very Little Extend**	**Total**	**Ratio**	**Rank**	**Chi-square (X^2)**
EE Students	Lectures	84 (33.7%)	102 (41%)	50 (20.1%)	9 (3.6%)	4 (1.6%)	249 (6.7%)	14	1	X^2=8.308 Df=15 P>0.01 (non-significant)
	Case studies	30 (12%)	83 (33.3%)	74 (29.4%)	17 (6.8%)	45 (18.1%)	249 (6.7%)	1.8	7	
	Presentations	56 (22.5%)	124 (49.8%)	50 (20.1%)	7 (2.8%)	12 (4.8%)	249 (6.7%)	9.5	3	
	Simulations	24 (9.6%)	71 (28.5%)	101 (40.6%)	23 (9.2%)	30 (12%)	249 (6.7%)	1.8	8	
	Projects	74 (29.7%)	109 (43.8%)	47 (18.9%)	13 (5.2%)	6 (2.4%)	249 (6.7%)	9.6	2	
	Guest Lecturers	23 (9.2%)	71 (28.5%)	53 (21.3%)	38 (15.3%)	64 (25.7%)	249 (6.7%)	0.8	11	
	Site visits (EE trips)	8 (3.2%)	50 (20.1%)	63 (25.3%)	20 (8%)	108 (43.4%)	249 (6.7%)	0.5	15	
	Business Incubators	24 (9.6%)	35 (14.1%)	74 (29.7%)	37 (14.9%)	79 (31.4%)	249 (6.7%)	0.5	14	
	Starting Business	31 (12.4%)	87 (34.9%)	78 (31.3%)	13 (5.2%)	40 (16.1%)	249 (6.7%)	2.2	5	
	Videos	38 (15.3%)	51 (20.5%)	82 (32.9%)	19 (7.6%)	59 (23.7%)	249 (6.7%)	1.1	9	
	Practical work	52 (20.9%)	84 (33.7%)	56 (22.5%)	17 (6.8%)	40 (16.1%)	249 (6.7%)	2.4	4	
	Role play	43 (17.3%)	63 (25.3%)	74 (29.7%)	35 (14.1%)	34 (13.7%)	249 (6.7%)	1.5	6	
	Entrepreneurship Competitions	21 (8.4%)	59 (23.7%)	65 (26.1%)	35 (14.1%)	69 (27.7%)	249 (6.7%)	0.8	13	
	Apprenticeship/mentorship programs	35 (14.1%)	63 (25.3%)	59 (23.7%)	15 (6%)	77 (30.9%)	249 (6.7%)	1.1	10	
	Entrepreneurship Clubs	24 (9.6%)	71 (28.5%)	49 (19.7%)	28 (11.2%)	77 (30.9%	249 (6.7%)	0.9	12	
	Total	**567 (15.1%)**	**1126 (30.1%)**	**975 (26.1%)**	**323 (8.3%)**	**744 (20%)**	**3735 (100%)**			

The calculated chi-square value in Table 4.7 above for lecturers revealed a significant difference at $p<0.01$ in the lecturers' response on EE implementation in Botswana. On the contrary, Table 4.8, the computed chi-square revealed a non-significant difference at $p>0.01$ in the students' response on EE implementation in Botswana.

The ratios in the Table show that lecturers positively rated the extent to which case studies, presentations, projects, guest lectures, videos and practical work are used for implementation structure for EE. However, simulation, site visits, business incubators, role play, mentorship, entrepreneurship competitions and clubs were positively rated. The ratios in the Table above also reveal that students only negatively rated site visits, business incubators and entrepreneurship clubs.

The subsequent section presents the findings of the present study on structure of EE assessment in BPHEIs.

Table 4.9:Entrepreneurship Education assessment in Botswana (N= 301)

Respondents	Assessment Aspect	Responses								
		Very Great Extend	Great Extend	Somewhat	Little Extend	Very Little Extend	Total	Ratio	Rank	Chi-square (X^2)
EE Lecturers	Examinations	36 (69.2%)	6 (11.5%)	8 (15.4%)	0%	2 (3.8%)	52 (11.1%)	21	1	X^2=23.5
	Class tests	30 (57.7%)	16 (30.8%)	4 (7.7%)	0%	2 (3.*%)	52 (11.1%)	23	3	
	Projects	27 (51.9%)	17 (32.7%)	4 (7.7%)	0%	4 (7.7%)	52 (11.1%)	11	6	
	Business Plan	35 (67.3%)	10 (19.2%)	3 (5.8%)	2 (3.8%)	2 (3.8%)	52 (11.1%)	11	2	
	Business Start-ups	2 (3.8%)	13 (25%)	10 (19.2%)	14 (26.9%)	13 (25%)	52 (11.1%)	0.6	8	
	Presentations	20 (38.5%)	26 (50%)	6 (11.5%)	0%	0%	52 (11.1%)	--	5	Df=12
	Assignments	22 (42.3%)	24 (46.2%)	6 (11.5%)	0%	0%	52 (11.1%)	--	4	
	Teamwork	12 (23.1%)	21 (40.4%)	9 (17.3%)	4 (7.7%)	6 (11.5%)	52 (11.1%)	3.3	7	P>0.01
	Exhibitions	12 (23.1%)	21 (40.4%)	9 (17.3%)	4 (7.7%)	6 (11.5%)	52 (11.1%)	3.3	9	(non-significant)
	Total	**196 (41.9%)**	**154 (33%)**	**59 (12.6%)**	**24 (5.1%)**	**35 (7.5%)**	**468 (100%)**			
EE Students	Examinations	72 (28.9%)	68 (27.3%)	45 (18.1%)	27 (10.8%)	37 (14.9%)	249 (11.1%)	2.2	7	X^2=95.671
	Class tests	60 (24.1%)	58 (23.3%)	72 (28.9%)	19 (7.6%)	40 (16.1%)	249 (11.1%)	2	8	
	Projects	68 (27.3%)	118 (47.4%)	40 (16.1%)	3 (1.2%)	20 (8%)	249 (11.1%)	8.1	5	
	Business Plan	118 (47.4%)	106 (42.6%)	19 (7.6%)	3 (1.2%)	3 (1.2%)	249 (11.1%)	37	1	
	Business Start-ups	86 (34.5%)	87 (34.9%)	44 (17.7%)	12 (4.8%)	20 (8%)	249 (11.1%)	5.4	6	
	Presentations	93 (37.3%)	107 (43%)	32 (12.9%)	14 (5.6%)	3 (1.2%)	249 (11.1%)	12	3	
	Assignments	93 (37.3%)	95 (38.2%)	45 (18.1%)	7 (2.8%)	9 (3.6%)	249 (11.1%)	13	4	Df=18
	Teamwork	111 (44.6%)	90 (36.1%)	45 (18.1%)	0%	3 (1.2%)	249 (11.1%)	67	2	
	Exhibitions	48 (19.3%)	65 (26.1%)	81 (32.5%)	7 (2.8%)	48 (19.3%)	249 (11.1%)	2.1	9	P<0.01 (significant)
	Total	**749 (33.4%)**	**794 (35.4%)**	**423 (18.9%)**	**92 (4.1%)**	**183 (8.2%)**	**2241 (100%)**			

The Chi-square test in Table 4.9 shows a non-significant difference at $p>0.01$ in the lecturers' EE assessment in Botswana. Moderately, the chi-square for students shows a significant difference at $p<0.01$ in the students' EE assessment in Botswana.

The ratios in the table show that lecturers positively rated the following assessments methods more positively: examinations, class tests, projects, business plan, teamwork, and exhibitions. Business start-ups were negatively rated. Amazingly, all assessment methods were more positively rated by students.

Having presented findings on EE curricula structures and implementation in educational institutions, the subsequent section presents factors affecting the effectiveness of EE in Botswana Private Higher Education institutions.

4.3 FACTORS AFFECTING THE EFFECTIVENESS OF ENTREPRENEURSHIP EDUCATION IN BOTSWANA PRIVATE HIGHER EDUCATION INSTITUIONS

This section addresses the third research question that intended to identify factors affecting the effectiveness of EE in BPHEIs.

The following tables show the rate at which resources, attitudes, culture, and EE policy factors influence EE in Botswana.

Table 4.10: Entrepreneurship Education resources in Botswana (N=301)

Respondents	Resource Aspects	Responses								
		Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**	**Total**	**Ratio**	**Rank**	**Chi-square (X^2)**
EE Lecturers	Are EE lecture rooms available?	24(46.2%)	22(42.3%)	2(3.8%)	2(3.8%)	2(3.8%)	52(11.1%)	12	2	X^2=10.5
	Is EE Library available?	18(34.6%)	22(42.3%)	6(11.5%)	4(7.7%)	2(3.8%)	52(11.1%)	6.7	3	
	Are EE Laboratories available?	9(17.3%)	5(9.6%)	10(19.2%)	11(21.2%)	17(32.7%)	52(11.1%)	0.5	8	
	Are EE Incubators available?	4 (7.7%)	8(15.4%)	8(15.4%)	11(21.2%)	21(40.4%)	52(11.1%)	0.4	9	
	Is Internet available?	22(42.3%)	26(50%)	4(7.7%)	0%	0%	52(11.1%)	--	1	Df=12
	Is EE Time available?	10(19.2%)	14(26.9%)	12(23.1%)	12(23.1%)	4(7.7%)	52(11.1%)	1.5	5	
	Is EE Finance available?	16(30.8%)	0%	15(28.8%)	8(15.4%)	13(25%)	52(11.1%)	0.8	7	
	Is EE support staff available?	20(38.5%)	11(21.2%)	13(25%)	4(7.7%)	4(7.7%)	52(11.1%)	3.9	4	p>0.01
	Is Published material for EE available?	16(30.8%)	7(13.5%)	11(21.2%)	6(11.5%)	12(23.1%)	52(11.1%)	1.3	6	(non-significant)
	Total	**139(30%)**	**115(24.6%)**	**81(17.3%)**	**58 (12.3%)**	**75(16%)**	**468(100%)**			
EE Students	Are EE Lecture rooms available?	91(36.5%)	66(26.5%)	49(19.7%)	15(6%)	28(11.2%)	249(11.1%)	3.7	1	X^2=131.602
	Is EE Library available?	5 (20.1%)	96(38.6%)	52(20.9%)	16(6.4%)	35(14.1%)	249(11.1%)	2.9	2	
	Are EE Laboratories available?	36(14.5%)	27(10.8%)	73(29.3%)	25(10%)	88(35.3%)	249(11.1%)	0.6	8	
	Are EE Incubators available?	17(6.8%)	31(12.4%)	66(26.5%)	44(17.7%)	91(36.5%)	249(11.1%)	0.4	9	
	Is Internet available?	51(20.5%)	87(34.9%)	42(16.9%)	37(14.9%)	32(12.9%)	249(11.1%)	2	3	Df=25
	Is EE Time available?	30(12%)	109(43.8%)	46(18.5%)	20(8%)	44(17.7%)	249(11.1%)	2.2	4	
	Is EE Finance available?	22(8.8%)	64(25.7%)	83(33.3%)	28(11.2%)	52(20.9%)	249(11.1%)	1.1	7	
	Is EE support staff available?	44(17.7%)	55(22.1%)	89(35.7%)	19(7.6%)	42(16.9%)	249(11.1%)	1.6	5	p<0.01
	Is Published material for EE available?	26(10.4%)	75(30.1%)	81(32.5%)	25(10%)	42(16.9%)	249(11.1%)	1.5	6	(significant)
	Total	**367 (16.9%)**	**610(28%)**	**581(26.7%)**	**229(10.5%)**	**454 (20.8%)**	**2241 (100%)**			

Results from lecturers indicate that the computed Chi-square test in Table 4.8 above has a non-significant difference at $p>0.01$ in the lecturers' response on EE resources in Botswana. Students' chi-square reveals a significant difference at $p<0.01$ in the students' response on EE resources in Botswana.

The ratios in the table reveals that EE laboratories, incubators and finance were more negatively rated compared to EE lecture rooms, libraries, internet, time, support staff and published material that were more positively rated. Students also negatively rated EE laboratories and incubators. Furthermore, they rated EE lecture rooms, libraries, finance, internet, time, support staff and published material more positively.

The following table shows the rate at which attitude factors influence EE in Botswana.

Table 4.11: Attitudes towards EE in Botswana (N= 301)

Respondents	Attitude Aspects	Responses								
		Very Great Extent	**Great Extent**	**Somewhat**	**Little Extent**	**Very little Extent**	**Total**	**Ratio**	**Rank**	Chi-Square
EE Lecturers	University Management	33 (63.5%)	13 (25%)	2 (3.8%)	0%	4 (7.7%)	52 (16.7%)	12	1	X^2=16.923
	Lecturers	27 (51.9%)	19 (36.5%)	0%	2 (3.8%)	4 (7.7%)	52 (16.7%)	7.7	2	
	Government	19 (36.5%)	23 (44.2%)	2 (3.8%)	0%	8 (15.4%)	52 (16.7%)	5.3	5	
	Communities	13 (25%)	19 (36.5%)	14 (26.9%)	2 (3.8%)	4 (7.7%)	52 (16.7%)	5.3	6	Df=15
	Industry	25 (48.1%)	13 (25%)	6 (11.5%)	4 (7.7%)	4 (7.7%)	52 (16.7%)	4.8	4	
	Students	28 (53.8%)	8 (15.4%)	10 (19.2%)	0%	6 (11.5%)	52 (16.7%)	6	3	P>0.01 (non-significant)
	Total	**145 (46.5%**	**95 (30.4%)**	**34 (10.9%)**	**8 (2.6%)**	**30 (9.6%)**	**312 (100%)**			
Students	University Management	51 (20.5%)	97 (39%)	82 (32.5%)	10 (4%)	9 (3.6%)	249 (16.7%)	7.8	3	X^2=107.458
	Lecturers	71 (28.5%)	118 (47.4%)	57 (22.9%)	3 (1.2%)	0%	249 (16.7%)	63	1	
	Government	58 (23.3%)	105 (42.2%)	73 (29.3%)	10 (4%)	3 (1.2%)	249 (16.7%)	12.5	2	
	Communities	26 (10.4%)	93 (37.3%)	87 (34.9%)	32 (12.9%)	11 (4.4%)	249 (16.7%)	2.8	6	Df=17
	Industry	33 (13.3%)	92 (36.9%)	80 (32.1%)	22 (8.8%)	22 (8.8%)	249 (16.7%)	2.8	5	
	Students	54 (3.6%)	82 (32.9%)	76 (30.5%)	14 (5.6%)	23 (9.2%)	249 (16.7%)	3.8	4	P<0.01 (significant)
	Total	**293 (19.6%)**	**587 (39.2%)**	**455 (30.5%)**	**91 (6.1%)**	**68 (4.6%)**	**1494**			

The Chi-square test in Table 4.11 shows a non-significant difference at $p>0.01$ in lecturer' attitudes and perceptions towards EE in Botswana. The Chi-square result for students shows a significant difference at $p<0.01$ in the students' attitudes and perceptions towards EE in Botswana.

All attitude aspects, which are: university management, lecturers, government, communities, industry, and students were positively rated by both the students and lecturers as factors affecting EE effectiveness.

The following table shows the rate at which culture factors influence EE in Botswana.

Table 4.12: Influence of Culture on EE in Botswana (N=301)

Respondents	Cultural Aspect	Responses								Chi-Square X^2
		Very Great Extent	Great Extent	Somewhat	Little Extent	Very little Extent	Total	Ratio	Rank	
EE students	My family members are in business	8(3.2%)	63(25.3%)	94(37.8%)	48(19.2%)	36(14.5%)	249(5%)	0.5	9	X^2=17.61 Df=19 P<0.01 (significant)
	MY parents are self employed	51(20.5%)	67(27.7%)	91(36.5%)	30(12%)	10(4%)	249(5%)	3.1	6	
	Many people in my community are self employed	46(18.5%)	86(34.5%)	92(36.9%)	22(8.8%)	3(1.2%)	249(5%)	5.3	6	
	My family employs people in the businesses	6(2.4%)	29(3.6%)	67(26.9%)	141(56.6%)	6(2.4%)	249(5%)	0.1	10	
	During spare time I help my parents in their businesses.	8(3.2%)	30(12%)	93(37.3%)	51(20.5%)	67(27.7%)	249(5%)	0.3	8	
	My family wants me to be self-employed after school	31(12.4%)	87(34.9%)	78(31.3%)	13(5.2%)	40(16.1%)	249(5%)	2.2	4	
	My school molds me into a business owner.	84(33.7%)	102(41%)	50(20.1%)	9(3.6%)	4(1.6%)	249(5%)	14	2	
	I must look for formal employment after university.	111(44.6%)	90(36.1%)	45(18.1%)	0%	3(1.2%)	249(5%)	67	1	
	I will start my own business after school.	70(28.1%)	98(39.4%)	70(28.1%)	8(3.2%)	3(1.2%)	249(5%)	15	7	
	My government support graduates to form businesses	87(34.9%)	54(21.7%)	53(21.3%)	26(10.4%)	29 (11.6%)	249(5%)	2.6	5	
	Total	**502(20.1%)**	**706(28.4%)**	**733(29.4%)**	**348(14%)**	**201(8%)**	**2490 (100%)**			

Chi-square result for students in Table 4.12 shows a significant difference at $p<0.01$ in the students' views on influence of culture on EE in Botswana. Students negatively rated my family members are in business, my family employs people in the businesses and during spare time I help my parents in their businesses. However, I want to be self-employed, I want to start my own business, many people in my community are self-employed and my profession molds me into a business owner, were positively rated by students.

The following table shows the rate at which policy and legislation influence EE in Botswana.

Table 4.13: The extent to which policy and legislation influence effective EE provision in Botswana (N= 301)

Respondents	Aspects	Responses								Chi-Square
		Very Great Extent	Great Extent	Somewhat	Little Extent	Very little Extent	Total	Ratio	Rank	
EE Lecturers	Policy and legislation mandates EE provision at Private Higher Education Institutions (PHEIs) in Botswana	21 (40.4%)	17 (32.7%)	8 (15.4%)	0%	6 (11.5%)	52 (8.3%)	6	4	X^2=8.577 Df=14 P>0.01 (non-significant)
	There is a clear mission statement on EE at my institution	12 (23.1%)	22 (42.3%)	18 (34.6%)	0%	0%	52 (8.3%)	--	6	
	There is a national EE framework at PHEIs in Botswana	4 (7.7%)	25 (48.1%)	19 (36.5%)	4 (7.7%)	0%	52 (8.3%)	7.3	4	
	There is a certification requirement for EE lecturers at my institution	15 (28.8%)	11 (21.2%)	12 (23.1%)	12 (23.1%)	2 (3.8%)	52 (8.3%)	1.9	2	
	There is a national model for EE provisions at my institution	11 (21.1%)	12 (23.1%)	15 (28.8%)	12 (23.1%)	2 (3.8%)	52 (8.3%)	1.6	9	
	There is a monitoring system of EE Graduate, students at PHEIs	6 (11.5%)	20 (38.5%)	16 (30.5%)	4 (7.7%)	6 (11.5%)	52 (8.3%)	2.6	11	
	A mission statement has positive impact on EE provision	13 (25%)	27 (51.9%)	10 (19.2%)	0%	2 (3.8%)	52 (8.3%)	20	2	
	A Framework for EE has positive impact on EE provision at PHEIs	14 (26.9%)	20 (38.5%)	16 (30.8%)	2 (3.8%)	0%	52 (8.3%)	17	7	
	Certification requirement for EE has an impact on EE provision at PHEIs	19 (36.5%)	15 (28.8%)	14 (26.9%)	4 (7.7%)	0%	52 (8.3%)	8.5	10	
	Botswana has business spin-off policy	10 (19.2%)	15 (28.8%)	11 (21.2%)	10 (19.2%)	6 (11.5%)	52 (8.3%)	1.6	12	
	EE is a compulsory module at my institution	19 (36.5%)	15 (28.8%)	10 (19.2%)	4 (7.7%)	4 (7.7%)	52 (8.3%)	4.3	8	
	The government and other stakeholders provide funds to start businesses	20 (38.5%)	24 (46.2%)	8 (15.4%)	0%	0%	52 (8.3%)	--	1	
	Total	**164 (26.2%)**	**223 (35.7%)**	**157 (25.2%)**	**52 (8.3%)**	**28 (4.5%)**	**624 (100%)**			

The calculated Chi-square test for lecturers in Table 4.13 reveals a significant difference in lecturers' responses on the extent to which policy and legislation influence effective EE provision in BPHEIs. The ratios in Table 4.11 reveal that lecturers positively rated the following: Policy and legislation mandates EE provision at Private Higher Education Institutions (PHEIs) in Botswana, certification requirement for EE a lecturer, EE is a compulsory module, monitoring system of EE Graduate, students at PHEIs and a mission statement has positive impact on EE provision.

4.3.1 Lecturers' and students' qualitative responses on factors affecting the effectiveness of EE in BPHEIs.

The summary of results reflected that lecturers and students identified factors affecting EE effectiveness in BPHEIs as: resources, stakeholder attitudes, culture, lack of technical skills and teaching methods and materials. Below are few qualitative extracts obtained from self-administered questionnaires on factors affecting the effectiveness of EE in BPHEIs.

> *Lack of stakeholder's collaboration limits the precise running of EE institutions EE* ***(Lecturer 003).***
>
> *Resources maybe available; but what is it that the lecturers and students are working on to make EE effective. Students fail to manage their time in studying EE* ***(Lecturer 015).***
>
> *There is need to improve on financial funding to carry out small projects* ***(Lecturer 020).***
>
> *There is excess time scheduled for EE although most students get carried away by pleasures of internet and yet again other student miss important lecturers* ***(Lecturer 027).***
>
> *Lack of specific practical skills from lecturers to enhance the process of teaching and learning of EE limits the EE effectiveness* ***(Lecturer 035).***
>
> *Attitudes of stakeholder affect the expected outcomes of the EE goals* ***(Lecturer 046).***
>
> *Perhaps, the rarely used teaching methods are site visits, business incubators, starting a business and mentorship programs in implanting EE."* ***(Lecturer 052).***
>
> Entrepreneurship Education *attitude is inevitable especially from students or lecturers when it has a negative impact on EE expected outcomes* ***(Student 236).***
> *We rarely use incubators in EE* ***(Student 007).***

Sometimes the learning methods used in teaching EE fail to capture everyone's attention ***(Student 052).***

Some students do not return library EE books on time for others to use ***(Student 068).***

Most resources are available but failure to be actively involved in practical activities found in most organizations is the pulling factor ***(Student 142).***

Stakeholder's association ignites student's skill and achievement potential that will further empower the economy because of their projected intention and positive out-comes for EE institutions ***(Student 240).***

We hardly practice business start-ups due to lack of finance and entrepreneurship inputs which acts as a draw back in terms of business skills, knowledge and understanding ***(Student 242).***

Having presented the results around specific research objectives of the current study, the next section discusses of the results.

4.4 DISCUSSION OF THE RESULTS

The purpose of the study was to assess the effectiveness of EE in BPHEIs. In this section, the findings from the study were discussed under three subheadings derived from the subsidiary research questions in Section 1.3 that guided the current study. The Sub-headings are: the perceived benefits of EE in Botswana; the structure of EE in BPHEIs and the factors that are affecting EE effectiveness in BPHEIs. Reference is made to literature, both local and international.

The following subsection discusses the perceived benefits of EE in BPHEIs.

4.4.1 The perceived benefits of entrepreneurship education

The current section looks at the perceived benefits of EE in Botswana as per research findings. This section addressed the sub-research question posed in section 1.3.1 of Chapter 1 which reads: What are the perceived benefits of EE in Botswana? The action of discussing the research findings on perceived benefits of EE in Botswana was examined with reference to both Botswana and international literature available on the benefits of EE.

Generally, the outcome of the study clearly shows that both students and lecturers from BPHEIs perceived EE positively. Perception has a major impact on how students learn entrepreneurship (Bibikas et al., 2017:1; Sipon, Pihie, Rahman & Manaf, 2015:41). The perception that EE enhances creation of employment in BPHEIs positively impacted the effectiveness of EE in BPHEIs. The findings that EE creates employment corresponds with research findings in Bangladesh by Haque et al. (2017:972). A study in South Africa, Botha (2006:3) established that, everywhere in the world, entrepreneurship is perceived as one of the most important solution to unemployment, poverty, and low economic growth. Similarly, findings in Indonesia (Kusumardani et al., 2020:63) indicate that students perceived entrepreneurship positively and viewed it as a potential career choice. This is also supported by literature in Ghana (Puni et al., 2018:504), in South Africa (Chimucheka, 2014:412), in Spain (Hernandez-Sanchez et al., 2019:13 ; Garcia et al., 2015:26), in Netherlands (Ploum et al., 2018:115; Zhang, Duysters & Cloodt, 2014:634), in Sweden (Hagg & Scholin, 2018:656), in Canada (Quintero et al., 2019:114), United Kingdom (Badawi et al., 2019:2), in Portugal (Sousa et al., 2019:228), and in Thailand (Chienwattanasook, & Jermsittiparsert, 2019:107) where EE is perceived as very important for the economic success and as a means for self-employment. Studies in Zimbabwe (Jaji, 2019:18; Garwe, 2014:5), in American (Welsh et al., 2016:127) and in Brazil (Barral & Canever, 2018:122) established that entrepreneurship was viewed as an alternative to unemployment and a definite route out of poverty. Literature in Nigeria also reveals that EE is perceived as promoting employment and is supporting graduates to establish careers in small and medium sized businesses (Akinbola et al., 2020: 2298; Oladunyoye, 2018:9; Ogundele & Ayatse, 2013:85, Akingbade & Akinlabi, 2012). Previous studies in Botswana established that EE was perceived as an important factor for self-employment and job creation (Du Toit & Gaotlholobogwe, 2018:38; Lekoko & Rankhumise, 2012:12023).

The lecturers and students in the current study perceived that EE helps in the economic growth of Botswana. The finding that EE helps in economic growth of Botswana supports the viewpoint of Barba-Sachez and Altienza-Sahuquillo (2018:57), Amire et al. (2016:323) and Nian et al. (2014:41), who state that EE is perceived as having the ability to provide the youthful graduates with adequate training that will enable them to be creative and be innovative in identifying novel business opportunities that catalyzes economic development. Similarly, in America, entrepreneurs drive the economy forward through innovation, competence, and job creation (Galvao et al., 2018:

18). The finding that EE helps in economic growth concurs with Liu et al. (2020:2), Chienwattanasook and Jermsittiparsert (2019:109), Jabarullah and Hussain (2019:553) and Otache, 2019:925) who established that entrepreneurship was perceived as enabling economic development through the provision of job opportunities.

The current study revealed that EE was perceived to be able to enhance the eradication of poverty in Botswana. Entrepreneurship Education Lecturers and EE students who participated in the study, perceived that EE can eradicate poverty in Botswana. This may mean that EE at BPHEIs offered skills that helped sustain livelihoods of many EE graduates. The finding that EE can eradicate poverty in Botswana, is supported in America by (Gargouri & Naatus, 2019:2) and in Bangladesh (Haque et al., 2017:974) EE in America and Bangladesh was perceived as helping in the development of competences beneficial to human economic and social success and was the panacea for the eradication of the four evils of the world, that is, hunger, disease, ignorance and poverty. Similarly, in Europe (Saraiva & Gabriel, 2016:42) and in Malaysia (Hussain et al.,2014:559), without EE, living standards and quality of life were found to be weaker.

Entrepreneurship Education lecturers and EE students perceived that EE helps produce graduates who are more employable than those who lack exposure to EE. The findings concur with Zimbabwean literature by Garwe (2014:8) and Jaji (2019:18) which indicates that Entrepreneurial and Employment Promotion Programme (like EE) as perceived as assisting in curbing the levels of unemployment in Zimbabwe. The findings that EE brings freedom of employment among graduates concur with that from Nigeria by Afolabi et al. (2017:50) who argue that EE had the potential to empower young graduates to be self-employment after graduation. The same was also echoed by Udo-Imeh et al. (2016:359) who established that Nigerian tertiary students perceived EE as important for self-employment. Similarly, Hug and Gilbert (2017:156), Matlay et al. (2015:1020) and Hud and Gilbert (2013:560) stablished that EE had clear benefits for Australian graduate employability. A research in Botswana by Jotia and Sithole (2016:10) also established that, although EE brings freedom to employment, graduates need to be more creative even after college to remain competitive in the market The above suggest that EE creates, in students, intention to be self-employed.

The above findings of the current study that EE was perceived positively confirms SCCT, the theory that informed this study, which states that positive expected outcomes from the society are critical in influencing people to make a career choice. Entrepreneurship Education perceived outcomes such as employment creation, helping in self-employment, enabling economic development, and eradication of poverty may influence students in BPHEIs to make entrepreneurship career decisions.

In contrast, some research on EE perception, in Zimbabwe by Rambe et al. (2015:581), and some in Tanzania by Munishi (2016:14) found that EE did not lead to employability let alone to self-employment. Similarly, Ikebuaku and Dinbabo (2018:9) established that EE at university is unworkable and is insufficiently specified. The possible reason for the contradiction of the findings of this study with the above Zimbabwean and Tanzanian findings may be that EE was taken as a blanket and compulsory programme in HEIs resulting in fusing anger from unenthusiastic students.

The lecturers and students perceived that EE helps established companies grow. The ratings of their responses confirmed and supported the view EE helps in economic growth of their country and improves the rate of employment. The findings of the current study that EE helps companies grow concur with some South African literature by Chimucheka (2014:158) states that entrepreneurship has long been considered a significant factor for socio-economic growth and development because it creates job opportunities and generally creates prosperity and competitiveness. The above findings that EE helps companies grow also concur with the findings in China by Liu et al. (2020:2) who established that EE focuses on the necessary skills of establishing a new company and knowledge needed to stimulate development of a new enterprise that contributes to China's economic growth.

The study also revealed that lecturers and students perceived that new and old ventures need EE literate personnel (Cohut & Chirila, 2017:116; Kakouris et al., 2016:8; Morris et al., 2013:395). This means that for EE to be effective; it should train knowledgeable people who can run old and new business well. The findings in this current study that new and old ventures need EE literate personnel concurs with literature in Nigeria (Okladunjoye, 2018:1; Oviawe, 2010) and in USA (Udeozor, 2020:1) which state that EE is not just for skill acquisition for acquisition's sake but

should lead to the development and sustaining of small, medium, and sometimes large businesses. Similarly, Oviawe et al. (2017:7) established that, the acquisition of workplace skills is seen universally as a key driver to economic and technological development for new and old businesses. In the current study, taking up the management of new and old ventures was positively perceived by the lectures and students. In a study in South Africa, Meyer and Hamilton (2020:135) found out that entrepreneurs who accumulate entrepreneurial training showed higher commitment to stay in and grow business. Positive expected outcome is a critical building block of SCCT, a theory which informed this study. The findings of the current study established that there was a perception that both new businesses and old ones require trained personnel and that EE students were expected to manage new and old ventures successfully may influence graduates from BPHEIs to choose entrepreneurship as a career of choice. These findings of the current study resonate well with the SCCT, a theory that informed the current study, in that a career decision is influenced by perceived outcomes.

The finding that new businesses and old ones in Botswana had personnel who are literate in entrepreneurship contradicts research findings in Indonesia by Noya and Setiyati (2015:22), which stated that EE at universities in Malang, Indonesia only provided theoretical knowledge regarding what entrepreneurship is but not strong enough in encouraging students to start their own businesses let alone manage them. Similarly, in Indonesia, Ghina et al. (2017:1) found that students from universities in Indonesia who participated in EE do not launch their commercial ventures immediately upon completion of higher education. Earlier literature in Botswana by Lekoko and Rankhumise (2012:12023) states that EE is not appropriately developed to help graduates form new ventures or sustain the existing ones. This contradicts the current findings that EE helps students to manage new and old businesses. The reason may be that EE students in Botswana, before 2012, were exposed mainly to theory**,** and lacked experiential learning. The SCCT, the theory which informed the current study, emphasises that positive outcome expectations from the society influence career choices. The above findings from Indonesia and in Botswana do not go along with SCCT, a theory that informs the current study, in that students did not expect EE in BHEIs to help them create, manage, and grow new ventures.

The findings from the current study revealed that lecturers believed that they were trained to implement EE. The lecturers perceived that they were trained to identify and develop Entrepreneurial students. The ratings of the lecturers' responses confirmed and supported the view from students. The fact that lecturers were trained to implement EE positively impacted the effectiveness of EE in Botswana institutions. The findings that lecturers are trained to implement, identify opportunities, assist in business idea creation, assist innovation creation and students positively confirmed they that they trained to be innovative. The study also revealed that lecturers have knowledge about Entrepreneurship implementation strategies. The lecturers and students revealed that they are trained in entrepreneurial a business management skill. Entrepreneurship Education students and EE lecturers positively rated that they were trained to create and grow a new venture. The finding that lecturers were trained for EE may suggest that the self-efficacy (self-confidence) research participants after EE training revealed that EE in Botswana PHEIs was effective. The findings that EE lecturers confirmed that were trained in business skills and EE student were equipped with business skills after EE confirm with SCCT, a theory that guided the current study in that self-efficacy, a very critical building block for the theory, may suggest that EE was effectively delivered.

The finding that EE lecturers were well trained to implement EE contradicts the literature in Nigeria by Oladunjoye (2018:6) and Nwekeaku (2013:5) which states that most of the lecturers at Nigerian universities have not acquired special EE skills and new teaching methodology for EE. Agbonlabor (2016:211) also states that the capacity of Nigerian lecturers that anchor EE in most universities have been fingered for poor quality delivery; lecturers had deficient qualifications, and that lecturers had training in business studies only, but have not been entrepreneurs themselves were used to deliver EE. Similarly, Rahim et al. (2015:7), Yusoff et al. (2014:19) and Zahari and Zamberi (2013:15) pointed out that lecturers for EE in Malaysia, were less exposed to the actual business environment and were not well equipped in entrepreneurship. Morselli (2019:801) also established that EE educators' competencies in Italy and Finland needed to be intensified. In addition, a research in United Kingdom by Trivedi (2014:13) also found that a substantial number of UK EE Lecturers have not received EE training. Sipon et al. (2015:42) maintain that EE educators should serve role models to their students and should play the role of coaches rather than of supervisors. A study in South Africa by Motsoeneng and Mahlomaholo (2015:120) established

that lecturers in South Africa's tertiary institutions were not trained in EE, contradicts with the current study's findings that EE lecturers in BPHEIs were trained in EE. The findings that EE lecturers in BPHEIs were trained resonate well with SCCT, the theory which informed the current study, which argues that being officious, may help the successful implementation of a task at hand.

The finding that EE trained student well to be enterprising contradicts with some literature. For example, Norwegian EE students rated themselves negatively against most of the competency attributes expected of them after EE experience (Somby & Johansen, 2017:10; Storen, 2014:8). Similarly, in Malaysia, a research by Zahari and Zamberi (2013:150) an in China by Liu et al. (2020:16) established that EE students were not embedded with enterprising knowledge, business skills and attributes. Entrepreneurship Education graduates in Malaysia, China and Norway lacked confidence to engage in business ventures because of inadequate entrepreneurial skills, creativity, innovation and ability. Entrepreneurship Education modules, activity, and programme executed throughout tertiary in Malaysian tertiary institutes were unable to provide students with entrepreneurial tendencies.

Having discussed the perceived benefits of EE, the subsequent sub-section discusses the structure of EE in BPHEIs.

4.5 ENTREPRENEURSHIP EDUCATION CURRICULUM STRUCTURES AND IMPLEMENTATION IN HIGHER EDUCATIONAL INSTITUTIONS

The current sub-section discusses the structure of EE in BPHEIs as revealed by the findings of the present study. In the discussion, reference is made to the available literature on curriculum structures of EE and the effectiveness of EE in BPHEIs. The present sub-section addresses the sub-research question in Section 1.3.2 of Chapter 1, which reads: What is the structure of EE in BPHEIs?

4.5.1 Entrepreneurship Education Objectives

The study revealed that one of the objectives of EE was to create an understanding and awareness of entrepreneurship among university graduates to increase the quantity and quality of people with knowledge of entrepreneurship who may consider it as a career option. This finding that EE creates

knowledge of entrepreneurship confirms with literature in Portugal (Galvao et al., 2018:20), in Tanzania (Kalimasi, 2018:60), in England (Belitski & Heron, 2017: 170; Rahman & Day, 2014:165) which states that EE is about learning to become an enterprising individual, to become an entrepreneur and to become an academic. Similarly, literature in Tunisia (Alaref et al., 2020:18), in Nigeria (Nnaji & Ahmed, 2018:60) and in Netherland (Samsudin et al., 2019:820; Mwasilwaba, 2010:27) states that, EE objectives are in three categories. That is, about EE, which is to assist students obtain a general understanding about entrepreneurship, secondly EE for entrepreneurship, which is about educating for entrepreneurship, that is creating an individual destined to starting a new venture. The third EE objective according to Mwasilwiba (2010:27), is about training EE students in entrepreneurship, that is to make individuals become entrepreneurial in their existing firms and workplace. Similarly, Antonaci et al. (2015:3) who mentioned that EE objectives are to develop in students' entrepreneurial abilities needed to identify and exploit business opportunities. Studies in Germany by Rashid (2019:10) and in Botswana by Lekoko and Rankhumise, (2012:12023) established that EE objectives aim to raise students 'awareness of self-employment as a career option and creating an enterprising culture among them, to equip students to establish their own businesses as soon as they complete their studies and to increase self-efficacy among them. The mentioned objectives above resonate with SSCT, a theory that informed this study in that students may develop confidence of starting on ventures on successful completion of EE course.

On the other hand, this finding in the current study that students obtain a general understanding about entrepreneurship contradicts the literature in Egypt by Warda (2016:698) states that the objectives for EE are to encourage creativity, innovation, critical thinking, opportunity recognition and social awareness. The same was highlighted in literature in Nigeria by Jerome (2020:159) who stated EE objectives should help students to be able to: enhance entrepreneurial behaviour and mindset; build self-confidence, self-efficacy and leadership; be creative, innovative, and ability to think out of the box; manage complexity and unpredictability; develop basic business and financial skills (business literacy); identify opportunities; build, finance and grow ventures; negotiate and build relationships, networks and social capital. The possible difference is mainly on different perspectives of the authors where the former views EE objectives as for teaching about the knowledge about entrepreneurship while the later view EE objectives more comprehensively

that include psychological inculcation and teaching students entrepreneurial skills rather than just knowledge of entrepreneurship.

The study also revealed that EE objectives were structured to educate for business start-ups. Results from research in United Kingdom by Nabi et al. (2017:289), Zahra and Wright (2016:8) and by Brijlal (2011: 819) in South Africa also supported the current finding by establishing that EE objectives should aim to develop entrepreneurial culture among students. This prepares graduate students to be entrepreneurial and become owners of a new business or venture. The current findings that EE educate for start-ups are in line with Piperopoulos and Dimov (2015:3) who opinioned that EE enhances United Kingdom EE students to launch new ventures. Similar results were obtained in United Kingdom by Nabi et al. (2018:452) who state that EE facilitates business start-ups.

The finding of the current study that the main EE objective in BPHEIs was for businesses start-up contracts with literature from New Zealand by Kirkley (2017:18) which states that the creation of an entrepreneurial community cannot be achieved solely by introducing EE for business start-ups in schools because the successful cultural adaptation lies in the participation, inclusion, sharing and support across all community stakeholder group. Similarly, the findings of the current study that the main EE objective in BPHEIs was for businesses start-up also contracts with literature in United Kingdom by Farny et al. (2016:2) which points that entrepreneurship should be offered as a meaningful description of social reality while prescribing desirable actions and ways of engaging in this world. Literature in Nigeria by Olokundun et al. (2017:4) also contacts the current study that the main EE objective in BPHEIs was for businesses start-up. In Nigeria EE goes beyond business creation. Nigeria EE was about increasing students' ability to anticipate and respond to social changes. The objective of EE is to describe social realities, encourage social awareness and prescribe desirable actions (Fejes et al., 2019:558; Warda, 2016:268). Entrepreneurship Education is a way of engaging students in the world of work and increase their abilities to anticipate and respond to societal changes (Hannibal et al., 2016:2). The literature above reveals that positive outcome expectations by families, society and individuals influence people to take up specific careers. Literature in UK by Farny et al. (2016:2), in Australia by Kirkley (2017:18) and in Nigeria

by Olokundun et al. (2017:4) concur that EE should solve social problems rather than just for business start-up.

It emerged from the present study that lecturers agreed that EE objectives were to enable students to cope with and assess risk. The findings that EE objectives were to enable students to take and cope with risk and assess it in the current study concur with research in South Africa by Gamede and Uleanya (2017:4) and by Morris and Kaplan (2014:143) in United States of America who found that EE aims to help students take risks and employ actions that reduce the probability of a risk occurring or reducing the potential impact if the risk were to occur. This shows that EE was effective about taking, coping, and assessing risks at BPHEIs.

Having discussed EE objectives, the following section discusses EE Content.

4.5.2 Entrepreneurship Education Content

The current study revealed that the EE structure included aspects on EE content. Lecturers and students and students positively viewed aspects like Entrepreneurship, Entrepreneurship in Botswana, Innovation and New product Development. Both lecturers and students also positively viewed of content such as People Management, Business Legal Environment, and Plan Development, Marketing, Selling, Sales management, Teamwork and Small Business Management. This concurs with literature in China by Liu et al. (2020:4) which states that EE business course where appropriate. Idea generation, entrepreneurship theory, Management, Accounting, Finance, Marketing, Production were unrated by lecturers. The above findings on EE content were however, positively rated by students. This overconfidence is not surprising as students may naively feel confident in the new knowledge (Besterfield-Sacre et al, 2016:18). Literature from Malaysia by Shah et al. (2020:12) states that the acquisition of the knowledge of business management, financial management, and business planning will increase students ‘confidence to start a business. The findings that EE content was composed of business courses concur with SCCT, the theory that informs the current study, which subscribes that developing skills in career related areas helps in building self-efficacy in any given task in that EE lecturers and EE students in BPHEIs believed that studying the business modules equipped them with skills to competently start and manage businesses.

The findings that developing business related skills were necessary for EE effectiveness contradict with some literature from China. Weiming et al. (2016:198) identify unsound curriculum as one of the primary weak links in EE at Chinese universities. The contradiction maybe because there was lack of a sound EE curriculum in China since EE was at infancy stage at Chinese HEIs.

Having discussed EE Structure, the following section discusses EE Implementation.

4.5.3 Entrepreneurship Education Implementation

The study revealed that lecturers and students positively viewed aspects like presentations, projects, videos, and practical work. This hands-on experience can inculcate competencies hence resonates well with SSCT which states that self-efficacy emanates from competencies. Finding of this study concur with Garbuio et al. (2018:41) in Australia and Sirelkhatim and Gangi (2015:12) in Qatar, who established that EE at universities is implemented mainly through business plan development, simulations, case studies, networking, product development, opportunity recognition, finance, incubators, guest speakers, selling and sales, mentoring, team building, generating ideas, pitching ideas and role playing.

The study also revealed that students and lecturers negatively rated the use of guest lecturers as implementation aspects of EE. The findings that guest lectures were not used contradict with SCCT, a theory that informed the current study, which stipulates that self-efficacy and intentions to take up a career are influenced by observing and listening to competent professionals of a particular trade. These results that EE guest lecturers were not used, are not supported by literature in Australia by Pardede (2015:6) who revealed that, practitioners such as entrepreneurs, investors and business mentors who have undergone the entrepreneurial journey, will have experience that can be imparted to students. Similarly, in Australia, Pardede (2015:6) found that life entrepreneurship stories told by the people who experienced entrepreneurship were seen to have more impact than literature and teaching staff as sources of inspiration. In addition, the findings that there was lack of use of guest lecturers contradicts a study by Abaho et al. (2015:912) which established that in South Africa, Tanzania and Uganda the sourcing of guest speakers and role models was the most frequently used and preferred EE teaching procedure by EE students and EE

lecturers at tertiary institutions. The reason for lack of Guest Lecturers in BPHEIs was possibly due that the fact that EE objective focused much more business plan development, and its implementation was too theoretical.

It emerged from the present study that lecturers and students negatively rated entrepreneurship competitions and entrepreneurship clubs. The lack of EE competitions and entrepreneurship clubs may negatively impact EE effectiveness in BPHEIs. Findings that entrepreneurship competitions and entrepreneurship clubs are not in use as implementations measure concurs with Pittaway et al. (2015:1) who established that student-led entrepreneurship clubs in United Kingdom, that seek to enhance entrepreneurial learning can be found in many universities, but their role in supporting EE have not been reached widely.

The findings from the current study revealed that simulations were positively viewed by students, but differently by lecturers. The positive view of simulations from students confirms Ruskovaara and Pihkala (2013:206) who stated EE everywhere uses a range of teaching methods such as simulations, an approach based on action and practices that allows students to play in virtual world that mirrors reality. Similarly, literature in Finland (Seikhula-Leino et al., 2015:397), in United Kingdom Croatia and Poland (Frederiksen, 2017:3; Dabic et al., 2016:741; Neck & Greene, 2011: 64) states that students like to be engaged in gameplay or simulations because they align learning, play and participation with computers while exposing them to the real-world challenges in a virtual world. Engaging students through personalized pedagogy is ideal for learning to be entrepreneurial (Frederiksen, 2017:3). Studies in Malaysia by Guzairy et al. (2018:3) and in USA by Cadotte (2014:281) established that computer-based business simulations were popular, robust, and working so well among students in universities. They help students to work on high order thinking skills required for success in business. Simulations are powerful learning environments that help students to create their own knowledge rather than just receive it. The different views between students and lecturers could be attributed to the fact that students enjoy the simulations implementation strategy because it fit well in the current computer world where young ones live and enjoy participating in knowledge creation while the lecturers view it otherwise. This could be just a generational gap. Simulations and role play have the capacity to build positive and lasting confidence (self-efficacy) among students to form business ventures.

The finding that simulation is not used as an implementation measure supports research findings in Indonesia by Swaramarinda (2018:2) who established that business simulations in schools is not in use due to inadequate infrastructure and facilities that support the learning process of entrepreneurship subject. Similarly, Cadotte (2014:297) established that most EE USA colleges and universities lecturers have simulations as part of the implementation measures but hardly put them into practice.

The lecturers and students negatively rated the use of business incubators as well as site visits as implementation aspects in EE Botswana institutions. Failure to use business incubators as well as site visits in EE is likely to deprive EE students that could improve their entrepreneurship potential skills. Business incubators enable knowledge transfer and produce successful companies (Morant & Oghazi, 2016: 2125; Al-Mubaraki, Muhammad & Busler, 2015:367). Research in Malaysia by Zreen et al. (2019:97) established that business incubators and internship programs have a strong and positive statistically significant impact on entrepreneurial intentions in Malaysia. Similarly, Sirelkhatim and Gangi (2015:4) state that incubators depend heavily on experiential learning and learning by doing and are perceived as EE best practices in Qatar. Similar findings to current study that there was a lack of the use of business incubators were also established in a study in Qatar by Sirelkhatim and Gangi (2015:11) who established that EE institutions were experiencing difficulties in meeting the implementation strategy of business incubators due to lack resources. Similarly, Wonglimpiyarat (2016:3) states that university business incubators in Thailand provide such services to EE students as laboratories and equipment, management, and technical support, legal advice, and networking, which add value to entrepreneurial development and consequently company formation but is hampered by the unavailability of sufficient funds.

A study by Wonglimpiyarat (2016:18) stablished that there was lack of interactions among academia, industry, policies, and stimuli (such as grants, subsidies, tax incentives, tax credit for innovation). Funding and tax incentives to improve, promote and commercialize Intellectual Property was lacking and mostly too expensive in Thailand. Entrepreneurship Education Students in Botswana Private HEIs indicated that incubators were not used at Botswana Private HEIs. The finding that incubators were not used contradicts SCCT, the theory that informed the current study

in that incubators provide experiential learning to students which helps in the inculcation of self-efficacy. The theory states that entrepreneurship self-efficacy can be enhanced though experiential learning. SCCT stipulates that for people to make career decisions, they should be exposed, directly and vicariously (Lent et al., 2002:751) to a variety of occupational relevant activities in school, at home and in their community. The study revealed that EE students were not exposed to real life situations.

Having discussed EE Implementation., the following section discusses EE Assessment.

4.5.4 Entrepreneurship Education Assessment

The study revealed that the EE structure included aspects on EE assessment as part of the EE structure. The findings were that traditional type of assessment were common methods used in EE in Botswana institution. The findings of the current study that examinations, class tests, projects, business plan, teamwork, and exhibitions were popular are supported by a study in German, Switzerland and Australia by Halberstadt et al. (2019:9), in Tanzania by Kalimasi (2018:61) and in Zimbabwe by Mauchi et al. (2011:1310) who revealed that EE modes of assessment are developed in a very old fashioned understanding of learning and are basically the traditional ones, such as examinations, class tests and business plan preparations. In Denmark, Warhuus et al. (2018:29) argue that models of assessment that do not assess real life outcomes do not neatly fit into EE assessments, they are ineffective. Some literature critise the use of a business plan method for teaching entrepreneuership (Ibidunni, 2017:2). The findings revealed that the expected EE outcomes that students should form businesses as part of assessment after EE were not met. The findings that EE helps to form own businesses contradict with SCCT, the theory that informed the current study in that positive outcome expectations influence career choices. Students revealed that EE assessments were too theoretical and traditional (examinations, class tests, projects, business plan) and lacked practical and real-life experiences that the assessment outcomes were not helping them to become entrepreneurs. Similarly, Purzer et al. (2016:1) state that traditional assessment instruments used in the United States in Indiana at Purdue University lacked features that can help differentiate levels of competencies and hence limited utility for effective assessment purposes.

The findings of the current study in which lecturers negatively rated business start-ups confirm literature in Zimbabwe by Rambe et al. (2015:581) and by Mauchi et al. (2011:1310) which states students in some universities are not taught and assessed on how to develop business plans let alone how to start and run a business. The findings that lecturers felt that students were not assessed on running a business practically concur with views by Morris and Ligouri (2016:90) who argue that EE assessment should be on skills on basic business, entrepreneurial basics, and entrepreneurial mindset of running a business. That is EE must cover and be assessed on idea generation, business planning, market research, writing a business plan, communication, general management, risk taking, innovation, decision-making, marketing, finance, and accounting for it to be more effective. Lekoko et al. (2012: 1027) established that when students are exposed to such skills, self -efficacy among them is enhanced. Entrepreneurship Education must be more than the mechanism of a business startup (Moris & Ligouri, 2016:90).

Having discussed EE Curriculum structures and implementation in higher educational institutions the following section discusses factors affecting the effectiveness of EE in Botswana Private Higher Education institutions.

4.6 FACTORS AFFECTING THE EFFECTIVENESS OF ENTREPRENEURSHIP EDUCATION IN BOTSWANA PRIVATE HIGHER EDUCATION INSTITUTIONS

The current sub-section discusses factors that affect EE effectiveness in BPHEIs as revealed by the findings of empirical study. In the discussion, reference is made to available literature on EE factors and the EE effectiveness in Private Higher Education Institutions. The present sub-section addresses the sub-research question in section 1.3.3 of Chapter 1 which reads: What are the factors that are affecting EE effectiveness in BPHEIs?

Having introduced the chapter, the following section discusses factors that may affect effective EE implementation in HEIs. Resource availability is discussed below as one of the factors that may affect EE effectiveness.

4.6.1 Resources

The current study established that EE laboratories, incubators and finance were lacking at Botswana Private HEIs. The unavailability of laboratories was likely to be a stumbling block to students for effective EE at Botswana Private HEIs. Laboratories and incubators cultivate and nurture among students a relaxed of feeling achievement through research, direct and active engagement. Again, these laboratories have an advantage of influencing students to create their own learning and understanding among themselves. The unavailability of incubators would deprive EE students from establishing new ventures. The unavailability of incubators due to lack of finance acts as a stumbling block in carrying out effective EE activities. The findings of the current study that students and lecturers viewed the availability of resources negatively concur with the views by Lose and Tengeh (2015:14344) who established lack of: sponsorship; production space and advanced technological facilities were among the challenges hindering incubators at South African Universities. A study in Thailand by Wonglimpiyarat (2016:15) established that financial constraints were the major problems of incubators and incubatees. Similarly, Wanderstraeten et al. (2012) established that some incubators in Belgium often have difficulties in attaining financial sustainability. The finding that lack of resources especially incubator, affected EE effectiveness at BPHEIs, is supported by Fukugara (2013:74) who states the role of University Business Incubators as of transferring entrepreneurial knowledge from business managers to nascent entrepreneurs, but this seems ineffective in Japan due to limited resources. It was established that EE resources such as laboratories, incubators and finances were lacking in Botswana Private HEIs. Lack of support and inadequate resource provision by the government and the community may suggest that outcome EE expectations of EE students and EE lecturers at BPHEIs were not supported. Social Cognitive Career Theory, a theory that informed the current study, stipulates that outcome expectations of career choices need to the supported by the society for students to make decisions towards certain careers.

The finding of the present study that incubators were lacking contradicts with literature from Germany by Harima et al. (2019:3) and by Kuryan, Khan and Gustafsson (2018:490) who state that, business incubators at universities have become an integral part of entrepreneurial ecosystem and its success. Literature in USA by Al-Mubaraki et al. (2015:367) states that incubators add value to EE implementation in New York. The findings of the current study that incubators were

not found in BPHEIs contracts that from Germany and USA universities may be due to the fact EE in most BPHEIs incubators are at an embryonic stage while in Germany and USA were at an advanced stage.

The study also revealed that the most used resources at BPHEIs were the lecture rooms, internet, and libraries. The findings that lecture rooms, internet and libraries were available meant that most EE at Botswana Private HEIs had the ability that promote entrepreneurship learning to take place anywhere, anyhow and at any time. The findings of the current study concurred with some studies in Europe which found that considerable resources were being devoted to university incubators (Harima, Freudenberg & Halberstadt, 2019:3; Kuryan et al., 2018:490; Teixeira & Pereira, 2019:91; Van Weele et al., 2018:1165, Hausberg & Korreck, 2018:2, Chirgui, 2012:65).

Some studies, however, contradict with the findings that incubators can help inculcate entrepreneurship by stating that technological transfer is critical but ineffective. For example, Wonglimpiyarat (2016:15) established that the major reasons for lack of effective incubators in Thailand were that the process of technological transfer from university to industrial sector and the commercialisation of university projects was ineffective. Most of the university incubator projects in Thailand remained in embryonic stage and could not reach the marketplace (Wonglimpiyarat, 2016:15). Similarly, in UK, Wright et al. (2017:912) established that there is a general mismatch between a university's objectives regarding promotion of entrepreneurship and resources and capabilities committed to achieving the objectives.

Having discussed resources, the following section discusses attitudes as one of the factors that may affect EE effectiveness.

4.6.2 Attitudes

The present study revealed that the attitude and perceptions towards EE in Botswana of the University Management, lecturers, government, communities, industry, and student's government towards EE in Botswana Private HEIs were positive. The finding of the current study that stakeholder had positive attitudes towards EE confirms IIIes et al. (2015:48) who found that entrepreneurship was a priority in Europe. The finding of the current study that attitudes towards

EE was positive also confirms Kgagara (2011:34) who established that the there was an increasing management commitment to entrepreneurship offerings at the institutions of higher learning in South Africa. The findings that stakeholders had positive attitudes towards EE confirm with SCCT, the theory that informs the current study which states that attitudes and perceptions from the society enhance propensity and intention towards expected outcomes.

The finding of the current study that the government of Botswana had a positive attitude towards EE contradicts with literature by Maina (2014:94) states that some stakeholders in Nigeria, like the governments and non-governmental organisations have a negative attitude towards EE. Similarly, literature in Nigeria by Olorundane and Kayode (2014:163) reveals that, EE challenges at higher education institutes were due to Nigerian government ‘s insensitivity to enterprise creation and expansion strategy and poor planning and execution of processes of action. This contraction that Botswana stakeholders had a positive attitude towards EE while those in Nigeria had a negative attitude towards EE may be because of different perception and financial support for EE from the two nations.

It also emerged from the current study that lecturers and students agreed that the government had a supportive attitude towards EE in Botswana. It can be noted that the government’s positive attitude, intentions and behavior towards EE education can stir the effectiveness of EE in Botswana. The government was further likely to offer EE financial support systems for planning, development, implementation, and management of EE institutions in Botswana. The kind of attitude from the government would motivate other stakeholders including the students and community. The finding of current study that the government of Botswana had a supportive attitude towards EE concurs with Tarekegne and Gelaneh (2019:62) who established that the government of Ethiopia promotes the provision of EE in HEI. Similarly, Barnard et al. (2019:197) established that USA government mandates annual EE surveys to ensure that its universities and colleges meet the needs of civic, industrial and labour groups. A study by Roberts et al. (2019:3) also found that USA government supports institutions to educate, not only for productive workers who create value as employees of large established firms**,** but also entrepreneurs who commercialise ideas. Literature in Thailand by Chienwattanasook and Jermsittiparset (2019:107) states that the government initiate entrepreneurial programmes in tertiary institutions to raise and

support nascent entrepreneurs. Similarly, the finding of the present study concurs with literature that reveals that EE in India is exclusively delivered by institutions under the aegis of the State and Central Government and by financial institutions receiving support from the Indian government (Rehman & Elahi, 2012:6).

The present study also revealed that both lecturers and students had positive attitudes towards EE. The findings of the current study that EE lecturers had positive attitudes towards EE align well with SCCT, a theory that informed the current study in that positive perception can produce positive outcomes. Lecturers are models, hence had the capabilities to build self-efficacy among students. Social Cognitive Career Theory, a theory that informs the current study, states that social models and reinforcing messages to which one is exposed, and the type of psychological state one experiences while engaged in a task can affect one's self-efficacy. The finding of the present study that lecturers and students had positive attitude towards EE is consistent with Tridedi (2014:19) who established that lecturers in India, Singapore and in Malaysia who taught EE were positive, very committed and were unwilling to exchange entrepreneurship teaching for teaching in other subjects. Findings from Indonesia contradict the findings that lecturers' attitude towards teaching EE was positive. The study findings from Indonesia by Winarno (2016:125) revealed that EE educators stated that they had many constraints such as understanding and implementing the appropriate EE syllabus that help them to develop in students, entrepreneurial skills, knowledge, and character. Entrepreneurship Education lecturers acknowledged that creating an entrepreneur was a tough task for them because entrepreneurial mindset was not easy to from. This was probably to the fact that EE lecturers were not well trained, and they lacked resources to implement EE effectively.

The findings from the present study revealed that communities in Botswana viewed EE positively. The findings from the current study that communities in Botswana viewed EE positively resonate with SCCT, a theory that informed the current study, which stipulates that perceived outcomes are critical for entrepreneurship career choice in that the study established Botswana community viewed EE perceived EE positively. Social Cognitive Career Theory states that if the society's expected outcomes towards a career are positive, students were likely to take-up entrepreneurship as a career. The finding of the present study was consistent with literature from Malaysia by Jaafar

et al. (2014:226) who state that community involvement in EE contributes to a better economic return. The findings that EE was viewed positively in Botswana communities contradict research findings in Nigeria by Gabedeen and Raimi (2012:2) who established that entrepreneurship in Nigeria slowed down because of demoralising attitudes of local businesses towards prospective entrepreneurs. Similarly, Wang (2013:19) states that there is a poor entrepreneurial culture in China that the communities do not support EE enough. Underdeveloped regulatory bodies, ineffective law enforcement mechanism and the lack of a conducive climate for entrepreneurilasation in Nigeria and in China may be the reasons for the contradiction with that in Botswana were communities perceived EE positively.

The present study further revealed that both lecturers and students agreed that industry had positive attitudes towards EE. Support from industry can build confidence among students that what they are doing is accepted in the society. The finding of the present study that industry in Botswana had positive attitudes towards EE is consistent with findings from literature from the UK which states that companies often give presentation on business issues to university students (O'Leary, 2012:431). Similarly, Belitski and Heron (2017: 3) concur with the findings in the current study by stating that EE ecosystem in the UK considers university-industry-government collaboration and partnership in knowledge commercialisation and engagement with entrepreneurial community. In another literature, which also concurs with the findings of the current study, Guimon (2013:1) states that, a study in Chile and Colombia shows that university-industry collaboration on EE substantially increased the propensity, synergies, and complementarities of scientific and technological capabilities. The findings of the current that the industry in Botswana viewed EE in BPHEIs positively concur with the theory, SCCT, a theory that informed the current study, in that occupational choices are influenced by supportive environmental conditions.

Having discussed the stakeholders' attitudes towards, the following section discusses culture as one of the factors that may affect EE effectiveness.

4.6.3 Culture

The present study further revealed that business culture among students' family members influenced EE. Findings reveal that families and students find it difficult to opt for a business over

full-time paid job in Botswana. The finding of the present study that culture was not supportive for EE in BPHEIs is consistent with similar findings from in India (Gwelo 2019:2; Azmat & Fugimoto, 2016:647; Santi & Kumar, 2011:15) and in Kenya (Muriithi et al., 2016:572) who established that family and social challenges affect EE. The finding that families in Botswana were not supportive of EE does not confirm SCCT, the theory that informs the current study, which stipulates that role models like parents' outcome expectations of a career and their work behaviours influence their children's career choices.

The findings that family support towards EE in Botswana was weak is in tandem with studies by Stuetzer et al. (2016:13) established that strong entrepreneurial, culture is marked by a high level of social acceptance and approval of EE in Australia. The reason may be that there is modern capitalism in Australia. Similary, Muriithi et al. (2016:572) state that Indians and Arabs are very good in building and enhancing trust and support to family business members. The reason maybe that, Islam is the only religion founded by a trader hence entrepreneurship may be linked to religious principles in Arab states.

The present study further revealed that students negatively rated that their families own and employ people in the businesses. The finding of the present study that most families in Botswana did not own businesses is consistent with findings from Netherlands, Switzerland, Sweden, Mexico and Italy which established that some studies have found that having entrepreneurial parents does not affect offspring's' entrepreneurial career intention or behaviour (Criaco et al., 2017:842). In contrast, Criaco et al. (2017:841) established that some research findings in Netherlands revealed that parents 'performance on entrepreneurship enhances offspring's' entrepreneurial desirability and feasibility because of exposure. The above findings that there was no business culture among their families contradict with SCCT, the theory that influences this study in SCCT states that intentions and self-efficacy for a career choice, in this case entrepreneurship, can be developed through vicarious learning, that is, learning by observing competent adults performing a task. The reason for contradiction that in Netherlands parents involved their children in family businesses while in Botswana were not may be due the fact that family business culture was lacking in Botswana.

The present study further revealed that students negatively rated that during spare time they help parents in their businesses. The finding of the present study that students did not help their parents in their businesses is consistent with that from literature in the Netherlands, Switzerland, Sweden, Mexico, and Italy were children do not take part in family business activities because they do not intend to take over their parents' business (Criaco et al., 2017:842). The findings of the current study were against SCCT, a theory that influenced the current study in that it was revealed that EE students' families in Botswana Private HEIs did not involve their children in business activities during their spare time. Social Cognitive Career Theory, a theory that informs the current study states that families can influence career choices of students by involving them in the running of family business activities. Findings in the current study, that parents did not involve children in their businesses, contradict with literature from Indonesia by Herdjiono and Maulany (2017:7) who state that parental support of entrepreneurial activity will influence the willingness in doing entrepreneurship since father and mother have the powerful role in establishing the desirability of the entrepreneurial behaviour. Family background and gender positively influence an individual's entrepreneurial intentions (Marques et al., 2018:58). That is, family exposure to entrepreneurial activities and networking are important for student entrepreneurship propensity. Cardella et al. (2020:12) established that Spanish family members act as educational models, which can contribute to starting a business and its successful management through knowledge and values that can be handed down to children. The reason for the above statements may be because EE in USA, Indonesia, Poland, and Spain are well developed.

The present study further revealed that students positively rated that their families want them to be self-employed after school. The finding of the present study that Botswana parents wished their children to be entrepreneurs is consistent with the literature from Canada by Bazan et al. (2020:27) which confirm that social, cultural, and family environment positively influence entrepreneurial intentions and that entrepreneurship can be instilled into an individual and can influence the entrepreneurial intentions among individuals. Similarly, a study in Germany by Jaskiewicz et al. (2014:2-5) found that family businesses behave entrepreneurially repeated across multiple generations because families provided education and experience related to family businesses. The findings that EE students' families wanted them to be self-employed after school concurs with SCCT, a theory that informs the current study, states that intentions and self-efficacy towards a

career, are a result of positive expected outcomes from the family and society. The career choices, in this case entrepreneurship, can be developed through positive feedback and support from close family members.

The present study further revealed that students positively rated that they would start their own business after EE. Social Cognitive Career Theory, the theory that informs the current study, resonates well with the findings that, students intended to start their own businesses after university, in that students had goals or intentions to form and run their own businesses. Intention goes along with self-efficacy, the confidence one someone can have to successfully perform a given task, is one of the building blocks of SCCT, the theory that informed the current study. Self-efficacy influences career choices, in this case becoming and entrepreneur. Similarly, in Malaysia, research findings by Olugbola (2017:168) revealed that EE students showed readiness in venture creation. The finding of the present study that students intended to create own business ventures concurs with a study in United States and in South Korea by Lee et al. (2005:19) that also found that EE develops entrepreneurial cognitive attributes and propensity. Similarly, studies in South Africa (Malebana & Swanepoel, 2015:89; Burger & Mahadea, 2005:90) established that EE develops an entrepreneurial culture that most of the graduates intend to start businesses in future. In Uganda and Kenya (Gielnik et al., 2015:84; Davey et al., 2011:341) EE training influences business training and the EE graduate students are cultured to own their own businesses later in life. Similarly, in Netherlands, Rauch and Hulsink (2015:199) state that EE is effective on graduates' intention to become entrepreneurs. The findings that EE students intended to form their own businesses, concur with SCCT, the theory that informs the current study in that EE students at Botswana Private HEIs intended to form their own businesses after EE. SCCT, a theory that informs this study, stipulates that intentions are critical for career choices.

The above findings that students intended to form their own ventures also contradict with literature in United States (Rideout & Gray, 2013:329) and in Netherlands (Oosterbeek et al., 2010:17) which states that EE does not have any impact on students' entrepreneurial intentions. Similarly, in Europe (Kurek & Rachwał, 2010:140; Oosterbeek et al., 2010:452) established that fewer people are being attracted to pursue an entrepreneurial career and willingness to start up on businesses is low in some countries in Europe. In addition, Fosu and Boateng (2013:143)

established that EE in Scotland had insignificant effect on students' intentions to become entrepreneurs and that participation EE had no significant effect on business start-up inclinations since less than half of those who go through EE programmes were ready to go into business immediately. The reason for the above contradicting findings may be because unemployment levels in Netherlands and Europe is not that high.

The present study further revealed that students positively rated that the government support graduates to form businesses. Getting support from government may increase students 'efficacy and intentions to start on businesses. The finding of the current study that Botswana government supported graduates to form businesses is consistent with literature from Ghana by Enninful et al. (2016:73) who established that, due to the high rate of unemployment, many governments have EE as a core part of their programme for governance and are also committing a lot of resources to it. Similarly, Chiekezie et al. (2015:134) state that governments of Japan, South Africa and Malaysia encourage EE by developing facilitating infrastructure such as transport systems, electricity, communication networks and other utilities such as security of intellectual property, maintenance of law and order and freedom to do business. These findings of the current study that the government supported EE in Botswana resonate with SCCT, a theory that informs the current study, that intentions to take up a career and self-efficacy among students can be raised when students get support from their government and community at large.

Having discussed culture, the following section discusses policy as one of the factors that may affect EE effectiveness.

4.6.4 Policy

The study also reveals that lecturers positively rated that policy and legislation mandates EE provision at Private Higher Education Institutions (PHEIs) in Botswana. Findings of this study that the Education policy in Botswana encourages EE provision in schools are confirmed by Berggren (2020:1) who states that in Europe and in USA entrepreneurship has emerged as an important focus for public policy and a strategic plan, as a matter of policy, was developed to ensure that EE is taught in every school. Similarly, in Ethiopia (Tarekegne & Gelaneh, 2019:61), in South Africa (De Jager, Mthembu, Ngowi & Chipunza, 2017:315) and in Sierra Leone (Mbeteh & Pellegrini,

2018:97; Olokundun, Ogbari, Obi & Ufua, 2019:1) EE is integrated in the formal curriculum and as a matter of policy, all universities offer EE as compulsory subject for all undergraduate courses irrespective of their discipline. The findings of the current study that EE is integrated in the curricula also concur with findings in Asia where Entrepreneurship Development Policy for Institutions of Higher Learning was launched (Sriyakul & Jermsittiparsert, 2019:195; Embi, Jaiyeoba, & Yussof, 2019:1022). The finding that there was a policy and legislation that mandates EE provision at Private Higher Education Institutions were supported by O'Connor (2013:5) who revealed that since evidence that EE achieves specific economic outcomes is very difficult to establish, makes it difficult also for governments to come up with EE polices.

The study also revealed that lecturers positively rated that there is a national EE framework at PHEIs in Botswana. The finding of this study that Botswana had EE policy framework concurs with Saputro, Mahfud, Mulyani, and Nurtanto, (2020:8170) and Sommarström, Oikkonen, & Pihkala (2020:1) who established that EE national frameworks are many. Some of such frameworks include but not limited to National Council for Enterprise Education (USA); Kauffman Foundation (USA); German EXIST; Danish Fonden For Entrepreneurship and Australian Centre for Entrepreneurship.

The study also reveals that lecturers positively rated that there is a there is a certification requirement for EE lecturers at my institution. One finding of this study that EE lecturers were required to go through accreditation contradicts a finding by Trivedi (2014:8) who revealed that EE lectures in India, Singapore and Malaysia who are involved in teaching entrepreneurship are from varied business backgrounds, and more often do not have entrepreneurship as their core specialization. The reason for variation maybe due that EE has not been offered as a standalone suggest but integrated into the main curriculum hence no specific policy for its own offering.

It also emerged that lecturers positively rated that EE should be a compulsory module at their institution. Findings that lecturers rate positively compulsory EE offering at HEIs concur with Chukwurah and Atah (2019:42) who state that EE is compulsory in the curriculum of the three levels of higher education in Nigeria. Similarly, in Finland, Deveci and Leino (2018:106) established that entrepreneurship and EE are now appearing in Educational curriculums in many

countries. Similarly, Ndofirepi and Rambe (2019:192) established that in Zimbabwe all technical and vocational education and training institutions, which offer the Higher Examination Council qualification offer compulsory EE programs. On the contrary, Baliyan and Baliyan (2013:204) state that in Botswana EE is delivered as a separate optional subject or is infused into the content of other core subjects.

It also emerged that lecturers positively rated that the government and other stakeholders provide funds to start businesses. Findings of this study concur with those of Frazer et al. (2015:2) who revealed that UK Government has established a British Business Bank, modelled on the lines of a German State-Owned bank to help Small and Medium Enterprises (SMEs) with debt management and finance. In contrary. Literature also shows that some governments do not support SMEs. SMEs in Pakistan experience unfavourable government policies and the Government is accountable for their lower performance and their eventual collapse (Raza et al., 2018:5). The above findings resonate with SCCT, a theory that informed the current study, in that EE students and EE lecturers confirmed that there was a policy for EE in Botswana. SCCT outlines that positive expected outcome from the larger community, help students to decide on career choices, in this case entrepreneurship.

4.7 SUMMARY

Chapter 4 presented, analysed and discussed the findings from the empirical study. The Findings were presented in the context of sub questions posed in Chapter 1, Section 1.3. It merged that EE lecturers and students perceived EE positively that it can facilitate efforts to solve economic and social issues such as unemployment and poverty. The participants, however, raised concerns on the EE objectives, content, assessments, and implementation which EE students and EE lecturers confirmed that old approaches dominated EE provision. A concern on resources was also raised that they were lacking, especially incubator. The policy on EE in Botswana was found to be lukewarm as compared to other nations where EE is compulsory in the curriculum. The discussions were linked to SCCT, a theory that informed the current study.

Having addressed data analysis, presentation, and discussion of the findings of this empirical research. the next section presents the summary, conclusions, and recommendations of the study.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of the present study was to assess the effectiveness of EE in BPHEIs. The previous Chapter 4 presented data analysis and discussion of the current study's findings. This chapter presents the summary of the findings, conclusions, and recommendations for the improvement of EE effectiveness in BPHEIs. This chapter also presents a proposed model for an effective EE in HEIs. The chapter concludes by suggesting areas of further research and giving final comments.

The following section presents the review of the research problem.

5.2 A REVIEW OF THE RESEARCH PROBLEM

Chapter 1 hypothesised that university students, world-wide face unemployment challenges after graduating with irrelevant education (Jerome, 2020:158; Aamir, Habib, Khan & Mohmand, 2020:206; Rudhumbu et al., 2016:83; Niernan & Nieuwehuizen, 2014:3; Rideout & Gray, 2014:329; Baliyan & Baliyan, 2013:196; Lekoko et al., 2012:12; Nneka, 2012:26; Keat, 2011:206; Desai, 2011:1; Holt, 2011:7; Volkmann et al., 2006:9; Isaacs, Wisser, Friedrich & Brijlal, 2007:613). Globally, hunger, illness, crime, substance abuse, family breakdown and suicide poverty, due to lack of jobs are major problems among the youthful university graduates (Osei-Hwedie, 2004:7). Studies in United States of America (Liguori et al., 2018:5), in Singapore (Yu et al., 2017:1427), in the United Kingdom (Strachan, 2018:36), in Australia (Matthews et al., 2018:4), in Spain (Barba & Atienza, 2018:53), in China (li & Yuan, 2020:163), in Germany (Schneider, 2017:51), in Nigeria (Yatu et al., 2018:1), in Zimbabwe (Masunda et al., 2018:69), in South Africa (Chinyamurindi, 2016:1), in Zambia (Mubanga et al., 2019:96), in Kenya (Hunter & Lean, 2018:2) and in Botswana by Mogomotsi and Madigele (2017:1) established that graduate unemployment has been increasing in recent years.

Lack of unemployment and poverty is proving to be dispiriting among the youth besides a global boom in EE offering in Higher Education Institutions (Rideout & Gray, 2013:330, Babatunde & Babatunde, 2014:24; Mwangi, 2011:86).

Previous studies in Botswana revealed that although Botswana's economic performance was excellent, there were many social and psychological problems and social inequalities due to mass poverty and lack of employment opportunities (Matandare, 2018:4; Mogomotsi & Madigele, 2017:2; Osei-Hwedie, 2004:7). Botswana's tertiary education institutions have been churning out graduates with no corresponding jobs to absorb them (Mogomotsi & Madigele, 2017:1; Diraditsile & Ontetse, 2017:131). The Botswana government introduced EE as a solution to rising graduate unemployment (Mogomotsi & Madigele, 2017:2; Akhuemonkhan et al., 2013:55; Okafor, 2011:359). Entrepreneurship Education offered in Botswana Higher Educations institutions aims to effectively equip students with entrepreneurial skills and competencies that will help them to choose entrepreneurship as a career option, energise the spirit of free enterprise and self-reliance and eventually create jobs (Rudhumbu et al., 2016:83; Baliyan & Baliyan, 2013:13; Lekoko et al., 2012:12023). The present study specifically dwelt on attempting to establish the effectiveness of EE in BPHEIs.

As highlighted in Chapter 1 of the current study, to the knowledge of the researcher, the previous studies in Botswana were not rigorous enough to make a generalization on EE effectiveness in BPHEIs. Some of the previous studies in Botswana (Ebewo et al., 2017:263; Lekoko et al., 2012:12023; Baliyan & Baliyan, 2013:211) recommended further in-depth research on EE. The current study was deep and wide to generalise EE effectiveness in BPHEIs.

Having discussed a review of the research problem, the next section presents the summary of related literature.

5.3 SUMMARY OF REALTED LITERATURE

The summary of related literature is presented according to research questions as given in Chapter 1

5.3.1 Perceived benefits of entrepreneurship education

Studies the world over revealed that EE was perceived as having numerous benefits to its graduates and the nations at large (Monametsia et al., 2018:56; Bakar et al., 2014:95, Chimucheka, 2014:412). The other benefit is that EE equips students with innovative and enterprising attitudes and skills (Rehman & Elahi, 2012:7; Zoltan, 20011:1). Entrepreneurship Education also helps students to grab opportunities, set the pace of the new economy (Lekoko, 2012:12; Volkmann et al., 2006:9). In addition, it is perceived that there is a positive correlation between formal EE and being and entrepreneur (Keat et al., 2011:206).

5.3.2 Entrepreneurship Education curriculum structures and implementation in educational institutions.

International literature indicates that EE structure influences EE effectiveness in HEIs. A well-structured EE curriculum is the most important element that influences EE effectiveness (Gaotlhobogwe, 2018:38; Hoppe, 2016:16). Similarly, Oliver et al. (2008:7) argue that curriculum structure gives a strong balance and direction to the EE course. In addition, Samwel (2010:26) states that EE structure components such as: EE objectives, EE content, EE implementation and EE assessment are the building blocks for EE curriculum structure.

5.3.3 Factors affecting the implementation of Entrepreneurship Education in higher education institutions.

Studies also revealed that factors such as resources, attitudes, culture, and policy affect the effectiveness of EE in various ways (Saxena et al., 2014:52, Zhou & Xu, 2012:83). Factors such as: inadequate funding, inadequate resources, inadequate curriculum, insufficient quality teaching staff, brain drain, inadequate ICT facilities, poor leadership, academic corruption and poor policy implementation affect EE effectives in a negative way (Okebulola, 2019:5; Browne , 2015:10;). In addition to resources, literature also states that, attitudes towards EE also affects its effectiveness (Bae et al., 2014:217; De Gobbi, 2014:306; Riaz, 2011:429). While some studies established that resources and attitudes affect EE effectiveness, some studies established that cultural differences orientations towards entrepreneurship have the–potential to affect EE effectiveness at HEIs (Mungai & Ogot, 2012:175; Shinnar et al., 2012:464; Bwisa & Ndolo, 2011:20).

Besides, resources, attitudes and culture, international literature points out that EE policy also affects EE effectives in HEIs (Norfadhilah & Norasmah, 2012:356; Rehman & Elahi, 2012:6; Zhou & Xu, 2012:82; Swanepoel et al., 2010:58).

Having discussed the summary of related literature, the following section presents a summary of research methodology.

5.4 SUMMARY OF RESEARCH METHODOLOGY

The current study adopted a positivism paradigm. The quantitative approach was used while a survey design was employed as the study involved a large population and a sample of 301 respondents was used. Two Closed-ended questionnaires, with very limited open-ended items, one for EE students and one for EE lecturers at BPHEIs were used to collect data. Participants at Private HEIs in Botswana were randomly selected. The questionnaires were piloted before administration. Cronbach Alpha was used to test for reliability. The research sought permission from respective institutions to self-administer the questionnaire. The Chi-Square statistics was used to establish whether the association or whether relationship existed between EE effectiveness at BPHEIs with EE perceived benefits, Curriculum structure and factors affecting EE implementation. A Chi-Square analysis, using SPPS, was used to analyse data to find whether EE effectiveness at BPHEIs depended on EE perception, EE structure, EE implementation and / or EE policy. The findings were then generalised to a larger population of EE students and EE lecturers in BPHEIs.

Having summarised the research methodology, the following section presents a summary the findings of the present study.

5.5 SUMMARY OF THE FINDINGS

The summary of the findings in the current study are presented according to the research questions as presented in Chapter 1

5.5.1 Research question: What are the perceived benefits of EE in Botswana?

It emerged from the current study that EE students and EE lecturers in BPHEIs perceived EE as beneficial. Entrepreneurship Education was positively viewed as the route to employment creation, freedom of employment and as an enabler for self-employment. The study also established that

EE was viewed as a tool for economic growth in Botswana since it aimed to impact skills for establishing, grow and manage companies. Most of the EE students were also found to have adequate self-efficacy with regards to business formation after EE students felt that EE equipped them with adequate business skills that help them take calculated risks and identify opportunities.

5.5.2 Research question: What is the structure of EE in Botswana Private Higher Education Institutions?

The current study revealed that the EE structure, which included objectives, content, implementation, and assessment negatively affected the effectiveness of EE in Botswana Private Higher Education Institutions in one way or the other. Objectives were found to be varied across HEIs. Entrepreneurship Education content was not different from the traditional business management courses, the modules were implemented(taught) using the traditional pedagogies, and the EE assessment were the traditional business plans, written assessment, class tests assignments and convectional end examinations.

5.5.3 Research question: What are the factors that are affecting EE effectiveness in Botswana Private Higher Education Institutions?

In the present study, resources, attitudes, culture, and policy were found to be factors that affect EE effectiveness in BPHEIs. The study revealed that resources like lecture rooms, libraries, internet, time, published materials and support staff were adequate while critical while resources like laboratories, incubators and finance were lacking. It also emerged that attitudes of stakeholder towards EE were positive. The present study also discovered that many people in EE students' home communities were self-employed and most of the students felt that EE socialized, encultured, and motivated them to become business owners like many people in their communities while a few felt that there was lack of entrepreneurial culture among their families, that vicariously learning of entrepreneurial skills lacking.

It also emerged from the study that a clear EE policy in BPHEIs was lacking. Entrepreneurship Education was neither a compulsory module nor a standalone programme at the institutions. In addition, the current study established that there was lack of a national model for EE provisions. The current study also found that there was no certification requirement for lecturer to teach EE at

HEIs. From the current study it emerged that the lack of clarity on some of the fundamental issues on policy negatively affected the effectiveness of EE in BPHEIs.

Having summarised the findings of the current study, the following section concludes the study.

5.6 SUMMARY

The essence of the present study was to assess the effectiveness of EE in BPHEIs. Although the current study concluded that EE was perceived as a tool for economic development, employment creation, self-employment and poverty eradication in Botswana, its structure was not effective since it failed to produce effective entrepreneurs. In addition, lack of resources, lack of a robust EE policy negatively also affected EE effectiveness in BPHEIs. Furthermore, the study concluded that lack of entrepreneurial mentorship from parents and significant others, role models, also negatively affected EE effectiveness in BPHEIs.

Having concluded the current study, the next section represents the recommendations.

5.7 RECOMMENDATIONS

Based on the findings of the current study, several recommendations for action will be made. The recommendations correspond to some extent to the best practices in the field of EE as defined and applied by EE researchers world-wide.

Before outlining the recommendations made on the basis of the current research findings, it should be pointed out that the recommendations put forward for consideration by Botswana researchers, such as Mogomotsi and Madigele (2017), Matandare (2018), Diraditsile and Ontetse (2017) Baliyan and Baliyan (2013), Lekoko et al. (2012) and Osei-Hwedie (2004), have not been taken up in practice for various reasons, such as lack of a comprehensive EE policy and lack of resources.

The following are the recommendations for policy and practice.

5.7.1 Policy

There is need to establish EE policy which is supported by an Act of Parliament. Currently there is no EE specific policy. The policy should specify how EE ought to be implemented. There is need for wide consultation with stakeholders such as lecturers, HEIs, parents and the business community at large, before the policy is put in place. This is in line with some responses from lecturers' responses in this current study.

Botswana Qualifications Authority, an institution which regulates HEIs should be empowered by an Act of parliament to deregister institutions which flout EE regulations. The policy on EE could enable the Government to have a specific and separate budget for EE so as to minimize shortage of resources in the area. The EE policy could result in the provision for EE incubation and EE labs at every HEI. This recommendation supports Lecturers' and students' views on provision of EE resources. The policy could result in the creation of an association of EE task force that could monitor the implementation of EE in general and the conduct of individual lecturers about their EE Professional Continuous Development (CPD).

5.7.2 Practice

5.7.2.1 Curriculum structure and implementation

The study recommends that the EE curricula in BPHEIs should be restructured to produce educated graduate with an enterprising attitude, who can create jobs, build economies, and eventually eradicate poverty. Entrepreneurship Education curriculum in Botswana should re-structure its objectives, content, implementation strategies, and assessment methods as suggested in the findings of the current study.

5.7.2.1.1 Objectives

As a matter of policy, the current study recommends that EE objectives should be common for all HEIs. The objectives should be derived from the National EE framework. Entrepreneurship Education in Botswana's HEIs outcomes should produce graduates who are: - efficacious, risk takers and can create jobs for themselves and others. The main aim is to produce HEIs graduates who can self-employ themselves and shun being employed by someone else as suggested in literature and what was established in the current study. Entrepreneurship Education should aim to stimulate entrepreneurship culture and propensity in graduates to see self-employment as a lucrative employment option as pointed out by the lecturers who participated in the current study.

5.7.2.1.2 Content

The current study recommends the maintenance of teaching of Business Management Skills such as: Business Plan Development, Finance, Marketing, Production, Information Technology and Project Management. Psychological Skills such as: Risk Taking, Innovation, Creativity, Competition, and Self-efficacy need to be emphasised.

5.7.2.1.3 Implementation

The current study recommends that EE should be experiential and hands -on. Fully trained and accredited EE lecturers should facilitate EE at HEIs as suggested by lecturers in this study. The use of Business start-ups, incubators, mentorship programmes, apprenticeship, exhibition, guest lectures, site visits, case studies, games should be employed since the current study found out that this was lacking at BPHEIs.

5.7.2.1.4 Assessment Methods

The current study recommends that EE should be assessed through real business start-ups, projects, simulated ventures, mentorship Reports, apprenticeship Reports, Business Plans, exhibition reports and team reports as stated in literature and results of the current study. Currently, the EE assessments are too theoretical like focusing only on developing Business Plans. Currently, students are assessed on planning for venturing into a business. They should also be assessed on running the actual business. Planning for a business does not always translate into business formation. A shift from classroom-based assignment and tests to practical assessments is recommended as suggested by lecturers in the current study.

5.7.2.2 Resources

The current study recommends partnerships, linkages, Memorandum of Understanding (MoUs) with stakeholders such as the industry, communities and voluntary organisations for the provision of EE resources such as laboratories and incubators. The Government should also provide adequate funding, resources, equipment, and teaching materials for EE in PHEIs like what it does with Public Institutions. Botswana Private Higher Education Institutions should also be entrepreneurial universities which are self-sustaining by being innovation hubs themselves.

5.7.2.3 Culture and Attitude

The present study recommends a deliberate effort from the government to cultivate and nurture entrepreneurial culture among EE students in BPHEIs. The government should make sure that, stakeholders especially parents and the business community are consulted, involved and conscientised of the importance of EE with regards to self-employment, employment creation, poverty eradication and economic development. This is in line with what the lecturers suggested in this current study.

Having discussed the recommendation of the study, the following section discusses a model for effective implementation of EE in Botswana private higher education institutions.

5.8 A MODEL FOR EFFECTIVE IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION IN BOTSWANA PRIVATE HIGHER EDUCATION INSTITUTIONS

A model for improving EE effectiveness in BPHEIs is being proposed by the current researcher (Golden Chikari) to present the adoptions of the recommendations presented in the previous section. The model is informed by suggestions from participants and by related literature of the present study. It is the direct result of the data-first approach leading to formulation of theory (Inductive reasoning).

The model will enable the enaction of relevant policies and guidelines that may help monitor effective EE implementation in BPHEIs. (See Figure 5.1 below)

The following is a proposed diagrammatical representation of Model for an Effectiveness EE Implementation in BPHEIs.

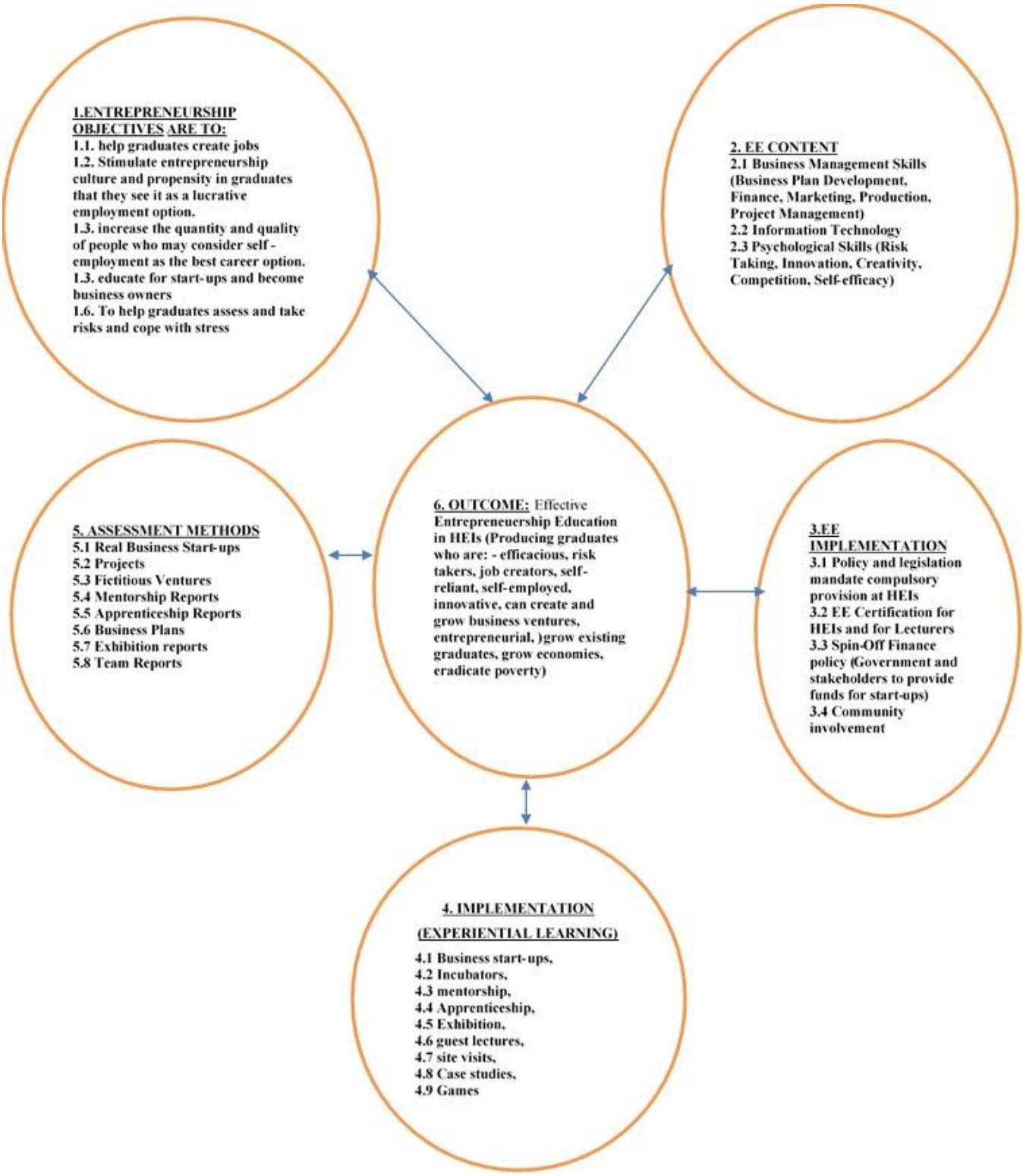


Figure 5.1: A proposed model for improving EE effectiveness in Higher Education Institutions

Source: Golden Chikari (2020)

The variables in the proposed model are dovetailed that none of them should be treated in isolation. For effective EE at BPHEIs, these strategies must be implemented together. The suggested strategies will be the bedrock for an effective EE implementation in Botswana Private Higher Education Institutions. Central to the model are the EE objectives which will inform effective: content, implementation, pedagogy, and assessment methods.

COMPONENT 1: Objectives

The proposed model advocates that EE objectives should provide a clear direction for the implementation of EE at tertiary level. As a matter of policy, EE objectives should be clearly stated in the national qualification framework. The EE objectives should aim to produce entrepreneurial graduates who are job creators, new venture creators, innovators, and inventors and not job seekers. SCCT, a theory that informed the current study states that self-efficacy, intention, and outcome expectations can provides a holistic solution to the development of entrepreneurship career choices among individuals.

COMPONENT 2: Content

The model proposes that critical, but basic business skills should be taught first to create a strong entrepreneurial foundation. The business skills include but are not limited to business management, accounting and finance, sales and marketing, production, administration and human resources management, project management, business plan development and Information technology. After a firm mastery of the business skills, EE effectiveness can be enhanced in students when taught psychological skills such as, but not limited to**;** innovativeness, creativity and risk taking. This may help to inculcate self-efficacy and entrepreneurial intention among EE graduates. SSCT, a theory that informed the current study stipulates that a learning experience is effective if and only if it can help students develop positive self-efficacy and intentions become entrepreneurs.

COMPONENT 3: Implementation

The model above suggests that by policy, EE should be a stand-alone standard qualification at Private HEIs as is at public institutions and some few private institutions. It should not just be a topic or one of the elective modules in a degree programme. As a matter of policy, certified entrepreneurs should be deliberately produced, from certified HEIs institution EE providers. Incentives for the stakeholders and industry funders for entrepreneurial development at PHEIs

should be availed. The government should come up with funding mechanisms for start-up funding for EE at Certified HEIs EE providers who should be seen to be engaged with the community in their entrepreneurial culture development programmes.

COMPONENT 4: Pedagogy

The proposed model stipulates EE should be premised on experiential learning, where students are involved in actual business start-ups while still at university**.** Entrepreneurship Education effectiveness could be enhanced when universities establish business incubators and expose students to laboratory work where patterns, copy rights and trademarks are developed and then registered accordingly. Entrepreneurship Education students should leave university with a registered business, with a product or services ready for the market. Experiential learning can build self-efficacy among students, an attribute SCCT, a theory that informed the current study, considers vital for career choice. The model suggests that, for EE to be effective at PHEIs, business mentorship and apprenticeship programmes should be incorporated in EE pedagogy. This can expose EE students to real life business experiences. Guest lectures from captains of industry and local entrepreneurs should also be incorporated. Site visits, Case studies and simulations are ideal for EE. Social Cognitive Career Theory, a theory that informed the current study, states that vicarious learning creates self-efficacy towards a career and confirms outcome expectations of that career which may ultimately result into career intention or choice, in this case being an entrepreneur.

COMPONENT 5: Assessment Methods

The proposed model suggests that students should be assessed on business plan development, the actual performance of the business start-up and fictitious ventures they formed and ran while in school. Real business startups and fictitious ventures should be the projects EE students are to be assessed with. Furthermore, mentoring and apprenticeship reports for EE students, indicating competence levels, should form part of the overall assessment. Exhibitions attendance logbooks and teamwork presentations are also critical for assessing EE effectiveness.

OUTCOME 6: Effective EE in HEIs

The suggested model advocates for Education for Entrepreneurship. The skills expected out of the model are that students are enrolled into EE Higher Education programme, form start-ups, register them, and run them run them while still in university and consequently roll-out into the corporate

world as business owners at graduation. When these objectives are achieved then, EE can be said to be effective.

Having discussed and recommended a model for Entrepreneurship Education at Higher Education Institutions, the next section presents the contribution of the present study to knowledge around Entrepreneurship Education.

5.9 CONTRIBUTION OF THE STUDY

The current study is the first in-depth study to assess the effectiveness of EE in BPHEIs. The study contributed significantly to the EE body of knowledge by generating empirical evidence of perception, curriculum structure and implementation as well as factors that influence EE effectiveness in HEIs from the perspectives of EE students and EE lecturers in BPHEIs.

The body of knowledge on the effectiveness of EE in Private HEIs is enriched and will go a very long way in assisting and supporting all EE stakeholders such as students, parents, industry, university management, policy makers, the government and community at large to develop strategies for an effective EE at HEIs. Further studies on the present topic and related areas may use this study as a springboard for further research. The proposed EE model for assessing EE effectiveness can be adapted for use in HEIs.

The following sections presents the recommendations of the present study for future research.

5.10 RECOMMENDATIONS FOR FURTHER STUDY

The current study was confined to the capital city of Botswana, Gaborone where most Private HEIs were found. A more comprehensive study executed nationally in Private HEIs would establish more insights into the effectiveness of EE This could create a solid base for enacting the proposed EE policy and legislation on EE provision. The study did not include perceptions from parents, the industry, and the community at large as participants for EE in the collection of data. The study recommends their inclusion for further research in assessing the effectiveness of EE in BPHEIs.

The involvement of the above-mentioned stakeholders in the education of university students has countless benefits. The closer, the stakeholder is to the education of the child, for example the parent, the greater the child's development and educational achievement. Parents are the primary providers for the environment, resources, and encouragement for a student to take up a career path. The study recommends that future empirical studies should investigate strategies that can be used to popularize EE among stakeholders, most importantly the parents.

5.9 FINAL COMMENTS

The current study successfully assessed the effectiveness of EE in BPHEIs. Entrepreneurship Education students and lecturers in BPHEIs provided valuable insight for exploring the factors that influenced EE effectiveness. A model for EE effectiveness in HEIs was proposed. This empirical study entailed a review of related literature and the data were mainly quantitative, and SPSS analysis tool was employed for data analysis.

From the current study, it emerged that EE was perceived as having many benefits for Botswana. The study established that the EE curricula in use were inappropriate for an effective EE in BPHEIs. The study also revealed that the lack of resources for experiential learning, such as EE laboratories and EE incubators negatively affected EE effectiveness in BPHEIs. Furthermore, factors like attitudes, culture, and implementation strategies also negatively affected EE effectiveness. The study also found that there was lack of a robust EE policy in Botswana for EE for both public and private higher education providers in the country.

Regardless of the above challenges, EE was perceived as a panacea for economic and social problems experienced by individuals and Batswana at large. The perceived benefits of a robust provision of EE are multifaceted, and include but not limited to employment creation, self-employment, poverty eradication, new venture creation and sustainably managing new and existing companies.

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APPENDIX

APPENDIX A: LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH: MINISTRY OF HIGHER EDUACTION, RESEARCH AND TECHNOLOGY, BOTSWANA

UNISA college of education

APPENDIX B: REQUESTING PERMISSION TO CONDUCT RESEARCH FROM THE MINISTRY OF HIGHER EDUCATION RESEARCH AND TECHNOLOGY BOTSWANA

Request for permission to conduct research at Private Higher Education Institutions in Botswana

TITLE OF THE TITLE OF RESEARCH: An assessment of the effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions

Date: 21 June 2018

Department of the person: Research and Development

Contact details of the person: Private Bag 0022, Gaborone, Botswana

Dear: Director

I, **Golden Chikari** am doing research under the supervision of **Regis Chireshe a Professor** in the Department of Special Needs Education (Great Zimbabwe University) towards a **Doctor of Education** at the University of South Africa. The study is entitled: **An assessment of the**

effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions

The aim of the study is: To assessment the effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions so as to help stakeholders, policy makers, the governments, the business community make better decisions on the EE provision at University level and consequently find solutions to high rates of unemployment.

Your ministry has been selected because you are responsible for regulating the activities related to Higher Education and Research in Botswana. The study will entail the collection of quantitative data. A sample of Students and lecturers engaging in Entrepreneurship education programmes/module will be selected to answer a questionnaire. The selected participants will be asked to complete a consent form if they agree to take part. The questionnaires will be distributed in person by the researcher and collected by the researcher.

The benefits of this study might:

1. Influence policies on Entrepreneurship Education in Botswana and the world-over.
2. Solve unemployment problems through lifelong relevant education
3. Encourage governments commit resources toward the education that can create wealth, eradicate poverty and improve people's standard of living.

Potential risks are: There are no risks foreseeable

There will be **NO** reimbursement or any incentives for participation in the research.

Feedback procedure will entail: The thesis will be published as per University of South Africa **(UNISA)** regulations

Yours sincerely

Golden Chikari

Researcher

My contact details are: **+26771271099/+26773251414** e-mail: **goldentozie@yahoo.com** and my supervisor can be reached at the Department of Special Needs Education (Great Zimbabwe University) **+263777308244**, e-mail: **chireshe@yahoo.co.uk**.

APPENDIX B: LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH AT PRIVATE HIGHER EDUCATION INSTITUTIONS

APPENDIX: B

REQUESTING PERMISSION TO CONDUCT RESEARCH AT UNIVERSITIES / COLLEGES

Request for permission to conduct research at_____

Title of the title of your research: An assessment of the effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions

Date: 10 January 2019

Name of the person to who you address the request:

_____

Department of the person: FACULTY OF BUSINESS

Contact details of the person:_____

Telephone: _____

Fax:_____

Address_____

Dear:_____

I, **Golden Chikari** am doing research under the supervision of **Regis Chireshe a Professor** in the Department of Special Needs Education (Great Zimbabwe University) towards a **Doctor of Education** at the University of South Africa.

I am inviting you to participate in a study entitled: **An assessment of the effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions**

The aim of the study is:

To assessment the effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions so as to help stakeholders, policy makers, the governments, the business community make better decisions on the EE provision at University level and consequently find solutions to high rates of unemployment.

Your University has been selected because you are a Private university offering Entrepreneurship programmes/modules.

The study will entail the collection of quantitative data. A sample of Students and lecturers engaging in Entrepreneurship education programmes/module will be selected to answer a questionnaire. The selected participants will be asked to complete a consent form if they agree to take part. The questionnaires will be distributed in person by the researcher and collected by the researcher.

The benefits of this study might:

1. Influence policies on Entrepreneurship Education in Botswana and the world-over.
2. Solve unemployment problems through lifelong relevant education
3. Encourage governments commit resources toward the education that can create wealth, eradicate poverty and improve people's standard of living.

Potential risks are: There are no risks foreseeable

There will be **NO** reimbursement or any incentives for participation in the research.

Feedback procedure will entail: The thesis will be published as per University of South Africa **(UNISA)** regulations

Yours sincerely

Golden Chikari

Researcher

My contact details are: **+26771271099/+26773251414** e-mail: **goldentozie@yahoo.com** and my supervisor can be reached at the Department of Special Needs Education (Great Zimbabwe University) **+263777308244**, e-mail: **chireshe@yahoo.co.uk**.

APPENDIX C: LETTER CONSENT TO PARTICIPANTS TO PARTICIPATE IN THIS STUDY

APPENDIX: D: PARTICIPANT INFORMATION SHEET (The letter for consent)

Date: 10 January 2019

Title: An assessment of the effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions

DEAR PROSPECTIVE PARTICIPANT

I, **Golden Chikari** am doing research under the supervision of **Regis Chireshe a Professor** in the Department of Special Needs Education (Great Zimbabwe University) towards a **Doctor of Education** at the University of South Africa.

I am inviting you to participate in a study entitled: An assessment of the effectiveness of Entrepreneurship Education in Botswana

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could assessment the effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions so as to help stakeholders, policy makers, the governments, the business community make better decisions on the EE provision at University level and consequently find solutions to high rates of unemployment.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you are a final year university student in Botswana who is exposed to entrepreneurship education at your institution. I obtained your contact details from your university.

You are among 300 students out of 62000 final students who are exposed to Entrepreneurship Education in Botswana.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

In the current study you are expected to complete questionnaires. Closed end and few open-ended questions will be asked. You are expected to take 10-15 minutes to complete the questionnaire.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent (adult)/ assent (participant younger than 18 years old) form. You are free to withdraw at any time and without giving a reason however, it will not be possible to withdraw once you have submitted the questionnaire since you would have agreed to anonymize personal data.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

There are no direct financial or material benefits in participating in this study however, as a responsible Botswana Citizen your participation may help, universities, stakeholders, policy makers, the governments and the business community make better decisions on the Entrepreneurship Education provision at University level and consequently find solutions to high rates of unemployment. Better solutions to high unemployment rates may help to eradicate poverty, hunger, disease and ignorance in Botswana and the world at large.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There are some possible inconveniences to you the participant Such as taking your precious time to answer the questionnaire for no direct material or financial benefits. You will be fitting the completion of the questionnaire in your already tight time schedules. There may be possible or reasonably foreseeable risks to you such as being completely anonymous since there are many other participants taking part in the study at your institutions. Other participants or non-participants

may not know your responses in the questionnaire but may know that you are a participant. If injury or harm attributable to the study occurs, such as threats or discomfort, you can withdraw from participation immediately.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your name will not be recorded anywhere, and no one will be able to connect you to the answers you give. Your answers will be given a code number and you will be referred to in this way in the data.

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

Your anonymous data shall, however, may be used for other purposes, such as a research report, journal articles and/or conference proceedings. Furthermore, a report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at Botho University for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. The hard copies will be shredded while electronic copies will be permanently deleted from the hard drive of the computer using a relevant software programme by the University of South Africa.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There shall be no any payment or reward offered, financial or otherwise. There shall be a deliberate effort to minimise and where possible avoid any costs to be incurred by the participant.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Ethics Review Committee of Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Golden Chikari on +26771271099/+26773251414 or email goldentozie@yahoo.com. The findings are accessible for 5years.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact: goldentozie@yahoo.com

Should you have concerns about the way in which the research has been conducted, you may contact Professor Regis Chireshe on: chireshe@yahoo.co.uk or on +263777308244

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Golden Chikari

My contact details are: **+26771271099/+26773251414** e-mail: **goldentozie@yahoo.com** and my supervisor can be reached at the Department of Special Needs Education (Great Zimbabwe University) **+263777308244**, e-mail: **chireshe@yahoo.co.uk**.

APPENDIX D: LETTER CONSENT TO PARTICIPANTS TO PARTICIPATE IN THIS STUDY (RETURN SLIP)

UNISA university of south africa

APPENDIX E: CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____, confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) _____

_____ _____

Participant Signature Date

Researcher's Name & Surname (please print)

GOLDEN CHIKARI

_____ _____

Researcher's signature Date

My contact details are: **+26771271099/+26773251414** e-mail: **goldentozie@yahoo.com** and my supervisor can be reached at the Department of Special Needs Education (Great Zimbabwe University) **+263777308244**, e-mail: **chireshe@yahoo.co.uk**.

APPENDIX E: STUDENT'S QUESTIONNAIRE

APPENDIX F: STUDENT'S QUESTIONNAIRE

Title of questionnaire: STUDENT'S QUESTIONNAIRE

Dear respondent

This questionnaire forms part of my doctoral research entitled: An assessment of the effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions for the degree D.Ed. at the University of South Africa. You have been selected by a random sampling strategy from the population of 60583 students at Private Higher Education Institutions in Botswana who are exposed to Entrepreneurship Education (TES Botswana, 2017). Hence, I invite you to take part in this survey.

The aim of this study is to investigate the effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions. The findings of the study may benefit Botswana and the world at large with regards to eradicating youth unemployment through entrepreneurship education.

You are kindly requested to complete this survey questionnaire, comprising four sections (A-D) as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately 10 minutes to complete.

You are not required to indicate your name or organisation and your anonymity will be ensured; however, indication of your age, gender, occupation position etcetera will contribute to a more

comprehensive analysis. All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, results will be published as per University of South Africa **(UNISA)** regulations.

Permission to undertake this survey has been granted by the University of South Africa and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me or my supervisor. My contact details are: **+26771271099/+26773251414** e-mail: **goldentozie@yahoo.com** and my supervisor can be reached at the Department of Special Needs Education (Great Zimbabwe University) **+263777308244**, e-mail: **chireshe@yahoo.co.uk**.

By completing the questionnaire, you imply that you have agreed to participate in this research. Please return the completed questionnaire to Golden Chikari before end of the week.

Thank you

APPENDIX F: LECTURER'S QUESTIONNAIRE

APPENDIX G: LECTURER'S QUESTIONNAIRE

Title of questionnaire: LECTURER'S QUESTIONNAIRE

Dear respondent

This questionnaire forms part of my doctoral research entitled: An assessment of the effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions for the degree D.Ed. at the University of South Africa. You have been selected by a random sampling strategy from the population of 2000 lecturers at Private Higher Education Institutions in Botswana. Hence, I invite you to take part in this survey.

The aim of this study is to investigate the effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions. The findings of the study may benefit Botswana and the world at large with regards to eradicating youth unemployment through entrepreneurship education.

You are kindly requested to complete this survey questionnaire, comprising four sections (A-D) as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately 10 minutes to complete.

You are not required to indicate your name or organisation and your anonymity will be ensured; however, indication of your age, gender, occupation position etcetera will contribute to a more comprehensive analysis. All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without

penalty at any stage. After the completion of the study, results will be published as per University of South Africa **(UNISA)** regulations.

Permission to undertake this survey has been granted by the University of South Africa and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me or my supervisor. My contact details are: **+26771271099/+26773251414** e-mail: **goldentozie@yahoo.com** and my supervisor can be reached at the Department of Special Needs Education (Great Zimbabwe University) **+263777308244**, e-mail: **chireshe@yahoo.co.uk**.

By completing the questionnaire, you imply that you have agreed to participate in this research. Please return the completed questionnaire to Golden Chikari before end of the week.

Thank you

SECTION A: BIOGRAPHICAL INFORMATION **Serial Number**

Please fill in the blank spaces or tick (√) the appropriate box

1. Age range

21-25 years	
26-30 years	
31-35 years	
36 years +	

2. Gender:

Male	Female

3. Degree Qualification being pursued.

Commercial	
Engineering	
Social Sciences	
Technical	
Humanities	

4. Level

Third year	
Fourth year	

5. Status of the institution

College	University

SECTION B: PERCEPTION OF ENTREPRENEURSHIP EDUCATION (EE) IN BOTSWANA

PLEASE CIRCLE THE APPROPRIATE BOX FOR YOUR ANSWER.

a. The following is how I perceive Entrepreneurship Education (EE).

Entrepreneurship Education (EE) is perception	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
1. EE is important	**5**	**4**	**3**	**2**	**1**
2.Institutions that offer EE are important to me	**5**	**4**	**3**	**2**	**1**
3.EE creates employment	**5**	**4**	**3**	**2**	**1**
4.EE helps in economic growth of my country	**5**	**4**	**3**	**2**	**1**
5. EE can eradicate poverty	**5**	**4**	**3**	**2**	**1**
6. EE is for self-employment	**5**	**4**	**3**	**2**	**1**
7. EE brings freedom of employment among graduates	**5**	**4**	**3**	**2**	**1**
8. EE helps established companies grow	**5**	**4**	**3**	**2**	**1**
9. New and old Ventures need EE literate personnel	**5**	**4**	**3**	**2**	**1**

Comment on how Entrepreneurship Education (EE) perception can affect EE effectiveness at your institution.

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…….

PLEASE CIRCLE, OR TICK (√) OR (X) THE APPROPRIATE BOX FOR YOUR ANSWER.

b) The following is the Entrepreneurship Education (EE) EE content at my institution

CONTENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Entrepreneurship theory	5	4	3	2	1
2. Intrapreneurship	5	4	3	2	1
3. Entrepreneurship in Botswana	5	4	3	2	1
4. Innovation	5	4	3	2	1
5. New product Development	5	4	3	2	1
6. Idea generation	5	4	3	2	1
7. Market Research	5	4	3	2	1
8. Feasibility Study	5	4	3	2	1
9. Management	5	4	3	2	1
10. Accounting	5	4	3	2	1
11. Finance	5	4	3	2	1
12. Marketing	5	4	3	2	1
13. Production	5	4	3	2	1
14. People Management	5	4	3	2	1
15. Business Legal Environment	5	4	3	2	1
16. Business Plan Development	5	4	3	2	1
17. Selling	5	4	3	2	1
18. Sales management	5	4	3	2	1
19. Teamwork	5	4	3	2	1
20. Small Business Management	5	4	3	2	1

Comment on how the Entrepreneurship Education (EE) content affects EE effectiveness at your institution.

……

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…….

PLEASE CIRCLE, OR TICK (√) OR (X) THE APPROPRIATE BOX FOR YOUR ANSWER.

c) The following is how Entrepreneurship Education (EE) is implemented (taught) at my institution

Teaching Methods/model	Very Great Extent	Great Extent	Somewhat	Little Extent	Very little Extent
1. Lectures	5	4	3	2	1
2. Case studies	5	4	3	2	1
3. Presentations	5	4	3	2	1
4. Simulations	5	4	3	2	1
5. Projects	5	4	3	2	1
6. Guest Lecturers	5	4	3	2	1
7. Site visits (EE trips)	5	4	3	2	1
8. Business Incubators	5	4	3	2	1
9. Starting Business	5	4	3	2	1
10. Videos	5	4	3	2	1
11. Practical work	5	4	3	2	1
12. Role play	5	4	3	2	1
13. Entrepreneurship Competitions	5	4	3	2	1
14. Apprenticeship/mentorship programmes	5	4	3	2	1
15. Entrepreneurship Clubs	5	4	3	2	1

Comment on how Entrepreneurship Education (EE) teaching models affect EE effectiveness at your institution

……

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……

PLEASE CIRCLE, OR TICK (√) OR (X) THE APPROPRIATE BOX FOR YOUR ANSWER.

d) The following Entrepreneurship Education (EE) assessment methods are being used at my institutions?

	Very Great Extent	Great Extent	Somewhat	Little Extent	Very little Extent
1. Examinations	**5**	**4**	**3**	**2**	**1**
2. Class tests	**5**	**4**	**3**	**2**	**1**
3. Projects	**5**	**4**	**3**	**2**	**1**
4. Business Plan	**5**	**4**	**3**	**2**	**1**
5. Business Start-ups	**5**	**4**	**3**	**2**	**1**
6. Presentations	**5**	**4**	**3**	**2**	**1**
7. Assignments	**5**	**4**	**3**	**2**	**1**
8. Team work	**5**	**4**	**3**	**2**	**1**
9. Exhibitions	**5**	**4**	**3**	**2**	**1**

Comment on how the Entrepreneurship Education (EE) assessment methods affect EE effectiveness at your institution

……

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SECTION C: MATERIAL RESOURCES AND EE PROVISION

PLEASE CIRCLE, OR TICK (√) OR (X) THE APPROPRIATE BOX FOR YOUR ANSWER.

a) **The following resources for Entrepreneurship Education (EE) are available at my institution.**

RESOURCES	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
1.EE Lecture rooms	**5**	**4**	**3**	**2**	**1**
2.EE Library	**5**	**4**	**3**	**2**	**1**
3.EE Laboratories	**5**	**4**	**3**	**2**	**1**
4.EE Incubators	**5**	**4**	**3**	**2**	**1**
5.Internet	**5**	**4**	**3**	**2**	**1**
6.EE Time	**5**	**4**	**3**	**2**	**1**
7. EE Finance	**5**	**4**	**3**	**2**	**1**
8. EE Support Staff	**5**	**4**	**3**	**2**	**1**
9.Published material for EE	**5**	**4**	**3**	**2**	**1**

Comment on resources and EE provision at your school

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PLEASE CIRCLE, OR TICK (√) OR (X) THE APPROPRIATE BOX FOR YOUR ANSWER.

b) The following statements apply to me as a student of Entrepreneurship Education (EE)

STATEMENT	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
1.I want to own my own business	**5**	**4**	**3**	**2**	**1**
2.EE trains me to be risk taker	**5**	**4**	**3**	**2**	**1**
3. EE Trains me to be Entrepreneurial	**5**	**4**	**3**	**2**	**1**
4. EE Trains me to identify opportunities	**5**	**4**	**3**	**2**	**1**
5. EE Trains me to create new business ideas	**5**	**4**	**3**	**2**	**1**
6. EE Trains me to be innovative	**5**	**4**	**3**	**2**	**1**
7. EE Trains me to develop a business plan	**5**	**4**	**3**	**2**	**1**
8. EE Trains me to manage incubators	**5**	**4**	**3**	**2**	**1**
9. EE Trains me business management skills	**5**	**4**	**3**	**2**	**1**
10. EE Trains me to create and grow a new venture	**5**	**4**	**3**	**2**	**1**

Comment

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SECTION D: STAKEHOLDERS' ATTITUDES TORWARDS EE PROVISION

a) **To what extent do the attitudes of the following stakeholders towards EE affect its effectiveness at your institution?**

STAKEHOLDERS	**Very Great Extent**	**Great Extent**	**Somewhat**	**Little Extent**	**Very little Extent**
1.University Management	**5**	**4**	**3**	**2**	**1**
2.Lecturers	**5**	**4**	**3**	**2**	**1**
3.Government	**5**	**4**	**3**	**2**	**1**
4.Communities	**5**	**4**	**3**	**2**	**1**
5.Industry	**5**	**4**	**3**	**2**	**1**
6.Students	**5**	**4**	**3**	**2**	**1**

Comment on how the attitudes of stakeholders on Entrepreneurship Education (EE)

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……

b) The following Cultural factors apply to me in Botswana

STATEMENT	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
1.My family members are in business	**5**	**4**	**3**	**2**	**1**
2.MY parents are self employed	**5**	**4**	**3**	**2**	**1**
3.Many people in my community are self employed	**5**	**4**	**3**	**2**	**1**
4.My family employs people in the businesses	**5**	**4**	**3**	**2**	**1**
5.During spare time I help my parents in their businesses.	**5**	**4**	**3**	**2**	**1**
6.My family wants me to be self-employed after school	**5**	**4**	**3**	**2**	**1**
7.My school molds me into a business owner.	**5**	**4**	**3**	**2**	**1**
8.I must look for formal employment after university.	**5**	**4**	**3**	**2**	**1**
9.I will start my own business after school.	**5**	**4**	**3**	**2**	**1**
10.My government supports graduates to form businesses	**5**	**4**	**3**	**2**	**1**
Total					

Comment

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LECTURER QUESTIONNAIRE

SECTION A: BIOGRAPHICAL INFORMATION

Serial Number

Please fill in the blank spaces or tick (√) the appropriate box

1. AGE RANGE

31-35 years	
36-40 years	
41-45 years	
46 and above years	

2. GENDER:

Male	**Female**

3. HIGHEST PROFESSIONAL QUALIFICATION

Bachelor's Degree	
Honours' Degree	
Masters' Degree	
Doctorate	

4. YEARS OF LECTURING EXPERIENCE

5 years or LESS	
6-10 years	
11-15 years	
15 years +	

5. STATUS OF THE INSTITUTION

College	University

SECTION B: Perception of Entrepreneurship Education (EE) in Botswana PLEASE <u>CIRCLE</u> THE APPROPRIATE BOX FOR YOUR ANSWER.

a) The following is how Entrepreneurship Education (EE) is perceived at my institution.

EE PERCEPTION	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
1. EE is important	**5**	**4**	**3**	**2**	**1**
2.Institutions that offer EE are important to me	**5**	**4**	**3**	**2**	**1**
3.EE creates employment	**5**	**4**	**3**	**2**	**1**
4.EE helps in economic growth of my country	**5**	**4**	**3**	**2**	**1**
5. EE can eradicate poverty	**5**	**4**	**3**	**2**	**1**
6. EE is for self-employment	**5**	**4**	**3**	**2**	**1**
7. EE brings freedom of employment among graduates	**5**	**4**	**3**	**2**	**1**
8. EE helps established companies grow	**5**	**4**	**3**	**2**	**1**
9. New and old Ventures need EE literate personnel	**5**	**4**	**3**	**2**	**1**

Comment on how EE perception can affect EE effectiveness at your institution

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PLEASE CIRCLE THE APPROPRIATE BOX FOR YOUR ANSWER.

b) The following are the Entrepreneurship Education (EE) objectives at my institution

OBJECTIVE	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. To create an understanding and awareness of entrepreneurship among university graduates so as to increase the quantity and quality of people with knowledge of entrepreneurship who may consider it as a career option.	**5**	**4**	**3**	**2**	**1**
2. To educate for start-ups. This prepares graduate students to be entrepreneurial and become owners of a new business or venture	**5**	**4**	**3**	**2**	**1**
3. To stimulate entrepreneurship culture and entrepreneurial drive among university students that they see it as a lucrative employment option.	**5**	**4**	**3**	**2**	**1**
4. To enable students to cope with and assess risk	**5**	**4**	**3**	**2**	**1**

Comment the how EE objectives can affect EE effectiveness at your institutions.

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PLEASE CIRCLE, OR TICK (√) OR (X) THE APPROPRIATE BOX FOR YOUR ANSWER.

c) The following is the Entrepreneurship Education (EE) content at my institution

CONTENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.Entrepreneurship theory	5	4	3	2	1
2.Intrapreneurship	5	4	3	2	1
3.Entrepreneurship in Botswana	5	4	3	2	1
4.Innovation	5	4	3	2	1
5.New product Development	5	4	3	2	1
6.Idea generation	5	4	3	2	1
7.Market Research	5	4	3	2	1
8.Feasibility Study	5	4	3	2	1
9.Management	5	4	3	2	1
10.Accounting	5	4	3	2	1
11.Finance	5	4	3	2	1
12.Marketing	5	4	3	2	1
13. Production	5	4	3	2	1
14.People Management	5	4	3	2	1
15.Business Legal Environment	5	4	3	2	1
16.Business Plan Development	5	4	3	2	1
17.Selling	5	4	3	2	1
18.Sales management	5	4	3	2	1
19.Team work	5	4	3	2	1
20.Small Business Management	5	4	3	2	1

Comment on how the EE content affects EE effectiveness at your institution.

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PLEASE CIRCLE THE APPROPRIATE BOX FOR YOUR ANSWER.

d) The following is how Entrepreneurship Education (EE) is implemented (taught) at my institution

TEACHING METHODS/MODEL	Very Great Extent	Great Extent	Somewhat	Little Extent	Very little Extent
1.Lectures	**5**	**4**	**3**	**2**	**1**
2.Case studies	**5**	**4**	**3**	**2**	**1**
3.Presentations	**5**	**4**	**3**	**2**	**1**
4.Simulations	**5**	**4**	**3**	**2**	**1**
5.Projects	**5**	**4**	**3**	**2**	**1**
6.Guest Lecturers	**5**	**4**	**3**	**2**	**1**
7.Site visits (EE trips)	**5**	**4**	**3**	**2**	**1**
8.Business Incubators	**5**	**4**	**3**	**2**	**1**
9.Starting Business	**5**	**4**	**3**	**2**	**1**
10.Videos	**5**	**4**	**3**	**2**	**1**
11.Practical work	**5**	**4**	**3**	**2**	**1**
12.Role play	**5**	**4**	**3**	**2**	**1**
13Entrepreneurship Competitions	**5**	**4**	**3**	**2**	**1**
14.Apprenticeship/mentorship programmes	**5**	**4**	**3**	**2**	**1**
15.Entrepreneurship Clubs	**5**	**4**	**3**	**2**	**1**

Comment on how EE teaching models affect EE effectiveness at your institution.

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PLEASE CIRCLE THE APPROPRIATE BOX FOR YOUR ANSWER.

e) The following Entrepreneurship Education (EE)) assessment methods are being used at my institutions?

	Very Great Extent	Great Extent	Somewhat	Little Extent	Very little Extent
1.Examinations	**5**	**4**	**3**	**2**	**1**
2.Class tests	**5**	**4**	**3**	**2**	**1**
3.Projects	**5**	**4**	**3**	**2**	**1**
4.Business Plan	**5**	**4**	**3**	**2**	**1**
5.Business Start-ups	**5**	**4**	**3**	**2**	**1**
6.Presentations	**5**	**4**	**3**	**2**	**1**
7.Assignments	**5**	**4**	**3**	**2**	**1**
8.Teamwork	**5**	**4**	**3**	**2**	**1**
9.Exhibitions	**5**	**4**	**3**	**2**	**1**

Comment on how the EE assessment methods affect EE effectiveness at your institution.

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SECTION C: Material resources and Entrepreneurship Education (EE) provision

PLEASE CIRCLE THE APPROPRIATE BOX FOR YOUR ANSWER.

a) **The following resources for Entrepreneurship Education (EE) are available at my institution.**

RESOURCES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.EE Lecture rooms	**5**	**4**	**3**	**2**	**1**
2.EE Library	**5**	**4**	**3**	**2**	**1**
3.EE Laboratories	**5**	**4**	**3**	**2**	**1**
4.EE Incubators	**5**	**4**	**3**	**2**	**1**
5.Internet	**5**	**4**	**3**	**2**	**1**
6.EE Time	**5**	**4**	**3**	**2**	**1**
7. EE Finance	**5**	**4**	**3**	**2**	**1**
8. EE Support Staff	**5**	**4**	**3**	**2**	**1**
9.Published material for EE	**5**	**4**	**3**	**2**	**1**

Comment

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PLEASE CIRCLE THE APPROPRIATE BOX FOR YOUR ANSWER.

b) The following statements apply to my own situation as a lecturer for Entrepreneurship Education (EE)?

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.I own my own business	**5**	**4**	**3**	**2**	**1**
2.I am trained to implement Entrepreneurship Education	**5**	**4**	**3**	**2**	**1**
3. I am trained to identify Entrepreneurial Students	**5**	**4**	**3**	**2**	**1**
4. I am trained to identify opportunities	**5**	**4**	**3**	**2**	**1**
5. I am trained to assist in Business idea creation	**5**	**4**	**3**	**2**	**1**
6. I am trained to assist innovation creation	**5**	**4**	**3**	**2**	**1**
7.I have knowledge about Entrepreneurship implementation strategies	**5**	**4**	**3**	**2**	**1**
8. I am trained to develop business plan	**5**	**4**	**3**	**2**	**1**
9. I am trained to manage incubators	**5**	**4**	**3**	**2**	**1**
10. I am trained in Business management skills	**5**	**4**	**3**	**2**	**1**
11. I am trained in new venture creation	**5**	**4**	**3**	**2**	**1**
12. I am trained to grow business	**5**	**4**	**3**	**2**	**1**

Comment

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SECTION D: Stakeholders' attitudes towards Entrepreneurship Education (EE) provision.

PLEASE CIRCLE THE APPROPRIATE BOX FOR YOUR ANSWER.

To what extend do the attitudes of the following stakeholders towards EE affect its effectiveness at your institution?

STAKEHOLDERS	Very Great Extent	Great Extent	Somewhat	Little Extent	Very little Extent
1.University Management	5	4	3	2	1
2.Lecturers	5	4	3	2	1
3.Government	5	4	3	2	1
4.Communities	5	4	3	2	1
5.Industry	5	4	3	2	1
6.Students	5	4	3	2	1

Comment on how the attitudes of stakeholders affect EE effectiveness at your institution

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SECTION E: Policy and legislation and provision OF Entrepreneurship Education (EE)

PLEASE CIRCLE, OR TICK (√) OR (X) THE APPROPRIATE BOX FOR YOUR ANSWER.

To what extent do you agree with the following statements on Entrepreneurship Education (EE)?

Statements	**Very Great Extent**	**Great Extent**	**Somewhat**	**Little Extent**	**Very little Extent**
1.Policy and legislation mandates EE provision at Private Higher Education Institutions (PHEIs) in Botswana	**5**	**4**	**3**	**2**	**1**
2.There is a clear mission statement on EE at my institution	**5**	**4**	**3**	**2**	**1**
3.There is a national EE framework at PHEIs in Botswana	**5**	**4**	**3**	**2**	**1**
4.There is a certification requirement for EE lecturers at my institution	**5**	**4**	**3**	**2**	**1**
5.There is a national model for EE provisions at my institution	**5**	**4**	**3**	**2**	**1**
6.There is a monitoring system of EE Graduate, students at PHEIs	**5**	**4**	**3**	**2**	**1**
7.A mission statement has positive impact on EE provision	**5**	**4**	**3**	**2**	**1**
8.A Framework for EE has positive impact on EE provision at PHEIs	**5**	**4**	**3**	**2**	**1**
9.Certification requirement for EE has an impact on EE provision at PHEIs	**5**	**4**	**3**	**2**	**1**
10.Botswana has business spin-off policy	**5**	**4**	**3**	**2**	**1**
11.EE is a compulsory module at my institution	**5**	**4**	**3**	**2**	**1**
12. The government and other stakeholders provide funds to start businesses	**5**	**4**	**3**	**2**	**1**

Comment on how policy and legislation affect EE effective provision at your institution.

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Thank You

UNISA university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2018/08/15

Ref: **2018/08/15/55416608/30/MC**
Name: Mr G Chikari
Student: 55416608

Dear Mr Chikari

Decision: Ethics Approval from 2018/08/15 to 2023/08/15

Researcher(s): Name: Mr G Chikari
E-mail address: goldentozie@yahoo.com
Telephone: +26 77 325 1414

Supervisor(s): Name: Prof R Chireshe
E-mail address: chireshe@yahoo.co.uk
Telephone: +263 77 730 8244

Title of research:

An assessment of the effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions

Qualification: D. Ed in Psychology of Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2018/08/15 to 2023/08/15.

*The **low risk** application was reviewed by the Ethics Review Committee on 2018/08/15 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is

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BOTHO UNIVERSITY

007/LTRE/GB/2019

Mr. Golden Chikari

Faculty of Business and Accounting

Department of Business Management

14 May 2019

Dear Mr.Chikari

RE: PERMISSION TO COLLECT DATA

This letter serves to inform you that you have been awarded permission to collect data from Botho University staff and/or students in relation to your PhD research proposal titled, "An **assessment of the Effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions**".

This permit applies specifically to your topic and questions that you provided together with your application. You are reminded that these questions must be accompanied with a consent form that students can sign should they choose to provide responses. These questions can only be given to students using the methods stipulated in your application. The permit is valid for 6 months from the date written at the top of this letter. Any changes made to the questionnaire must be followed by a new application for permission.

Please note that failure to fulfil the requirements stipulated in this letter will lead to the immediate revocation of your data collection permit and you will not be allowed to continue to collect data from Botho University.

Yours sincerely

Prof. Peter Mbati

Deputy Pro-Vice Chancellor Academics and Quality

Botho University

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TELEPHONE: 3655400/3655483
TELEX: 2944 THUTO BO
FAX: 3914271

MINISTRY OF TERTIARY EDUCATION,
RESEARCH, SCIENCE AND TECHNOLOGY
PRIVATE BAG 00516
GABORONE

REF: E 1/20/2 (10) Temp

30th November 2018

Mr. Golden Chikari
P O Box 501564
Gaborone

Dear Sir

REF: APPLICATION FOR RESEARCH PERMIT

Reference is made to your application on the above captioned matter.

Your application for Research Permit for the proposed research titled: ***An assessment of the Effectiveness of Entrepreneurship Education in Botswana Private Higher Education institutions*** has been granted for you to carry out in Private Higher Education Institutions in Botswana. The permit is valid for one (1) year. You are kindly advised to peruse section 4.4 to 5.0 of the 'Guidelines for Application for Research Permit' in Botswana.

Any changes in the proposed research should be communicated, without fail, to the Permanent Secretary, ministry of Tertiary Education Research Science and Technology citing abovereference.

By copy of this letter, the Director of Research Science and Technology is advised to take note of this development and ensure that deliverables to government are timely met.

Yours faithfully

Permanent Secretary

SINCE 1993
In Tertiary Education Industry

Tell: +267 3184975/9/ 3161013
Fax: +267 3184979
Cell: +267 73743808
P O Box 201432, Gaborone, Botswana

Plot 61739, Gundaikuni Street,
Phase 4, Gaborone West
(next to Lethabile Primary School)
Email: info@megasize.ac.bw
Website: www.megasize.ac.bw

Mr G. CHIKARI

15 January 2019

Dear Sir

REF: GRANTING PERMISSION FOR DOCTORAL RESEARCH DATA COLLECTION

It is with great pleasure to inform you that the decision on your application to collect data for research purposes has been approved.

The permit allows you to collect data from the teaching staff and students only on the topic: **An Assessment of The Effectiveness of Entrepreneurship Education in Private Higher Education Institutions.**

Please note that you should call us on any of the numbers given above a day before you decide to come for data collection. This will allow us to plan accordingly.

Thank you for making us participate in this important contemporary topic. We hope the results shall be shared publicly to allow us access to the findings which may help us to change, improve or modify our approach to the implementation of such an important module.

Yours Faithfully

Absolom Mukonyo (+26771420500)

(College Principal)

NEW ERA COLLEGE
• ARTS • SCIENCE • TECHNOLOGY

Plot 36158, Block 8, Eersterus Rd, Gaborone, South East, Phone: 393 3533

Mr Golden Chikari

10 February 2019

Dear Sir

REF: PERMISSION FOR RESEARCH

Your application to collect data for research purposes has been granted.

The permit allows you to collect data from the teaching staff and students only the Effectiveness of Entrepreneurship Education in Private Higher Education Institutions.

On behalf of the institution, I thank you for considering us in such an important subject.

Yours Faithfully

+26772520324

(Research Office)

Physical Address:
Mega-size College Premises
Lot 61739, Phase 4
Gandakuni Road, G-West- GABORONE

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Cell 71420500
Emailto:mega@megasize.ac.bw

15 January 2019

To Mr. G. Chikari

RE: Voluntary Participation Consent in Your Study

Having fully read, understood, informed and appreciated both the aim and value your study would bring to Entrepreneurship Education, potential positive employment impact and long-term poverty eradication, I am pleased to inform you that I'd like to accept participating in your doctorate study entitled: **An Assessment of the effectiveness of Entrepreneurship Education in Botswana Private Higher Education Institutions**

Yours truly,

Absolom Mukonyo
Principal

PolyNew Consultancy

PUBLIC ACCOUNTANTS
ACCOUNTING. TRAINING. ADVISORY

VAT NO: C37031201111

Date	
31.01.19	

Mr G. CHIKARI

Dear Sir

REF: PERMISSION FOR DATA COLLECTION

It is with great pleasure to inform you that your application to collect data for research purposes at PolyNew Consultancy has been approved.

Thank you for considering us. We wish you success in your studies.

Yours Faithfully

Customized Business Solutions
email: imadziva@gmail.com Cell: (267) 73369654
P O Box AE 664 AEH Gaborone, Office No: 48, Molapo Crossing
Business Center Gaborone Botswana

BOSA BOSELE
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Tel
241 6359/73596917
Fax
241 6376
Web www.bosabosele.ac.bw

CHIKARI. G

10 March 2019

Dear Sir

REF: RESEARCH PERMISSION

I am happy to inform you that your application to carry research at BBTI was successful. You can collect data from the lecturers and from the learners at any time convenient to you.

On behalf of the institution, I am wishing you good luck in your studies.

Yours Sincerely

Mr M.Marufu
Early Childhood Education
Bosa Bosele Training Institute

Tel: +267 73596917