

FACTORS IMPACTING ENTREPRENEURSHIP EDUCATION IN TVET COLLEGES: A CASE OF SOUTH AFRICA

Gamede BT, University of Zululand
Uleanya C, University of Zululand

ABSTRACT

This paper explored factors impacting entrepreneurship education in TVET colleges which play important roles in developing knowledgeable and skilled citizens capable of contributing effectively to the social and economic development of a country. Positivists approach was adopted for data collection through the use of self-designed questionnaire which was administered to 371 TVET lecturers. The findings of the study show that it is important to ensure that TVET education relate to real world skills which are needed by the industries. Social and economic growth of a country relies heavily on the development and maintenance of a viable, and responsive TVET sector.

Keywords: Access, Development, Economy, Knowledge, Maintenance and Skills.

INTRODUCTION

Entrepreneurship education is essential in any economy. This is majorly because it addresses issues pertaining to unemployment and growth of the economy of the country. The important issue is youth unemployment which must be given full attention, young people have a potential to grow the economy of the country but there is a big percentage of unemployment in youth. Youth empowerment is an attitudinal, structural and cultural process whereby the youth gain the ability to make decisions that will put a country in better condition. Entrepreneurship is a discipline, which considers how, why and when opportunities are recognised, created and put to action (Toma et al., 2014). Entrepreneurship usually addressed as a gateway to intergenerational equity, civic engagement and democracy building in societies, especially in the case of the 21st century. A common perspective of entrepreneurship across the globe in the 21st century is to create specific jobs for millions of youths in order to take them out of the shackles of poverty and underemployment thereby empowering them. The need to link entrepreneurial training with Institutions of higher learning such as Technical Vocational and Education and Training (TVET) Colleges tend to provide gainful employment to the recipients which is the base for industrialisation and technological development in the 21st century (Gamede & Uleanya, 2017). Hence, the curriculum of any institution is expected to be localised towards suiting and meeting the needs of its host society inclusive of entrepreneurial, job creation needs among others (Uleanya et al., 2018)

The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2003), while addressing the need for fostering entrepreneurship mind set and promoting entrepreneurship education among the youth recommends TVET as an alternative way out of poverty facing the youth worldwide. Men and women that are capable of establishing businesses that would help cushion the adverse effects of mass unemployment and poverty which

entrepreneurial skills in TVET affords. Entrepreneurial studies allow its beneficiaries to consider various occupational possibilities required by work, available rewards, necessary training and relative advantages and disadvantages of each (Killen, 2010). The scope of entrepreneurship education according to the made the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2003) includes creativity, innovations, risk-taking and the ability to plan and manage projects in order to achieve objectives. In line with the scope of entrepreneurship education, and by its definition as the ability to turn ideas into actions, the International Labour Organisation in its recent appraisal of the world job situation urged member nations to create specific programmes to engage the youth in vocational areas of automobile mechanic, metal work, electrical electronics, carpentry, tailoring among others. The deepening youth unemployment and need to empower youth requires training them in entrepreneurial education. Thus, introducing entrepreneurial studies as an explicit goal in the curriculum tend to be an important signal for students. The important thing should be to device the mechanism to shift national curriculum from content-based to competencies. This process would strengthen competency-based teaching and learning to make it easier for entrepreneurship to be included in the curriculum. Gamede & Uleanya (2017) aver that it is important that institutions of learning extend entrepreneurial training to various, possibly all fields of study. Killen (2010) postulates that it would enable graduates to make intelligent use of the product of technology and develop better entrepreneurial skills to become more dutiful and conscientious in their duties. TVET colleges would be able to reduce unemployment in the society (Blacklaws, 1997). According to (Killen, 2010) entrepreneurship in TVET could be employed to develop saleable skills in youth so that they become self-employed or employable after graduation. The promotion of entrepreneurial studies would create opportunities for employment with subsequent income multiplier effects for the surrounding communities. If job creation and entrepreneurial aspects are carefully co-ordinated, then it would not be urged that increased entrepreneurship help the most disadvantaged in the labour market. This became more important because there seems to be no indication that unemployment will be eradicated completely in the 21st century. According to Swanepoel et al. (2001), unemployment became worse due to the challenge in the competencies required of job seekers in the labour markets brought about by innovations in technology and the labour market. If Entrepreneurship is included in TVET curriculum it may serve as a tool for achieving youth empowerment. This is possible in the light of TVET's immense contributions to social and economic development of the Country. The promotion of entrepreneurial skills in TVET is expected to create an array of developmental programmes and policies in technical and vocational institutions. Thus, the reason for this study which seeks to explore factors impacting entrepreneurship education in TVET colleges, using South Africa as a case study.

BACKGROUND

This paper seeks to investigate the importance of development and management of entrepreneurship education in Technical and Vocational Education and Training (TVET) Colleges. This paper deals with conceptualizing entrepreneurship education, looking at past and contemporary issues pertaining to entrepreneurship education as well as its trend in the South African and global entrepreneurship education. The researchers believe that if entrepreneurship and economic science education has no unique skills and abilities to offer to TVET college students, it could be said that its contribution to society at large would be minimal or of less significance. Kroon (1998) points out that, in 1982, the Scottish Central Committee on Economic Science Subjects identified a number of broad aims for economic science education in secondary

schools which can be transferred to technical and vocational education and training (TVET) colleges. Among the objectives pointed out were to prepare students for entry into post-school society and to meet the demands of that particular society they would serve after completing their studies; to increase learners' knowledge and understanding of the workings of the modern industrialised society in which they live; to improve skills and to develop in learners' various life skills; while developing cognitive, interpersonal and psychomotor skills. The main focus was on artisan training, but these opportunities were largely reserved for white South Africans. In response to a growing and increasingly diversified industrial base in South Africa, a number of industrial schools were established early in the 20th century.

Entrepreneurship Education and Skills Development

Entrepreneurship education is found in institutions of high learning whereby lecturers interfere consciously in the lives of student to impart entrepreneurship qualities and skills to enable students to survive in the business world. Students are also encouraged to start their own businesses after they have completed their studies at TVET colleges. According to Rwigema & Venter (2004), entrepreneurship is the process of conceptualising, organising, launching and through innovation, nurturing a business opportunity into a potentially high growth venture in a complex and unstable environment. Rwigema & Venter (2004) define TVET as a form of education that was primarily concerned with the development of occupational skills needed by an individual as a preparation for work. It is a form of education which promotes the dignity of labour by entrenching work as the goal of education. The learning experiences according to Bada (2015) may occur in variety of learning context, including educational institutions and workplace. This implies that in Nigeria for instance, the teaching of skills in the formal sector exists in two types of institutions, which are technical colleges (Polytechnics) and Trade Centres. In these institutions, individuals are provided with needed skills expected to enable them to become proficient in both public workplace and private employment. TVET education is a continued process of adaptation of the workers training towards acquiring the skills required and it result-oriented. It brings about technological advancement and aims to fit new manpower for employment and provide continuing training for those already qualified, so that they can keep up with modern and emerging work environment. TVET are by design intended to develop skills that can be used in specific occupations. The objectives and content of the curriculum of TVET according to the World Bank, are derived from occupational standards and more directly from analysis of the task that are to be carried out on the job. It should be regularly evaluated, and feedback should be given in order to improve the offering of entrepreneurship at TVET colleges. The proposed programme seeks to strike a good balance between theory and practice, the programme is action oriented, based on experience and project work. It aims to improve the students' abilities to work in a team, develop and use networks, solve problems, and spot opportunities. Students will be actively involved in the learning process, and responsible for their own education. The programme is adapted to the students' learning environment and to their specific fields of study. The institution has external links with enterprises, experienced business people and young entrepreneurs, and with the local community. Students are exposed to real life work situations and are encouraged to take part in extra-curricular activities.

RESEARCH QUESTION

What are the factors impacting entrepreneurship education in TVET Colleges in South Africa?

RESEARCH METHODOLOGY

Research Paradigm

Boudah (2011) argues that positivism is a paradigm that seeks to understand casual links between two or more variables. The study is founded in the positivist paradigm since it seeks to study the links and relationship between the influences of factors impacting on entrepreneur education and curriculum development at TVET Colleges. This study seeks to collect data that can be interpreted quantitatively in line with the positivism paradigm.

Research Approach

This paper employed quantitative research methodology. According to Uys (2003) and Boudah (2011), the quantitative approach refers to attempts to collect data that can be presented in the form of numbers, and which represent some measurement or the other. The researcher used quantitative research method in order to fulfil the research objectives and to answer the research questions. The study was aimed at investigating a large population through quantify the results for easy generalisation of the findings to the larger population of interest (Adams & Lawrence, 2015). Thus the quantitative approach was found to be good approach in achieving the purpose.

Research Design

The study was descriptive in nature, grounded in the exploratory research. This study described the frequency of the findings in order to make conclusion in the phenomenon. Hence, employment of the quantitative approach was indispensable. Descriptive research may be described as an attempt to determine, describe or identify what is problematic in a phenomenon (Kumar, 2014).

Instrument

The study aimed at investigating the factors that have an impact on entrepreneurship education in South Africa. Self-designed questionnaire was used as the data collection instrument in this paper. Kumar (2014) maintains that questionnaires permit anonymity, preclude possible interviewer's biases and permits respondent sufficient time to consider answers before actually answering. Questionnaires given to were given to TVET College lecturers in the KwaZulu Natal province of the Republic of South Africa.

Population and Sample

The targeted population for this study was the TVET college lecturers in a selected province in South Africa, precisely, the Province of KwaZulu Natal. The total number of respondents was 450 and the whole respondents were requested to complete the self-deigned questionnaire as the quantitative method was used. Out of the total of 450 questionnaires that were administered, 371 respondents returned the completed questionnaire which is about 82% of respondents. The 82% is a satisfying response; the non-responds were due to a number of factors as most lecturers were busy with their final examination.

Data Analysis

Having received the completed questionnaire, the most important thing was to reduce data obtained from respondents to the form that was suitable for analysis. The data from respondents were coded and frequency distribution was adopted for analysis. This is because the frequency tables provide answers to the following questions:

- How many times each response occurred?
- What is the percentage of each response compared to the total responses?

Factors Which have Impacts in Entrepreneurship Education in TVET Colleges

There are many factors which have impacts in entrepreneurship education in TVET Colleges. They are as discussed below.

Lack of lecturers to teach entrepreneurship modules

There is a lack of lecturers to teach entrepreneurship modules at TVET Colleges. It is important that TVET colleges produce quality manpower by introducing entrepreneurship education. The problem of unqualified or under qualified lecturers is at times marked by an overreliance on the textbook method. Lecturers are uncomfortable with trying out innovative and learner-centred teaching methods and strategies. According to Matseke (2000), learning experience is often limited and does not develop critical thinking and creativity in students.

Lack of textbooks for entrepreneurship modules

Lack of textbooks for entrepreneurship modules in TVET colleges shows importance that people need to take the initiative to write entrepreneurship books. Textbooks are an effective resource for student development. The government has developed teaching and learning by introducing learning press but the shortage of textbooks has far-reaching consequences as lecturers struggle to complete the syllabus and as a result decrease the chances for learners to be successful (Matseke, 2000).

Shortage of colleges offering entrepreneurship education

There is a shortage of colleges offering entrepreneurship education. It is important that Government introduces more TVET colleges to offer entrepreneurship. The Department of Education (1997) should provide more colleges so that teaching and learning can take place in an environment conducive to learning. The lecturer–student ratio in some colleges is 1:120 instead of at least 1:40 as stipulated by the government (Matseke, 2000).

Lack of supporting materials for entrepreneurship education

There are no supporting materials for the entrepreneurship education. According to Singh (1998:14) teaching-learning resources are a necessity in the classroom. It is important that the Department of Education (1994) provides more materials not just textbooks but also resources such as computers, radios, TVs, CD ROMs and USBs. Resources and materials are needed for students who are practising to be entrepreneurs. These resources help to attract and give interest

to students. According to Ashely (1993) many institutions in this country are hopelessly under-provisioned with educational resources.

Lack of funding for entrepreneurship education

There is lack of funding for Entrepreneurship education it means that it is very important to provide funding for students who are doing entrepreneurship. Many students come from the disadvantaged homes whereby parents cannot afford the cost for tertiary education.

College managers spend less time in training and development of employees

College managers spend less time in training and development of employees. This is against the policy because TVET colleges need to spend more time on ensuring that they produce people who are productive in the labour market. Uleanya et al. (2018) maintain that lecturers have a say in the drafting and setting of the curriculum. In KwaZulu-Natal each education district can peruse its own programmes within certain limits laid down by the State Board of Education, although colleges are still responsible for preparing students for institutions such as Universities as well as labour market.

Regular meetings with stakeholders about curriculum development

Regular meetings have to be continuously on-going with stakeholders about curriculum development, this confirms the importance of stakeholder involvement in development of entrepreneurship curriculum is very necessary. The involvement of all stakeholders in education will help to improve the wellbeing of people and ensure that the needs of the community are met. According to Zungu (2001) lecturers are seen as the implementers of the college curriculum. Their attitudes, quality of training and preparedness to implement a given curriculum are important variables. It is common knowledge that curricula that are planned without the involvement of stakeholders usually become ineffective.

The involvement of stakeholders in the governance of TVET colleges

Stakeholders give advice to college about skills that are in demand in the labour market and this concern the importance of stakeholder involvement in development of entrepreneurship education curriculum. This is confirmed by Bawakyillenuo et al. (2013) who illustrate that there is an increase in demand from many sectors of the economy for greater cooperation between education and industry as this will help stakeholders to understand what is expected of them. The involvement of all stakeholders in education will help to improve the wellbeing of people and ensure that the needs of the community are met. It is common knowledge that curricula that are planned without the involvement of stakeholders usually become ineffective.

Bursaries for students doing entrepreneurship studies

Companies need to offer bursaries to students who are doing entrepreneurship studies. It is important to form partnership between businesses and TVET colleges. This partnership ensures that companies pump up funds in the form of bursaries to students who are doing entrepreneurship with a hope that after completing their students they will become assets not only to companies but they will also contribute positively to the GDP of the country.

Companies to recruit students who are doing their final year

Companies need to recruit students who are doing their final year so that students may realize that their chances of employment for those students who cannot create their own jobs. Many companies start by providing students with financial aid but with a hope to employ some of them after they have completed their studies. The need to link entrepreneurial training with TVET to provide gainful employment to the recipient which is the base for industrialisation and technological development.

RESULTS AND DISCUSSIONS

During the time the items of TVET college lecturers' qualification was analyzed, the researchers found that all respondents had fully filled-in information regarding the general and biographic information (Table 1).

Educational qualification	No.	%
Matric (Grade 12)	47	13
Matric+1 (M+1)	73	20
Matric+2 (M+2)	128	34
Matric+3 (M+3) and above	123	33
Total	371	100

In Table 1, the total population of 371 represented as (n=371) of responded.

Table 1 show that a high percentage of TVET college lecturers (97%) has suitable academic qualifications. This indicates that the education level of TVET college lecturers is showing great improvement.

		Yes	Unsure	NO	Total
Lack of lecturers to teach entrepreneurship modules	N	178	132	61	371
	%	0.48	0.36	0.16	1
Lack of textbooks for entrepreneurship modules	N	189	141	41	371
	%	0.51	0.38	0.11	1
Shortage of colleges offering entrepreneurship education	N	174	135	62	371
	%	0.47	0.36	0.17	1
There are no supporting materials for the entrepreneurship education	N	168	152	51	371
	%	0.45	0.41	0.14	1
A lack of funding for entrepreneurship education	N	159	178	34	371
	%	0.43	0.48	0.09	1
College managers spend less time in training and development of employees.	N	182	161	28	371
	%	0.49	0.43	0.08	1
Regular meetings with stakeholders about curriculum development	N	186	132	53	371

	%	0.5	0.36	0.14	1
The involvement of stakeholders in the governance of TVET colleges	N	179	143	49	371
	%	0.48	0.39	0.13	1
Bursaries for students doing entrepreneurship studies	N	186	135	50	371
	%	0.5	0.37	0.13	1
Companies to recruit students who are doing their final year in entrepreneurship	N	189	157	25	371
	%	0.51	0.42	0.07	1

In Table 2, the total number 371 respondents (n=371) shows that there are factors which can impact the entrepreneurship either positively or negatively. In these sections respondents were requested to rate their responses according to the following:

Yes	Unsure	NO
-----	--------	----

Analysis of Factors Impacting on Entrepreneurship Education in TVET Colleges

Lack of lecturers to teach entrepreneurship modules

Table 2 illustrated that 48% of respondents were positive that there is a lack of lecturers to teach entrepreneurship modules. This high percentage of respondents confirms the importance of TVET colleges to produce quality educators by introducing entrepreneurship education. The problem of unqualified or under qualified lecturers is at times marked by an overreliance on the textbook method. Lecturers are uncomfortable with trying out innovative and learner-centred teaching methods and strategies. This is confirmed by (Matseke, 2000) who opines that learning experience is often limited and does not develop critical thinking and creativity in students.

Lack of textbooks for entrepreneurship modules

Table 2 shows that 51% confirmed that there is a lack of textbooks for entrepreneurship modules in TVET colleges. This high percentage of respondents confirms the importance personnel to take the initiative to write entrepreneurship books. Textbooks are an effective resource for student development. The government has developed teaching and learning by introducing learning press. The shortage of textbooks has far-reaching consequences as lecturers struggle to complete the syllabus and as a result decrease the chances for learners to be successful (Matseke, 2000).

Shortage of colleges offering entrepreneurship education

Table 2 reveals that 47% of the respondents were positive that there is a shortage of colleges offering entrepreneurship education. This high percentage of respondents confirms the importance introduction more TVET colleges to offer entrepreneurship. The shortage of colleges is a major problem, as there is overcrowding in other colleges. The Department of Education (1992) should provide more colleges so that teaching and learning can take place in an environment conducive to learning. The lecturer–student ratio in some colleges is 1:120 instead of at least 1:40 as stipulated by the government (Matseke, 2000).

There are no supporting materials for the entrepreneurship education

Table 2 indicates that 45% of respondents were positive that there are no supporting materials for the entrepreneurship education. This high percentage of respondents confirms the importance of support materials in teaching and learning. Lecturers and students sometimes misuse resources. According to Uleanya & Gamede (2017) teaching-learning resources are a necessity in the classroom. It is important that the Department of Education provides more materials not just textbooks but also resources such as computers, radios, TVs, CD ROMs and USBs. Resources and materials are needed for students who are practising to be entrepreneurs. These resources help to attract and give interest to students. According to Ashely (1993) many institutions in this country are hopelessly under-provisioned with educational resources.

Lack of funding for entrepreneurship education

Table 2 illustrates that 43% of respondents agreed that there is lack of funding for Entrepreneurship education. This high percentage of respondents confirms the importance funding for students who are doing entrepreneurship. Many students come from the disadvantaged homes whereby parents cannot afford the cost for tertiary education.

College managers spend less time in training and development of employees

Table 2 shows that 49% of respondents were positive that college managers spend less time in training and development of employees. This is against the policy because TVET colleges need to spend more time on ensuring that they produce people who are productive in the labour market. Uleanya et al. (2018) explain that lecturers have a say in the drafting, designing and planning of the curriculum. In the United States of America each state enjoys the freedom to experiment with its own curriculum and examinations.

Regular meetings with stakeholders about curriculum development

Table 2 illustrates that that 50% of respondents were positive that regular meetings must be held with stakeholders about curriculum development. This high percentage of respondents confirms the importance of stakeholder involvement in development of entrepreneurship education curriculum. The involvement of all stakeholders in education will help to improve the wellbeing of people and ensure that the needs of the community are met. This is confirmed by Zungu (2001) when he says lecturers are seen as the implementers of the college curriculum. Their attitudes, quality of training and preparedness to implement a given curriculum are important variables. It is common knowledge that curricula that are planned without the involvement of stakeholders usually become ineffective.

The involvement of stakeholders in the governance of TVET colleges

Table 2 reveals that 48% of respondents were positive that stakeholders give advice to college about skills that are in demand. This high percentage of respondents confirms the importance of stakeholder involvement in development of entrepreneurship education curriculum. This is confirmed by what is implied by Bawakyillenuo et al. (2013) when they illustrate that there is an increase in demand from many sectors of the economy for greater cooperation between education and industry as this will help stakeholders to understand what is expected of them. The involvement of all stakeholders in education will help to improve the wellbeing of people and

ensure that the needs of the community are met. It is common knowledge that curricula that are planned without the involvement of stakeholders usually become ineffective.

Bursaries for students doing entrepreneurship studies: Table 2 reveals that 50% of respondents were positive with the statement that Bursaries were offered to students doing entrepreneurship studies. This high percentage of respondents confirms the importance partnership between businesses and TVET colleges. This partnership ensures that companies pump up funds in the form of bursaries to students who are doing entrepreneurship with a hope that after completing their students they will become assets not only to companies but they will also contribute positively to the GDP of the country.

Companies recruit students who are doing their final year in entrepreneurship: Table 2 shows that 51% of respondents were positive with the statement that Companies recruit students who are doing their final year in entrepreneurship. Many companies start by providing students with financial aid but with a hope to employ some of them after they have completed their studies. The need to link entrepreneurial training with TVET to provide gainful employment (paid or self-employment) to the recipient which is the base for industrialisation and technological development.

CONCLUSION

Characteristics or attributes of entrepreneurship can be developed in students, but not by using the more traditional, pedagogic teaching methods and styles nor by teaching the standard functional competences traditionally taught in business schools. There needs to be a very drastic transformation in not only what is taught but how it is taught. Developing entrepreneurs in the classroom is about developing the enterprising environments and approaches to learning in which entrepreneurial aptitudes and capabilities can flourish, alongside business acumen and understanding. The unique contribution TVET Colleges make to students is not through the act of making business management education programmes a vocation, rather it is done by adopting a deliberate educational strategy which privileges the “*weakening*” of thought processes so as to encourage and stimulate the entrepreneurial imagination. Entrepreneurship education is about encouraging “*students*” to setup and run their own businesses. While there is some evidence that experience in a small firm can help the development of more enterprising individuals (Kirby & Mullen, 1990), entrepreneurship should not be equated solely with new venture creation nor or small business management. Rather, it is about “*making a change*” and even those who relate entrepreneurship with business undertakings have noted that only those who innovate and develop new combinations are entrepreneurs”. Entrepreneurship can occur in all walks of life and increasingly attention is being focused not just on business entrepreneurs, but on academic entrepreneurs, civic entrepreneurs, social entrepreneurs and technological entrepreneurs, amongst others. Thus, entrepreneurship education is no longer the sole business of the business school.

RECOMMENDATIONS

Based on the findings of this, study the following recommendations are made:

- TVET colleges must produce quality manpower by introducing entrepreneurship education to reduce the number of unqualified and under qualified lecturers.

- The need to write entrepreneurship books as it relates with the South African context should be encouraged. Hence entrepreneurship textbooks are an effective resource for student development in entrepreneurship education in South Africa.

The Department of Education should provide more colleges so that teaching and learning can take place in a conducive environment.

Department of Education provides more materials not just textbooks but also resources such as computers, radios, TVs, CD ROMs and USBs. Resources and materials are needed for students who are practising to be entrepreneurs.

Provide funding for students who are doing entrepreneurship many students come from disadvantaged homes whereby parents cannot afford the cost for tertiary education.

Stakeholder must be involved in development of entrepreneurship curriculum so that they can give advice to college about skills that are in demand in the labour market.

Companies need to offer bursaries to students who are doing entrepreneurship studies. There must be partnership between businesses and TVET colleges to ensure that companies pump give money in the form of bursaries to students who are doing entrepreneurship.

College managers must spend less time in training and development of employees because TVET colleges need to spend more time on ensuring that they produce people who are productive in the labour market.

- Regular meetings must be held with stakeholders with regards to curriculum development. This confirms the importance of stakeholder involvement in development of entrepreneurship curriculum.
- Companies need to recruit students in their final year. This will enable students to realize that there are opportunities for employment for those students who have done entrepreneurship but cannot create their own jobs. Thus, they will be motivated in working towards becoming entrepreneurs

REFERENCES

- Adams, K.A., & Lawrence, E.K. (2015). *Research methods, statistics and applications*. Los Angeles: SAGE.
- Ashely, M. (1993). *South African education 1990S*. Pretoria: UNISA.
- Bada, S.O. (2015). Constructivism learning theory: A paradigm for teaching and learning. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 5(6): 66-70
- Bawakyillenuo, S., Akoto, I.O., Ahiadeke, C., Aryeetey, E.B., & Agbe, E.K. (2013). *Tertiary education and industrial development in Ghana: Working paper*. Institute of Statistical, Social and Economic Research (ISSER): University of Ghana, Legon
- Blacklaws, D. (1997). *Entrepreneurship update*, 1 August.
- Boudah, D.J. (2011). *Conducting educational research*. Thousand Oaks, CA: Sage.
- Department of education and culture. (1994). *Draft core syllabus: Economic education*. Pretoria: Government Printer.
- Department of education and culture: House of assembly. (1992). Pretoria: Government Printer.
- Department of education. (1997). *Policy document: Foundation phase*. Pretoria: Government Printer.
- Gamede, B.T., & Uleanya, C. (2017). The role of entrepreneurship education in secondary schools at further education and training phase. *Academy of Entrepreneurship Journal*, 23(2).
- Killen, R. (2010). *Teaching strategies for quality teaching and learning*. South Africa, Pretoria: Juta and Company.
- Kirby, D.A., & Mullen, D. (1990), Developing enterprising undergraduates. *Journal of European Industrial Training*, 14(2), 27-32
- Kroon, J. (1998). *Entrepreneurship. Start your own business*. Pretoria: Kagiso.
- Kumar, R. (2014). *Research methodology a step-by-step guide for beginners*. Britain: Sage Publication, Ltd.
- Matseke, S.K. (2000). *New curriculum in a learning process for all*. Prentice-Hall Publishers: New York.
- Rwigema, R. & Venter, R. (2004). *Advance entrepreneurship*. Cape Town: Oxford University Press.
- Swanepoel, D.J., Van Zyl, J.S., Naude, C.H.B., & Miller, N.R. (2001). *Economics 2000*. Cape Town: Nasou via Africa.

- Toma, S., Grigore, A., & Marinescu, P. (2014). Economic development and entrepreneurship. *Procedia Economics and Finance*, 8, 436-443
- Uleanya, C. & Gamede, B.T. (2017). Comparative Learning Challenges among Undergraduate University Students in Nigeria and South Africa. *International Journal of Comparative Education and Development*, 20 (2): 90-100
- Uleanya, C., Rugbeer, Y., & Duma, MAN. (2018). Localizing educational curriculum of tertiary institutions: Approach to sustainable development. *Journal of Entrepreneurship Education*, 21(3)
- UNESCO. (2003). *The scope of entrepreneurship education*. Cape Town : South Africa.
- Uys, T. (2003). *Measuring and quantifying, in intellectual tools: Skills for the human*. 2nd edition, Pretoria: Van Schaik.
- Zungu, Z.N.D. (2001). *Critical analysis of the school curriculum*. Unpublished thesis, University of Zululand KwaDlangezwa.