

The Extent to Which the Content of the University Curriculum Inculcates an Entrepreneurial Mind Set

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Abstract

Graduates emerge from educational institutions yearly. Through entrepreneurship education, the media and society are raising questions about whether or not universities are providing students with sufficient knowledge and the necessary skills to boost the economy of the country. The purpose of this paper was to investigate the extent to which the content of a university's curriculum inculcated entrepreneurial mind sets in university students. As a consequence of this, the intention of this study was to investigate whether or not the content of the curriculum taught in universities increased the desire of students to begin their very own businesses. The investigation used both explanatory and descriptive research designs, and it also included a case study. The sample size for the research was decided to be 189 different students. The research employed non-probability sampling methods as well as probability sampling methods, in particular stratified sampling methods and convenience sampling methods. In-depth interviews and questionnaires were used to collect the data for this study. The research that demonstrated that the nature of the instruction provided in an entrepreneurial program has a significant impact on the number of people who choose to pursue entrepreneurial endeavors. Students in higher education should be encouraged to think of themselves as potential business owners through the implementation of an entrepreneurship curriculum that should be standard across all departments.

Keywords: *Entrepreneurial mind-set, entrepreneurship, entrepreneurship curriculum, innovativeness, motivation.*

1. Introduction

The development of educational curricula is a significant educational process that contributes to the enhancement of the innovative capacity of higher education (HE) (Kurasha and Chabaya, 2013). According to Harris (1991), curriculum can be broken down into three categories: the needs of students (in terms of the classroom and the overall school environment), the content, and the teaching methods. According to Nani (2016), educational institutions utilize the process of curriculum development as a tool that helps them differentiate themselves from other similar institutions. Since it was first implemented in American educational institutions in the 1940s, universities are beginning to use entrepreneurship education as a differentiating factor in their curricula. This trend began shortly after the concept of entrepreneurship was coined (Zhou and Xu, 2012).

Additionally, Baron and Ensley (2006) are in favor of the initiatives that are being carried out by universities. The authors are of the opinion that in order to encourage academics to investigate opportunities in the real world, universities ought to establish innovation parks. This suggests that

education about entrepreneurship should be included in the curricula of all university departments, given that entrepreneurship is seen as a solution to the problems of economic development, innovation, and the creation of employment opportunities. This is also supported by (Nani, 2016), who describes entrepreneurship as a panacea to both the reduction of poverty and the elimination of unemployment. According to Sexton and Smilor (1997), entrepreneurship education is a teaching strategy that assists students in conceiving of growth-oriented businesses. Jones and English (2004) go on to say that entrepreneurship education is a process that equips students with the concepts and skills necessary to make the most of opportunities that are presented to them through a structured educational program. An entrepreneurial curriculum, as defined by Rasli and colleagues (2013), is an individual's capacity to encourage the formation of new businesses through the utilization of innovative and creative thinking, motivation, a tolerance for risk, flexibility and open-mindedness, opportunity seeking, persuasive and resource leveraging, and a visionary mind.

Drucker (2012) suggests that entrepreneurial activity is the engine that keeps the economy moving forward. As a result, educational establishments all over the world have begun to establish centers dedicated to entrepreneurship and to offer courses on the subject. Researchers have expressed interest in the possibility of a curriculum focusing on entrepreneurship. For instance, Gunu and Tsado (2017) conducted a study in Nigeria with the purpose of determining whether or not an entrepreneurship curriculum has an effect on an individual's capacity for entrepreneurship. The results of this research project showed that the faculty or department that a student is enrolled in has a significant impact, if not the primary influence, on their capacity for entrepreneurial activity. The results of the study indicate that students who major in technical fields are more likely to be entrepreneurial than students who major in the social sciences. A study was carried out in India by Rehman and Elahi (2012). The purpose of the study was to investigate the effectiveness of entrepreneurial education provided in Indian universities on students' intentions to start their own businesses. According to the results of the research, students are not starting their own businesses because they are not receiving adequate education in entrepreneurship, which renders them unable to launch their own companies after graduation. Another study was carried out in the United States of America by Autio et al. (1997).

This study analyzed the entrepreneurial behavior of university students by using a process-based approach. The purpose of the study was to investigate the viability of entrepreneurial intention in a variety of cultural settings. The findings of the study suggested that the conviction of university students to pursue entrepreneurial endeavors is influenced by the image of entrepreneurs as well as the encouragement provided by university environments. In South Africa, Fatoki and Chindoga conducted additional research with the purpose of determining the factors that influence programs for young people interested in entrepreneurship (2011). According to the findings of the study, young people's aspirations to start their own businesses are hampered by a dearth of business expertise as well as support from colleges and the government. A study was carried out in Malaysia by Mustapha and Selvaraju (2015) with the intention of determining the extent to which accounting students were affected by entrepreneurship instruction. According to the findings, individuals who came from families that already owned their own businesses were more likely to consider entrepreneurship as a career option than individuals who came from families that did not own their own businesses. According to the findings, accounting students believed that a university was not only an ideal place to learn but also a place that would encourage them to start their own

businesses. In addition, Gwija et al. (2014) conducted a study in South Africa with the purpose of evaluating the attitudes of students toward the implementation of entrepreneurship education. The study was carried out in order to evaluate the attitudes of students toward the implementation of entrepreneurship education. The findings of the study indicated that the students viewed entrepreneurship education as both a useful and a viable tool for the development of entrepreneurship. This was demonstrated by the students' positive attitudes toward the subject. The country of Zimbabwe, located in Africa, is another one that has shown an interest in entrepreneurship education as a field of study.

A study that was conducted by Dabale and Masese (2014) and included graduates from Africa University as participants demonstrates how the beliefs and attitudes that students have influence the decisions that they make as entrepreneurs. The graduates from Africa University were asked to reflect on their experiences as students at Africa University. The findings suggested that students who learned entrepreneurial modules were eager to start up their own firms, whereas those students who did not take entrepreneurial classes had a negative attitude towards entrepreneurship education and preferred to be job seekers rather than job creators. Those students who did not take entrepreneurial classes were eager to start their own businesses. This dichotomy can be explained by the fact that students who did not take entrepreneurial classes had a negative attitude toward entrepreneurship education. All of the research that has been done up to this point has focused on the concept of mandating entrepreneurship education at universities and colleges as part of an effort by the government to boost socioeconomic development and industrialize the country. The purpose of this study was to investigate exactly how students attending state universities are inculcated with an entrepreneurial mind set through the content of the university curriculum. Previous studies have only focused on the benefits of introducing entrepreneurial education in universities; however, only a small number of researchers have analysed the effect of entrepreneurial curriculum on the entrepreneurial intentions of students.

2. Statement of the problem

This study aimed to determine whether the implementation of entrepreneurship curricula across all faculties at level 2.1 for all students at one university in Zimbabwe has resulted in the development of an entrepreneurial mind set among students and enabled graduates to contribute to the creation of new jobs.

3. Hypotheses

H₁ The content of a university's curriculum motivates students to start a business.

H₂ The content of a university's curriculum has no effect on student motivation to start a business.

4. Objective of the study

To investigate whether or not the subject matter taught at universities equips students with the skills necessary to launch their own companies.

5. Theoretical framework

The theory of self-employment (SE), which is believed to be connected with entrepreneurial initiative and served as the basis for this study, was the theoretical foundation (Jones & Hegarty, 2011). According to Kerr (2011), SE is the result of an individual's ability to create a new business and rely heavily on his or her entrepreneurial abilities. The term "self-employment intentions"

(SEIs) refers to an individual's subjective likelihood of becoming self-employed within five years of graduating from college (Gunu & Tsado, 2017). However, the authors failed to indicate the factors that lead to self-employment, despite the fact that they do agree that self-employment and entrepreneurial intentions are connected to one another.

In addition, the research makes a reference to the theory of entrepreneurial intentions, also known as EIs, which is a phenomenon that has attracted a great deal of research. The vast majority of these studies agree that factors such as self-efficacy, self-reliance, and self-employment, level of motivation, risk taking, tolerance, level of innovativeness and creativity, and open-mindedness/flexibility of an individual tend to influence entrepreneurial intentions of an individual and have an effect on an individual's willingness to engage in entrepreneurial activity (Jones & Hegarty, 2011). According to Bae et al. (2014), entrepreneurial intentions can be defined as an individual's desire to own a personal business of their own. For the purpose of this study, the author utilized Douglas's (2013) definition of entrepreneurial intentions, which defines entrepreneurial intentions as beliefs in one's own capabilities to successfully complete the many roles and responsibilities associated with starting a business and being an entrepreneur. The aforementioned authors are in agreement that entrepreneurial intentions involve self-desire and self-belief in regards to starting one's own business.

6. Literature

Peterman and Kennedy (2003) hypothesize that individuals' current behaviors and attitudes, as well as their future plans and desires to engage in entrepreneurial activity, can be influenced by enterprise education. According to Souitaris, Zerbinati, and A-Laham (2007), entrepreneurship programs cultivate entrepreneurial attitudes and intentions to launch a new company. These programs also increase the likelihood that students will consider self-employment as a profession at some point in their lives. Mwasalwiba (2010) postulates that entrepreneurship educational training (EET) stimulates entrepreneurial innovativeness (EIs) of students and that it also provides tools to create a new venture. EET also helps in broadening knowledge of the entrepreneurship phenomenon and its benefits to the society at large. Finally, EET helps students become more innovative through the provision of skills and competencies to take more responsibilities in their career. Ekpoh and Edet (2011) carried out a study in Nigeria with the purpose of determining how students' education in entrepreneurship affects their plans for their future careers. In the study, there were a total of 500 students from different universities who participated as respondents. The findings revealed that the implementation of entrepreneurial educational programs provides students with the theoretical ability to manage businesses and encourages students to become job creators rather than job seekers. The other findings suggested that students preferred joint careers in which they were employed in a reputable firm and ran own business but on a part-time basis. The reason for this preference was that the students were reluctant to take the risk involved in running a business full time. Students are said to be willingly participating in entrepreneurship programs because they believe that entrepreneurship education will assist them in developing entrepreneurial characteristics. Additionally, students gain a better understanding of entrepreneurship and broaden their knowledge and skills by participating in these programs (Ruskovaara and Pihkala, 2013).

The researchers Walter, Parboteeah, and Walter (2013) carried out a study in Switzerland with a total sample size of 494, all of which came from Swiss vocational schools. The purpose of the

study was to investigate the ways in which educational entrepreneurship affected the growth of human capital at the upper secondary level. The findings of the study suggested that entrepreneurial education programs (EEP) have an influence on the students' personality traits such as their risk propensity and their need for autonomy, thereby affecting self-employment and entrepreneurial intentions in either a negative or positive way depending on how the EEP was delivered. Research on the effects of entrepreneurship education was the subject of a meta-analysis that was carried out by Martin et al. (2013). According to the findings of the research conducted, educational training programs for entrepreneurs were helpful in the process of creating capital assets related to entrepreneurship. In addition, the findings demonstrated that participation in entrepreneurship programs led to significant improvements in students' entrepreneurial knowledge and skills, as well as positive perceptions and attitudes regarding entrepreneurship as a career option.

Farashah (2013) carried out yet another investigation in Iran with the purpose of determining whether or not entrepreneurial educational training (EET) influenced participants' attitudes toward business startup and ownership. 601 students participated in the study as respondents. According to the findings of the research, receiving education and training in entrepreneurship may have contributed to a shift from a negative to a positive attitude toward activities related to entrepreneurship. The findings also showed that participating in EET helped students feel less anxious about making mistakes by providing them with positive reinforcement in the form of motivational guest speakers. The findings of the study also suggested that a change in perception among students occurs as a result of the feasibility of the study, with students viewing entrepreneurship as a career option that students embrace and increase in that area.

Last but not least, the research came to the conclusion that EET teaches people the knowledge and abilities required to launch a new business. The authors of this study carried out an empirical investigation in Singapore (Ho, et al., 2014). The empirical research looked at how students' entrepreneurial behavior was influenced by the educational programs offered at universities that focus on entrepreneurship. The participants in the study all came from National University of Singapore and there were a total of 836 of them. The findings of the study showed that there was a positive connection between participation in entrepreneurship programs and entrepreneurial engagement. This is because the findings show that entrepreneurship education encourages students to behave in an entrepreneurial manner. Experimental learning was found to have a positive impact on engagement, as the authors of the study observed. This was due to the fact that it provided academics with the opportunity to go through in-depth engagement with actual start up and entrepreneurs. This was yet another significant finding from the study. Another study regarding the importance of entrepreneurial education was carried out in the United Kingdom by (Piperopoulos & Dimov, 2015).

The purpose of this study was to investigate the relationship between entrepreneurial education (EE) and students' levels of self-efficacy as well as their intention to pursue entrepreneurial endeavors. The findings of the study showed that theoretically oriented classes have a negative relationship between EE and students' intentions to pursue entrepreneurial endeavors, whereas students who took practically oriented classes had the perception that they were better prepared to carry out their entrepreneurial aspirations than students who had taken theoretically oriented classes. A study was carried out in Oman by Belwal et al. (2015) with the purpose of examining how students in five different faculties felt about enterprise education. These faculties were the

Faculty of Arts and Law, the Faculty of Business studies, the Faculty of English studies, the Faculty of Computing and Information Technology, and the Faculty of Engineering. The sampling methods used were proportional allocation, convenience sampling, and the sample size was determined to be 200 students.

According to the findings of the study, 73% of the students surveyed believed that the business training programs offered at colleges and universities encouraged entrepreneurial initiatives (EIs). The findings also suggest that all students are interested in participating in entrepreneurship education activities in order to acquire knowledge and skills on how to successfully run a business. Despite this, the students indicated that they were not yet ready to take the risks that are involved in beginning and operating a business. Students in the faculties of engineering, business studies, and computing and information technology showed a greater interest in enterprise studies. On the other hand, students in the faculties of arts and law and English studies preferred to work for others, particularly reputable companies, according to the findings of the research. This is also supported by Isada, Lin, and Isada (2015), who conducted a study in Taiwan and Japan in an attempt to explore how entrepreneurial education (EE) influence students' entrepreneurial intentions. Isada, Lin, and Isada (2015) looked at how entrepreneurial education (EE) influences students' intentions to start their own businesses. The results of the study indicate that EE motivates students to launch their own businesses and assists them in fostering a competitive spirit within their own ranks after they have graduated.

According to Othman and Nasrudin (2016), when students participate in enterprise programs, they are given the opportunity to stimulate an interest in as well as broaden their knowledge of, improve their entrepreneurial skills, and overall gain experience in the field of entrepreneurship. This view is also supported by Ahmed, et al. (2017), who carried out a study in Pakistan to investigate whether or not specialized entrepreneurship programs (SEP) in colleges can promote entrepreneurial intelligence (EI) and entrepreneurial behavior among university students. Students enrolled in entrepreneurial courses and modules at various levels of education, including undergraduate and master's degrees in business administration, provided the study's participants. These students came from a variety of departments and faculties. In order to investigate the factors that come before an entrepreneur's decision to go into business for themselves, we used attitude, perceived control behaviors, and subjective norms as instruments to measure the impact that entrepreneurship education had on EIs. The findings of the study revealed that specialized programs help students develop realistic perceptions of their capabilities and abilities to start a new business.

Additionally, these programs assist students in developing an understanding of the entrepreneurship environment context of the country. Previous research conducted on the topic of entrepreneurial education focused primarily on the ways in which students and the country as a whole can benefit from receiving an entrepreneurial education. The researchers did not investigate the type of entrepreneurial education that was being provided, such as Linan's suggestions of entrepreneurship education for awareness, entrepreneurship for start-ups, and entrepreneurship dynamism (2004). As a result, the purpose of this research is to investigate the different types of entrepreneurial education that are available at State universities in Zimbabwe. According to the findings of a global and longitudinal study that was carried out by Vanevehoven and Ligouri in (2013), entrepreneurial education motivates the EIs of students. There is a discussion going on

among academics, professional organizations, and authors about the appropriate age at which students should be introduced to entrepreneurship education (Jones & Hegarty, 2011). As a consequence of this, Akpan, et al. (2012) conducted a study in Nigeria in which they investigated the appropriate age at which students should begin learning about entrepreneurship. The findings of the research indicated that a curriculum focused on entrepreneurship ought to be designed and implemented in secondary schools as a required subject. This would enable students to acquire skills that not only pique their interest but also inspire them to launch their very own business enterprises.

According to Nafukho and Muyia (2010), students can be inspired to start their own businesses through participation in educational programs that focus on entrepreneurship. As a result, the purpose of this study is to investigate the impact that the subject matter of students' classes has on their desire to launch their own companies once they have finished their education. Gwija et al. (2014) carried out research in the Western Cape of South Africa to investigate the difficulties that young people encounter when trying to get involved in activities related to entrepreneurship. According to the findings of the study, the primary challenges faced by young people are financial requirements, administrative procedures for registering businesses, and educational systems.

The findings also suggest that when students begin taking entrepreneurial courses, they will have positive attitudes toward the modules; however, when they graduate, they prefer being job seekers rather than being job creators due to the strict business regulations including labor laws. This is because of the fact that job creators face a higher risk of being prosecuted for their actions under the strict business regulations. The authors reached the conclusion that the educational system ought to provide students with the appropriate skills to become successful business owners and managers. A paper on the role of entrepreneurial education in influencing the entrepreneurial intentions of university students was presented by Remeikiene et al. (2013). According to the findings of the study, seventy percent of students majoring in mechanical engineering believed that participation in entrepreneurial programs did not necessarily encourage students to begin their own businesses. They reasoned that this was due to the fact that it depended on the individual personal traits and goals of each student, such as a desire for control and power. On the other hand, students majoring in economics believed that participation in entrepreneurial programs had a positive effect on encouraging students to engage in entrepreneurial activities because the programs helped students broaden their knowledge of Researcher Paco, Ferreira, and Rapose (2016) conducted a study with the objective of determining how students participating in entrepreneurship educational programs (EEP) offered by educational institutions of higher learning were motivated to become job creators. Students from the departments of Science and Technology, Engineering, Mathematics, and Information and Communication Technology were recruited to take part in the study as study participants.

However, the EEP does not provide students with information on legal issues, management of innovation and technology, franchising, family business, and finally negotiating and problem solving skills. The results obtained suggested that students do appreciate the EEP because it teaches them entrepreneurial culture, rationalizing financial and marketing resources, idea generation, and basic business management tools. Students will have less motivation to learn as a result of the absence of the content that they want to see in EEP. Another study was conducted in Nigeria by Akpan, et al., (2012) which investigated how entrepreneurial education could be used

for economic development in Nigeria. The authors came to the conclusion that in order to encourage students to start their own businesses after taking entrepreneurial courses, the content of the curriculum should be centered more on practical orientation rather than the traditional textbook orientation. This is because the authors believe that this will motivate students to start their own businesses. Cheng, Lourenco, and Rensick (2014) carried out research in the United Kingdom to investigate how marketing curricula influence graduates' decisions to launch their own companies. In the study, there were a total of 20 undergraduate marketing students as well as 10 owners of small to medium businesses (SMEs). According to the findings of the study, students were not involved in small and medium-sized enterprises (SMEs) because the marketing curriculum they were following placed an emphasis on traditional marketing theory. As a result, it did not motivate them to start their own businesses; rather, they preferred to look for work. Students and small and medium-sized enterprises (SMEs) reached the consensus that the content of the curriculum was not providing students with the appropriate skills to assist them in the industry, and that there was a need for curriculum review.

The authors arrived at the conclusion that there should be entrepreneurial modules included in the marketing curriculum in order to inspire students to launch their own businesses. This was one of the recommendations made by the authors. An investigation was carried out in Spain by Jorge-Moreno, Castillo, and Triguero (2011). The purpose of this study was to investigate how students' participation in business and economics educational programs influences their likelihood of engaging in entrepreneurial endeavors. According to the findings of the study, students choose degree programs with an eye toward future career opportunities and prospects. According to the findings, business students' intentions to start their own companies decline when they are subjected to social pressure from their families and friends to find a job that provides a reliable and consistent income. Students majoring in business studies and economics are in agreement that their educational programs for entrepreneurs do, in fact, encourage them to launch their own companies.

Agbonlahor (2016) conducted a study in Nigeria to investigate why the undergraduate curriculum course of entrepreneurial education programs has not reduced the rate of youth unemployment in Nigeria despite the fact that the course has been mandatory since 2006. The findings indicate that there is a lack of curriculum that actually motivates students to start their own businesses after they have completed their studies. The reason for this is that the content of the curriculum places an excessive emphasis on theoretical orientation, leaving students with no opportunity to engage with the challenging conditions of the business environment. According to the other findings, the lack of extracurricular activities such as entrepreneurial clubs, business plan competitions, and seminars tended to be a barrier to the implementation of entrepreneurship by young people in Nigeria. The author came to the conclusion that in order for entrepreneurial education to be successful in motivating students, there should be practical coursework that blends in theory and everyday needs of the business. In addition, universities should rely less on textbook knowledge and focus on experimental and hands-on orientation in order to provide students with real-world experience.

Peltier and Scovotti (2010) carried out a study with the purpose of determining whether or not there is a requirement to broaden the scope of entrepreneurship education within the marketing curriculum. The research involved 605 different students who participated as respondents. The findings of the study indicate that sixty percent of the students did not have an interest in participating in entrepreneurial activities. The reason for this is that they did not recognize the

value of the entrepreneurship education that they were taught due to a lack of practical coursework. Therefore, the authors arrived at the conclusion that there is a requirement to alter the content of the existing marketing curriculum and incorporate experimental activities in order to assist students in seeing the benefits of being an entrepreneur. Mustapha and Selvaraju (2015) carried out a study in Malaysia with the purpose of determining the factors that influence accounting students' tendency toward entrepreneurial activity. 200 students took part in the study, with female students contributing 62% of the total and male students contributing 48%. According to the findings, the content of entrepreneurial curricula appears to play an important part in positively motivating students to start their own businesses after graduating from university. The authors did not indicate how the content of the curriculum motivates students to start their own businesses, which highlights the necessity for additional research.

Wolf (2016) carried out a controlled experiment to investigate whether or not the presence of an experimental university increases the likelihood of students going on to launch their own companies. The findings suggest that students are more likely to have entrepreneurial intentions if their coursework includes a greater emphasis on practical application. This was demonstrated by an increase in the number of business plans written by students each year, which went from 10 to 100, and in the number of business start-ups, which went from 1 to 5 each year. This suggests that the subject matter of the curriculum does, in fact, play a significant role in encouraging and motivating students to start their own businesses. In order to answer the question posed in Farhangmehr, Goncalves, and Sarmiento's (2016) research question, "Does entrepreneurial education motivate students to engage in entrepreneurial activities during and after they have completed their studies?," a study was carried out in Portugal. As study respondents, a total of 465 students served as the study's sample population.

The findings of the study suggest that students' levels of motivation to participate in entrepreneurial endeavors do not increase as a result of receiving education in entrepreneurship. According to the findings, entrepreneurial courses do provide students with knowledge and skills in management, marketing, business ethics, and financial matters; however, these courses do not provide students with entrepreneurial competencies. Students who were interviewed revealed that there is a need for improvements to existing curricula, specifically those that base entrepreneurship programs on business plans and business projects that are more hands on rather than focusing on traditional theoretical education. Therefore, this suggests that in order for entrepreneurship programs at universities to effectively encourage university students to participate in entrepreneurial activities and see it as a viable career path, the curriculum contents should not only place an emphasis on textbook knowledge, but should also have psychologically oriented entrepreneurship competencies.

Rather than simply following the rules and failing to provide the business world with what it requires and expects, educational programs ought to incorporate innovative classes that encourage students to think creatively and take into account the day-to-day requirements of the working world. Nkechi, Ikechukwu, and Okechukwu (2012) conducted research to investigate the challenges that Nigerian youths face when attempting to participate in entrepreneurial endeavors. According to the findings of the authors' research, students with lower educational standards are less likely to consider entrepreneurship as a viable career option. In addition, the curriculum places an emphasis on theoretical knowledge rather than the practical application of that knowledge. The

findings also suggest that the course content of tertiary education lacks content that encourages risk-taking and assists graduates in becoming job creators rather than job seekers.

7. Methodology

The positivist research paradigm was utilized for this particular investigation. In addition, Ramanathan (2008) suggests that if the sample size is large and the research involves the formulation and testing of hypotheses, then the study ought to adopt the positivist paradigm in order to assist in the process of generalizing the information that was gathered. According to Saunders, Lewis, and Thornton (2012), quantified data are more reliable than qualitative data because the former adhere to a systematic methodology, which results in fewer errors being made, and the latter assist researchers in being objective, which results in the study having a higher degree of precision.

According to Sekaran and Bougie (2011), the definition of research design is a plan that is utilized for the purpose of collecting, measuring, and analyzing the study's data. According to Aaker and Day (2011), the purpose of a study can be any one of the following: exploratory, descriptive, causal, or explanatory. In this study, both explanatory and descriptive approaches to research design were utilized, and a case study served as the methodological framework for the investigation. According to Sekaran et al. (2011), case studies can "provide both qualitative and quantitative data analysis and interpretation, since it involves empirical investigation and use multiple methods of collecting data." [Case studies] "provide both qualitative and quantitative data analysis and interpretation."

According to the hypothesis presented by Saunders, Lewis, and Thornhill (2012), an explanatory research design ought to be utilized whenever a study attempts to determine a connection between a number of variables. The primary objective of this study was to investigate whether or not there is a correlation between the marketing courses that are currently being taught at state universities and the students' aspirations to start their own businesses. The use of closed-ended questionnaires in the collection of quantitative data was made possible by the explanatory research design.

According to Sekaran and Bogie (2013), if a study is going to describe the relationships that exist between variables, then the research design that it utilizes needs to be one that is descriptive. As a result, this design was chosen for the study so that it could determine and collect data on the perceptions of study participants regarding the current entrepreneurial curriculum. The researcher was able to describe how the content of the curriculum affects motivation because of the design.

The sample size for the current study was determined with the help of the model developed by Krejcie and Morgan (1970). Using a margin of error of 5% and a confidence level of 95%, a sample size of 189 was determined to be appropriate for the study.

Table 1: Determination of Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	2500	189
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Source: Krejcie and Morgan (1970)

The study employed both probability and non-probability sampling methods in its data collection. A method is considered to be non-probability sampling if it does not involve any kind of random selection in any way, whereas a probability sampling method is one in which each individual member of a population has an equal chance of being included in an investigation (Kombo and Tromp, 2009)

The participants in the study were chosen through a combination of convenience and stratified sampling methods. The researchers chose to use a stratified random sampling approach in order to guarantee a balanced representation of all of the students attending the state university. The goal of these researchers was to gather information about the ways in which the curriculum at universities influences the entrepreneurial aspirations of students. Participants were divided into categories based on their respective faculties. Because entrepreneurship education is typically associated with the faculty of commerce and the department of business management in the majority of universities, further stratification was done on the basis of the departments (Morris et al., 2001).

After dividing the participants into 20 different sub-groups, the method of convenience sampling was carried out. According to Sekaran and Bourgie (2013), a researcher should use the convenience sampling method if the researcher wants to have an easy time recruiting participants

for a study. The method assisted the researchers in selecting members of the population who had a low barrier to entry in order to take part in the study.

In order to collect information from the participants, the research made use of a questionnaire that was adapted from Koh (1996)'s entrepreneurial self-assessment. This questionnaire was then modified to meet the requirements of the research. The questionnaire centered on the following aspects of entrepreneurship: motivation, entrepreneurial innovativeness, and risk tolerance, as well as how these aspects are affected by marketing education. We used a Likert scale with five points, where one was the least and indicated that respondents strongly disagreed, and five was the highest and indicated that respondents strongly agreed. Participants in the study were given statements and asked to indicate the degree to which they agreed with each statement. Due to the large number of participants in the study, the academic employed closed-ended questionnaires in order to speed up the data collection process and complete it in a reasonable amount of time. Closed-ended questionnaires were used for a number of reasons by the authors of the study, including the fact that the authors wanted to avoid wasting the respondents' time, the fact that the questionnaires are simple to respond to, and the fact that they require less effort from the scholar as well.

In order to follow up on and get explanations for the issues that arose from the distributed questionnaire, the participants were given the opportunity to have unstructured telephone interviews with the researchers. The number of people who took part in the study was not known until after the author had conducted interviews with respondents and reached a point of complete data saturation. As a direct consequence of this, we ended up interviewing 15 different participants. The interviews lasted anywhere from five to ten minutes and were recorded before being transcribed by the author. This was done so that the author would not misinterpret or misquote the responses of the people who took part in the study.

8. Findings and discussion

8.1 Curriculum content and graduate empowerment and motivation to create jobs

The analysis of student motivation was done by determining how the content of the curriculum helped to equip graduates with the necessary skills to be job creators and how entrepreneurship education helped change their perception of entrepreneurship being a career option. The graduates' perspectives on whether or not they believed that being an entrepreneur could help reduce unemployment were also investigated. The final aspect that was investigated was whether or not graduates felt that taking entrepreneurship classes had prepared them with the fundamental skills necessary to launch their own businesses. The following table provides a breakdown of the descriptive statistics for the mean responses obtained.

Table 2. Curriculum content and motivation of students' Descriptive statistics

	curriculum content	entrepreneurship module perception	reduction of unemployment	engagement in entrepreneurship activities	basic knowledge to start a firm
N Valid	189	189	189	189	189
Missing	0	0	0	0	0
Mean	3.8282	4.1070	4.0479	4.0056	4.0958
Median	4.0000	4.0000	4.0000	4.0000	4.0000
Std. Deviation	1.08211	.94470	1.05523	1.00281	1.09020
Variance	1.171	.892	1.114	1.006	1.189

The results of the students' perceptions of the content of the curriculum and its effect on their intentions to pursue entrepreneurial endeavors are displayed in the table 2 that can be found above. It can be deduced from the fact that the entrepreneurship module perception received the highest average mean score of 4.1070 that the module was successful in shifting graduates' attitudes toward entrepreneurship as a viable career option. The curriculum content category received the lowest average mean score of 3.8282; this suggests that the respondents to the study agreed to a lesser degree that the curriculum equipped them with the necessary skills to be job creators. The graduates are in agreement that taking entrepreneurship classes will help an individual in stimulating interest in engaging in entrepreneurial activities after graduating, as indicated by the fact that the average mean score for entrepreneurial activities was 4.0056. This indicates that the graduates believe that taking entrepreneurial classes will help an individual. This indicates that the former are in agreement that entrepreneurship has the potential to be used as a tool to reduce unemployment and improve the economy of the country. The fact that this factor received a mean score of 4.0479 demonstrates this. The final question, "basic knowledge to start a firm," received a mean score of 4.0958 out of 5 possible points. This indicates that the graduates are in agreement that the entrepreneurship module does indeed provide them with the basic knowledge necessary to start their own businesses.

However, the overall results suggest that the former students were in agreement that entrepreneurial education helped them stimulate entrepreneurial intentions to start businesses after graduating; however, the mean results of the curriculum content 3.8282 suggest that this is not the case. During the interviews, the majority of the participants emphasized that entrepreneurial education is beneficial and enlightening; however, the curricula that was provided to them in their universities only provided them with skills in marketing, finances, and management; they did not provide them with skills in negotiating or creativity. As a consequence of this, some students tended to lose their motivation to engage in entrepreneurial activities after they graduated. This is also supported by Gurel et al (2010), who found that the entrepreneurial intentions of students are crippled because the curricula that is offered in colleges and universities only teach students about entrepreneurship and does not educate students how to facilitate entrepreneurship. As a result, students choose to be job hunters rather than creating the jobs themselves. This is supported by the fact that Gurel et al (2010) found that the entrepreneurial intentions of students are crippled.

The findings of the current study regarding the curriculum content mean are also supported by (Remeikiene, et al., 2013), who came to the conclusion in their research that entrepreneurship education does not provide useful information about running a business; rather, it merely creates awareness about entrepreneurship. The findings of the current study regarding the curriculum content mean are supported by (Remeikiene, et al., 2013). The findings also suggest that it does not encourage creative thinking when it comes to the launch of new businesses. These findings from previous studies justify why the content of the curriculum scored so poorly on average compared to other considerations.

8.2 Testing of hypothesis: Effect of curriculum content on motivation of students' entrepreneurial intentions

The next step of the research involved determining whether or not students were equipped and motivated by their marketing education to engage in entrepreneurial activities after they had graduated. The study had the hypothesis that the subject matter of the curriculum does not increase student motivation to begin their own business. The researcher employed one-way Anova to test the null hypothesis, and the results are summarized in the table that can be found below.

H₁ Curriculum content positively enhance students' motivation to start a business.

H₂ Curriculum content does not enhance student motivation to start a business.

Table 3. Curriculum content effect on motivation variables-ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
entrepreneurship module perception	Between Groups	48.852	4	12.213	16.005	.000
	Within Groups	267.081	189	.763		
	Total	315.932	189			
reduction of unemployment	Between Groups	38.108	4	9.527	9.364	.000
	Within Groups	356.078	189	1.017		
	Total	394.186	189			
engagement in entrepreneurship activities	Between Groups	172.450	4	43.112	82.213	.000
	Within Groups	183.539	189	.524		
	Total	355.989	189			
basic knowledge to start a firm	Between Groups	132.020	4	33.005	40.010	.000
	Within Groups	288.723	189	.825		
	Total	420.744	189			

Reject H₀ considering the results obtained using Anova which are shown in Table 2 above.

According to the findings, it appears that the course material inspired the participants to launch their own businesses and become involved in other forms of entrepreneurial endeavours. The content of the curriculum was the independent factor, and the perception of the entrepreneurship module, the reduction of unemployment, engagement in entrepreneurial activities, and basic business knowledge were the dependent variables.

A reduction in unemployment $F(0) = 9.364$, $p = 0.0000.05$, engagement in entrepreneurship activities $F(0) = 82.213$, $p = 0.0000.05$, and basic knowledge to start a firm $F(0) = 40.010$, $p = 0.0000.05$ were the variables that were found to have a significant relationship with entrepreneurship module perception.

Accept Hypothesis 1 in light of the findings, which suggest that the content of the curriculum provides students with the knowledge necessary to launch their own businesses and encourages them to participate in entrepreneurial activities. The findings of the current study are supported by (Mustapha & Selvaraju, 2015), who concluded in their study that accounting students were influenced by the entrepreneurship curriculum to become entrepreneurs by giving the students basic knowledge. The authors of that study found that accounting students were more likely to start their own businesses as a result of the exposure they received from the entrepreneurship curriculum. This is also supported by Mazura and Norasmah (2011), who postulate that in order to stimulate the economy of a nation, there is a need to introduce entrepreneurial education in institutions of higher learning so that graduates can learn how to be job creators. This idea is supported by both of these authors. In addition, Keat et al. (2011) proposes that students who receive education and training in entrepreneurship are better equipped to launch their own businesses and contribute to the economic growth of their country.

9. Recommendations

According to the findings of the study, in order for entrepreneurial education to be successful, state universities should establish innovation parks and entrepreneurship laboratories in which they collaborate with the government, private sector players, and non-governmental organizations, as proposed by Pickernell et al (2011). They should also devise a university committee that is constantly preoccupied with reviewing and monitoring of business plans and class projects. According to the European Commission (2012), monitoring students' projects repeatedly helps improve their ability to take risks and promotes creativity among students. As a result, the university committee should be preoccupied with such activities constantly. In order to inspire students to develop their entrepreneurial spirit, universities ought to ensure the uptake of small scale projects from level 1.1 onward. Policymakers in charge of the curriculum ought to routinely revise the curriculum in order to make it more relevant to the requirements of the students and include the students in this process. The findings of the research can be utilized by all of Zimbabwe's universities to develop comprehensive entrepreneurial curricula that will aid students in better comprehending and appreciating the concept of entrepreneurship. Therefore, lecturers who teach modules on entrepreneurship should also be engaged in entrepreneurial activities, as this will help students apply both practical and theoretical concepts, and will also demonstrate to students that they are walking the talk and can serve as role models. It's possible that the government will need to make a change in order to get rid of the cumbersome paperwork required to launch a business in order to inspire recent graduates to pursue entrepreneurial endeavors. Additionally, there needs to be a bank or loan program designed specifically for new businesses.

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