

PRIMARY RESEARCH

Knowledge skills and graduate attributes required for entrepreneurial education at higher education institutions: A review of the literature

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Received: 6 June 2019**Accepted:** 4 July 2019**Published:** 18 August 2019**Abstract**

This paper aims to identify the skills, competencies, and behaviors that agile graduates require to succeed in an environment confronted by rising high unemployment and characterized by accelerated high poverty levels. Hence, the more reasons to identify and understand important knowledge, behaviors and best practices within the knowledge domains of entrepreneurial education. To gather data, online databases, both global and South African for academic research between (1992–2019) using google scholar sourced articles, conference proceedings, and government policy documents including SABINET, EBSCOHOST, SAGE, Emerald, and Taylor and Francis, were accessed. The gathered data was then thoroughly studied and analyzed. This framework gives insights into the heart of entrepreneurship, entrepreneurship education, and pedagogy, making the principles of entrepreneurship career very important to consider in future graduates career choices and research. A major contribution of this study will be the articulating of specific economic reforms and purposes for entrepreneurship education and making explicit associations between students and the business world.

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INTRODUCTION**Background**

Education is touted as one of the most meaningful ways to get people out of poverty. Although the primary aim of education is to sustain an individual and create societal improvements through a process that is both, tangible and intangible which has a moral dimension (Masuo & Cheang, 2017; Türkkahraman, 2012), the unemployment rate amongst youth between 15–24 in South Africa still persist at approximately 60% and of this group, graduates' unemployment rate is 31% (Department of Statistics South Africa, 2018). South African HEIs are under immense pressure to equip graduates with the requisite skills, knowledge and attributes that would enable them to be highly entrepreneurial. The increased interest in entrepreneurship has consequently created a range of beliefs as to how it can reduce unemployment and aid in reaching economic prosperity. The alarming youth unemployment statistics fur-

ther makes one to ask, what is the role of education and skills development? Allowing for a society to progress from a poverty stricken environment to a favourable condition with respect to economic, employment, social and political issues remain a challenge in South Africa. Education and the economy are two closely related public institutions and thus, schooling and higher education have become a significant component of the educational system. For a society to create economic growth and community development an awakening of capabilities needs to be developed in youth. The practice of infusing this sense and directing it is one of the important roles educational institutions should play. According to the Department of Government Communication and Information System (2019) there is an overflow of especially unskilled and low-skilled job seekers - caused generally by historically low levels of investment. Not surprising, South Africa's unemployment rate generally, was 27.6% in the first quarter of 2019 and of this figure, 55%

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represents youth unemployment rate ([Trading Economics, 2018](#)).

Recent research shows that there has been a substantial growth in the realisation of the significance of entrepreneurship education worldwide ([Kiyani, 2017](#)). This according to [J. Li, Zhang, and Matlay \(2003\)](#) is evident in the case of China which realised that their emerging market was dependent on private and state-owned enterprises, acknowledging the need for better management of state-owned enterprises. As a result, China decided to prioritise the provision of entrepreneurship education in higher education institutions in order to prepare and improve the management of private and state-owned enterprises. Consequently, it is understood that the success and growth of China's economy is attributed to the provision of entrepreneurial opportunities and enhancement of entrepreneurship education at the school level and HEIs ([J. Li et al., 2003](#); [W. Li & Li, 2015](#); [Skoric & Kupresanin, 2018](#)). Chief among the reasons increasing the need for entrepreneurial education is the rising unemployment figures especially among youth ([Department of Statistics South Africa, 2018](#)). As much as entrepreneurship education has been promoted all over the world and in South Africa as a practical solution to improving entrepreneurial activity and almost creating a good chance of eliminating poverty, unfortunately obstacles do still exist affecting entrepreneurship education in South Africa. Several studies ([Global Entrepreneurship Monitor, 2002](#); [Morris, Webb, Fu, & Singhal, 2013](#); [Matlay & Mitchell, 2006](#)) acknowledges the challenges that confront South Africa as far as entrepreneurship education is concerned. These include overall lack of entrepreneurial elements in the education system, inappropriate learning methodologies, and that most education programmes at HEIs are not being outcome or skills development based.

Enhancing, acquiring and developing entrepreneurial competencies has been debated as extremely vital than the injection of financial resources and support that may be needed by imminent entrepreneurs. [Morris et al. \(2013\)](#) suggest that entrepreneurial and management skills which are central for the running of successful business can be developed through entrepreneurship education. This is the gap that South Africa needs to bridge because in most cases, South Africans seem to not believe they have entrepreneurial skills, hence the low steady creation and the high failure rate of small businesses.

Recently, the Department of Higher Education and Training (DHET) IN 2019 hosted the third annual Entrepreneurship Development in Higher Education (EDHE) lekgotla in Dur-

ban, in conjunction with Universities of South Africa (USAF) which was hosted at the Durban University of Technology (DUT). The purpose of the lekgotla which is held in a different city and province every year is fostering collaboration, sharing best practices and learning of latest trends and development with regards to entrepreneurship in Higher Education – all to the benefit of the South African Universities, students and the economy ([Department of Higher Education and Training, 2019](#)). Stakeholders in the EDHE network gather to share their know-hows and learnings, while working on recognising and addressing challenges in entrepreneurship development.

In his opening speech, Professor Bawa, CEO of USAf indicated the importance of creating Entrepreneurial Universities through academic programmes offered by the institutions so as to inculcate ideas in students, from their first curriculum, undergraduate, to their second curriculum, post-graduate; with an aim of looking beyond now ([Department of Higher Education and Training, 2019](#)). The problem that this study aims to address is: since 1994 the curriculum has undergone a considerable amount of changes in adjusting previous inequalities and also aligning it with the needs of the country. Unfortunately there seems to be no distinct subject focusing on entrepreneurship at various universities, except those that are embedded in a number of various school subjects. [Nabi, Walmsley, Liñán, Akhtar, and Neame \(2018\)](#) reviewed the positioning of entrepreneurship curriculum in thirteen non language subjects found in the curricula of Further Education and Training (FET) phase. These subjects are Tourism, Visual arts, Technical sciences, Mechanical technology, Hospitality studies, Electrical technology, Economics, Consumer studies, Civil technology, Business studies, Agricultural technology, Agricultural science and Agricultural management practices. These subjects are the only ones that have entrepreneurship mentioned as key outcomes in their curriculum documents. This clearly shows a gap in the importance given to entrepreneurship in the current high school curriculum.

Of the thirteen subjects identified that has an entrepreneurship appeal as an outcome in their curriculum, only seven subjects include explicit learning content (Table 1). These authors suggest that one needs to introduce content at early stages of the learning phase and repeatedly at later stages. Table 1 provides a clear indication that there is limited sequencing, progression and effective construction of learning regarding entrepreneurship, therefore creating a disconnect in learning of the topic.

However, the extent to which entrepreneurial education is defined in HEIs curriculum is not clearly established in

South Africa. There is a need to break the elusion about the particular competences and attributes that could support those that wants to start succesful business ventures. Thus,

this could also provide an opportunity for many young graduates who wish to enter the business world and doing it themselves.

TABLE 1. Entrepreneurship learning content per subject across grades in the Fet phase

Subject	Grade 10	Grade 11	Grade 12
Agricultural Science			✓
Business Studies	✓	✓	
Consumer studies	✓	✓	✓
Economics	✓		
Hospitality Studies			✓
Tourism		✓	
Agricultural Manage- ment Practices	✓		

Source: ([Department of Hire Education and Training, 2019](#))

Aims of the Study

The main objective of this paper is to identify the skills, competencies, and behaviours that agile graudates require to succeed in an environment of high rising high unem-employment and characterised by accelerated high levels of poverty. The specific aims are to:

- 1) Review the literature to establish theoretical and concep-tual foundations of entrepreneurship education and pada-gogy.
- 2) Explore the literature on entrepreneurship education in order to identify critical skills and competencies that can be used to forster entrepreneurship gradudate attributes in the South African higher education context.
- 3) Propose a competency-based entrepreneurship educa-tion framework that can be applied in the South African HEIs context.

Significance of the Study

Although entrepreneurship considerable effort has been devoted on identifying characteristics, traits, values, af-fective status and cognitive styles associated with en-terpreneurial success ([Morris et al., 2013](#)), skill and capa-bilities that support venture creation generally, remain an unexplored terrain in the South African literature. Without understanding the core sets of knowledge skills, capabili-ties and the attributes requirements, it will not be possi-ble to define the domain of entrepreneurial education. The recent outcomes of the [Global Entrepreneurship Monitor \(2002\)](#) has suggested that, for any economic development of a country to materialise, there needs to be a significant impact on entrepreneurial activity and youth development. Perhaps, this is why an increased interest by students and graduates to start their own businesses has been observed, which result in an increased demand for entrepreneurship courses as well as the call for conducting relevant research

in this area ([Department of Hire Education and Training, 2019; Zarb, 2016](#)). The literature further affirms that in-terest in entrepreneurship careers and the educational op-portunities for pursuing such a goal have increased dramati-cally over the past few decades ([Rideout & Gray, 2013](#)). Ad-ditional insights by the same authors suggest that the sup-ply of entrepreneurship-specific courses, at least the post-secondary level, has skyrocketed.

The significance of this study is to create an awareness as to the degree or lack of entrepreneurship education in Higher Education Institutions by identifying through the lit-erature, which knowledge skills gap and entrepreneurial at-tributes that need to be developed more when designing entrepreneurship curriculum. Creating such an awareness would assist not only preparing graduates with the right knowledge and attributes but also, assist the government and policy makers to foster and support the introduction of appropriate entrepreneurship education curricula at South African HEIs.

Scope and Context of the Study

This study describe the context for university based-entrepreneurship education in South Africa and the tourism industry as a scope of the study. Although the importance of entrepreneurship pervades all sectors of the economy, the size, opportunities and contribution of South African tourism to the economy is clearly acknowledged. Since 1994, the South African government has regarded tourism as the core of the industry playing a leading role in the national economic strategies ([The National Department of Tourism, 2011](#)). By 2011, the tourism represented the fourth largest generator of GDP after mining, manufactur-ing, and quarrying ([Taal, 2012](#)). The hospitality sector, of which is a major component of the South African tourism provides a unique context from which to conduct as study

of this nature.

Tourism is a significant component of the South African Economy, employing a the largest number of employees. For instance, there were 702 824 direct jobs in the tourism industry alone in 2015 ([Brand South Africa, 2017](#)). Since the introduction of tourism subjects in schools in the early 2000s, the number of hospitality and tourism management student enrolment have also increased in South African HEIS (Faculty office Cape Peninsula University of Technology, 2019; Faculty office, University of Johannesburg, 2019) and Faculty office, University of Mpumalanga, 2019). Due to rising unemployment rate ([Department of Statistics South Africa, 2018](#)) and the identification of relevant sectors of the South African economy, the South African government need to take a lead step by assisting and supporting HEI's with an amplified curriculum.

LITERATURE REVIEW

The General Importance of Entrepreneurship

There is an immense realization and acknowledgement that to not only have a fit economy, promoting entrepreneurship will lead to job creation and prosperity. Typically, entrepreneurship is propounded as a method of discovering new opportunities with an ultimate purpose of creating new wealth for an individual and the country ([Herrington, Kew, & Kew, 2010](#)). The same study by [Herrington et al. \(2010\)](#) note that there are various methods for becoming an entrepreneur aside those of the traditional innovation or opportunity driven ones that focus on exploiting a perceived business opportunity, and the (1) the first is perceived to have the potential of creating employment, spillovers and structural economic changes, while the other (2) is unlikely to magnify, but is significant source of income especially in emerging economies.

The above studies confirm that entrepreneurship is a fundamental building block to the development of any country's economy, which spawn the creation of employment and family income ([W. Li & Li, 2015](#); [Rideout & Gray, 2013](#)). Without reservations, the fundamental importance of stimulating entrepreneurship for business development for any country contribute to strengthening of the labour market, which in turn create economic growth ([Türkkahraman, 2012](#)). While this maybe the case, the South African economy is of great concern for many young adults due to the problems of slow economic development, corruption, crime, and mismanagement which brings more problems for the formal sector to absorb new recruits or graduates. These problems according to [Matlay and Mitchell \(2006\)](#) requires that active interventions that would help escape

this are put in place because young people need to be educated and equipped with the needed skills in the economy so that they can be able to do it for themselves through entrepreneurship reforms instead of them being job seekers. The recognition of the importance of small businesses and entrepreneurship by the South African government makes it possible for young people doing it for themselves. As a result, the need to offer entrepreneurship courses at HEIs due to the rising demand of students who are becoming more interested in starting their own businesses is well supported by the department of higher education and training ([Department of Higher Education and Training, 2019](#)). The above discussion brings to the equation the relevance of entrepreneurship education which, is discussed next.

The State of Research on Entrepreneurship Education

A previous important study conducted by [J. Li et al. \(2003\)](#) in China found that that Entrepreneurship Education has an important role to play in the future success and growth of the Small Medium Enterprises (SME) sector. These studies found that China introduced a pilot scheme at various certain universities by encouraging entrepreneurship education with, the aim to depart from the traditional focus on acquisition of professional skills, but on focus on building competences ([J. Li et al., 2003](#)). This is consonant with the views of [Olsen and Mykletun \(2012\)](#) who states that to empower and inspire own business creation in students, entrepreneurship education is part of the road map, also developing competencies and skills to run these creations. Later studies reveal that in China, entrepreneurship education plays a vital role in determining university students' perceptions and intentions to indulge in entrepreneurial activity ([Kiyani, 2017](#)). These studies seem to suggest that the positive changes in student perceptions about entrepreneurship education brings positive spinoffs for education and the economy of China. For instance, [Kiyani \(2017\)](#) observed that entrepreneurship education prepare students to be aware of how they can get things done in the external environment rather than, concentrating on the intrinsic barriers and difficulties of a being an entrepreneur. This is why [Türkkahraman \(2012\)](#) states that the duty of education and educational institutions is to produce a sufficient number of people which have specific purposes in their community, in terms of wealth creation and community development. This led [Moodley \(2017\)](#) to conclude that acquiring of entrepreneurial skills, knowledge and attributes inspires entrepreneurial activity which, inturn assist the society to earn an income and create employment let alone provisioning of needed goods and eco-

conomic growth.

In the case of South Africa, entrepreneurship education in HEIs is said to be still at its developmental stage with all programs at all levels made relevant to provide youth with the necessary entrepreneurship skills (Ojeifo, 2012). Moodley (2017) adds that entrepreneurial rates in South Africa could significantly grow through the input of entrepreneurial education, although it unfortunately appears that the current education system favours employment of young graduates as opposed to these graduates being future employees. Nabi et al. (2018) concur that the importance of developing entrepreneurial intentions from the onset by HEIs when students begin university education through to graduation could lead to persistent interest and positive perceptions which, in turn could lead to start-up businesses. The South African government has already recognized the need to develop entrepreneurship education in the school curriculum as an effort to reduce youth unemployment rate. This was evident in the speech of the South African President, Cyril Ramaphosa at the 2017 Global Entrepreneurship Congress (Global Entrepreneurship Monitor, 2002).

Other studies such as Olsen and Mykletun (2012) found in the African continent advance academic arguments that, to effectively address unemployment in Nigeria, entrepreneurship education should be incorporated in the system right from secondary school level. The preceding studies highlight that the relevance of entrepreneurship education to the development of any nations job creation opportunities and economy should not be underestimated. However, it should also be noted that there are studies (Kiyani, 2017) which note with concern that there is still a lack of support from educational institutions which, do not pay full attention to the development of entrepreneurial foundation in their curriculum.

Theories that Unite Education and Delivery

This paper draws on a number of theories as useful; lens from which to unite entrepreneurial education with the appropriate teaching and learning methods and modalities in order to provide insight into how the knowledge, skills and attributes of university graduates can be developed into entrepreneurship career. The theoretical perspective from which this rare initiative study of entrepreneurial education in South Africa is founded are the following.

Social career cognitive theory

Research by Rideout and Gray (2013) shows that an individual's decision to enter into an entrepreneurial career

and educational preparation is usually investigated from a psychological career theoretical perspective. The fundamental importance of this theory is that it cites education, or the lack of a specific type of education as a contributing factor for inability of an individual to enter a certain profession. In particular, studies by Rideout and Gray (2013) have questioned whether education may socialise individuals into considering entrepreneurship as a career path (for example, through knowledge, skills, role-playing or role models etc). In support of entrepreneurial education, this theory therefore, suggest that career goals/choices are related to self-efficacy, beliefs and outcome expectations.

Bandura's agentic theory of human development

Following the framework of Rideout and Gray (2013), this study argue that the idea of individuals' motivation by self-beliefs about their talents and their abilities and, subsequently their confidence in successful outcomes maybe a function of agency theory of human development. Unlike the popular views that entrepreneurs are born, this theory with the backing of entrepreneurial education affirms that to a degree education can nurture agentic capabilities, competencies, self-regulatory skills and enabling beliefs in self efficacy – individuals will identify and pursue a broader collection of prospects and turn out to be more successful in realising a desired future than those with a reduced amount of settled agentic resources.

Theory of planned-behaviour

Ajzen (2011) proposes behaviour does not mindlessly or automatically occur, it is performed through relevant information available to us. The Theory of Planned Behaviour suggests that behavior is given by people questioned with the anticipation to behave in a specific way. According to Ajzen (2011) there are three determining factors explaining behavioural intention:

- 1) The attitude (opinions of oneself about the behaviour).
- 2) The subjective norm (opinions of others about the behaviour).
- 3) The perceived behavioural control (self-efficacy towards the behaviour).

Evidently, the Theory of Planned Behaviour accepts that decisions taken by individuals are calculated by the cost benefit of entirely different actions, therefore the option taken increases their expected benefit. Therefore, the importance that the above theories bring to entrepreneurial education and ultimately how it is delivered are the outcome variables such as one's belief in their ability to succeed accomplishing a task and the intention that the individual has when deciding

to engage in an activity. These theories further enlighten us that as researcher in order to justify why it is believed that government and HEIs intervention on entrepreneurial education among youth should increase career demand, intention and behaviour (theoretically-enhanced by educational experiences), which in turn, could lead to economic development and employment creation.

The Importance of Hospitality-Entrepreneurship Education

Historically, entrepreneurship programmes at universities tended to be anchored by Business Schools given their stature and experienced in to endorse immediate economic significance in the community (Olsen & Mykletun, 2012). However, the interest in entrepreneurship education in universities has generally increased to include a variety of academic programmes. As result, undergraduates students complete to graduate in numerous academic degrees and some acquire entrepreneurship knowledge-skills and attributes that enable them to be innovative—and easy to become entrepreneurs in a variety of industries and sectors (Olsen & Mykletun, 2012).

Several recent studies (Agbonlahor, 2016; Ahmad, Bakar, & Ahmad, 2018; Deale, 2016) found that entrepreneurship is an important subject in many undergraduate and postgraduate programs in hospitality and tourism schools and the aim is to prepare and train imminent entrepreneurs to venture into hospitality business. This is evident in the number of hospitality learners and graduates that enrol for hospitality management qualifications. In the context of South Africa alone, an average of about 140 students enrol each year with the hope of acquiring the needed knowledge and skills in the hospitality field Faculty office CPUT, 2019; Faculty office UJ, 2019 and UMP, 2019. One particular reason for this is because the hospitality sector is known as one of the fastest growing sector, globally (Steyn & Wood, 2018). Hospitality is also known as an intricate sector, with a particular field of activity including a social and economic life offering increased potential in small business development

but also known to be highly competitive and capital intensive. It according to Ball (2005) employs a vast number of people throughout the globe; in food service outlets, guest houses, health & fitness clubs, hotels and visitor attractions; that are mostly small independent owned businesses with outlets having opened by taking advantage of low barriers to entry. According to (Pwc South Africa, 2018) reports, South Africa's hospitality industry has the potential to grow in the next 5 years, 2019 to year 2024, particularly sectors in the Cape Town region.

Ball (2005) acknowledges an entrepreneurial approach is as relevant and important in hospitality as in other sectors. This author add that hospitality is one of the sectors where development, management and innovation are increasingly changing and therefore entrepreneurship could be a driver of that change. Similarly, Agbonlahor (2016) acknowledges the connection of hospitality, entrepreneurship and education, taking into account the economic development of tourist areas which, helps to create new sustainable businesses by increasing the capacity and willingness of enterprises to develop. As consequence, Ball (2005) observed that the hospitality sectors's growth with increase in consumer expectations has placed a great demand on service providers thus, graduates with entrepreneurial capabilities, interpersonal skills, good technical and business skills are forever increasingly sought-after by employers. These comments suggest that encouraging hospitality entrepreneurial education could offer a number of pathways for the youth. These according to Deale (2016) could include helping students to develop creativity and critical thinking skills, engage in deeper self-discovery experiences (world of business) and more importantly prepare graduates for entrepreneurial opportunities, in the respective tourism, leisure and hospitality sectors. From the above literature review, a particular set of skills and competences as summarised in Table 2 have been identified which can be used to propose a theoretical framework of entrepreneurship education in South African HEIs.

TABLE 2. Skills and competences required for entrepreneurial acumen by graduates

Key Skills & Competencies	Sources
Creativity	Morris et al. (2013)
Risk taking	Morris et al. (2013)
Innovation	Morris et al. (2013), Okoye (2017)
Pro Active	Morris et al. (2013) Riyanti, Sandroto, and DW (2017)
Discipline	Turkkahraman (2012)
Motivation	Turkkahraman (2012)
Self confidence	Okoye (2017), Riyanti et al. (2017), Turkkahraman (2012)
Problem solving	Galloway, Anderson, Brown, and Wilson (2005), Riyanti et al. (2017), Turkkahraman (2012)

Source: Developed by the authors based on the literature (2019)

Up to this point, the foregoing discussion suggest that a number of critical skills that the students should acquire after obtaining an entrepreneurial qualifications have been highlighted in Table 2. However, two fundamental questions that these studies tend to overlooked are i) to what extent does graduates' entrepreneurship education can be focussed as an economic development strategy?, ii) what education practical methods and modalities are most effective in encouraging hospitality entrepreneurship education?

The reason spawning these critical questions is the curriculum content of hospitality courses which, requires that it has a more emphasis on self discovery, confidence, experiential component, critical and creative thinking with

the aim to empower future entrepreneurs. [Ahmad et al. \(2018\)](#) emphasised that hospitality entrepreneurship education curriculum should be developed to include outcomes on the basis that corresponds the learning classification and related teaching methods. Accordingly, [Ahmad et al. \(2018\)](#) posit that traditional teaching methodologies such as workshops, business simulations, study visits, games and competitions, setting up a business and practical training should be the most frequently used so that entrepreneurship education programmes can increase awareness and understanding of entrepreneurship as a process. Consequently, this study proposed the following entrepreneurial education framework:

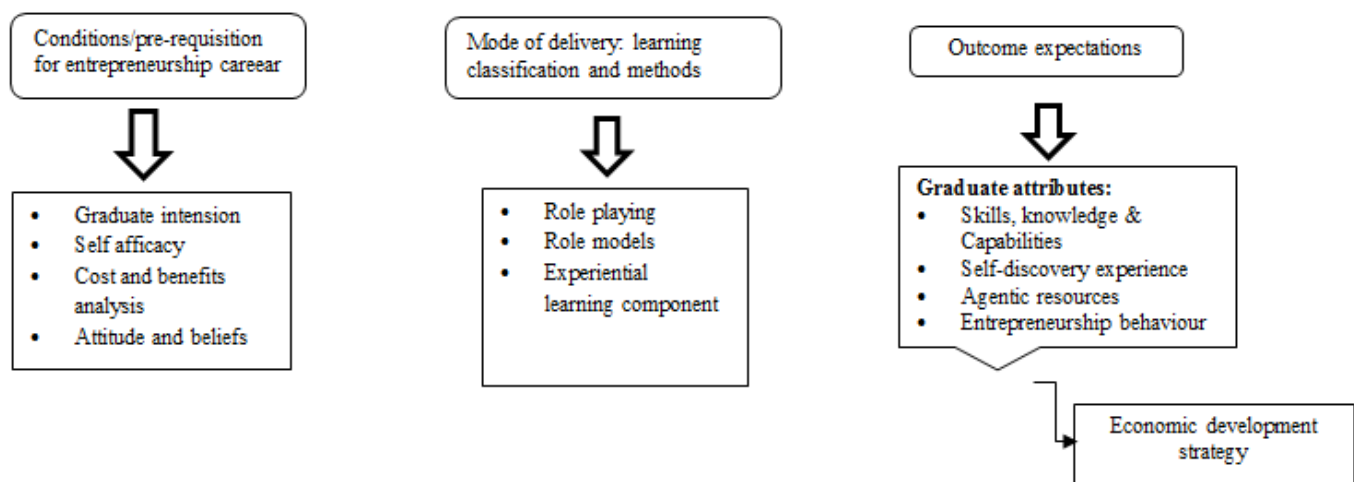


FIGURE 1. Proposed theoretical framework of entrepreneurship education

We now proposed the folloing propositions regarding the design, delivery and management of entrepreneurship education in HEIs in South Africa and related context:

1) Proposition 1. To enhance entrepreneurial behaviour among university students, it will have to be imparted by “how the currilum is delivered” in terms of (i) repeated effort and performance accomplishments, (ii) vacarious experience, (iii) verbal persuasions.

2) Proposition 2. To influence economic reform, South African policy-makers should promote the introduction of education methods and modalities that are most effective in the provision of entrepreneurship education and which, connect students and the business world.

3) Proposition 3. South African Policy-makers should develop entrepreneurship education policies that fosters the introduction of curriculum programmes for entrepreneurship as employment creation and economic development strategy.

METHODOLOGY

Material and Methods

Identifying literature associated with and appropriate for the argument presented in this paper entailed a search for published empirical findings. As recommended by [Cohen \(1992\)](#), a list of secondary literature sources were reviewed to source past research. This strategy perused online databases, both global and South African for academic research between (1992–2019) using google scholar sourced articles, conference proceedings and government policy documents including SABINET, EBSCOHOST, SAGE, Emerald, and Tailor and Francis. The search applied the search terms: entrepreneurship, small business, venture capital and entrepreneurship education. This process yielded approximately fifty empirical and conceptual articles which were reviewed to reduce and rationalise the appropriateness of the context as per the recommended criteria by [Zhao \(2016\)](#):

1) Reviewing social citation indices for the most cited studies to identify pertinent explanation of entrepreneurship and entrepreneurship education.

2) Selecting studies and drawing explanations (from selected, subject areas such as tourism, hospitality, business) that measured specific variables, namely those addressing HEIs, and entrepreneurship education.

3) Considering research on HEIs such as the design and curriculum outcomes that integrate students and the business world in terms of entrepreneurship.

1) Limiting the focus of the study to tourism and hospitality sectors and reviewing entrepreneurship education from the lenses of social career cognitive theory, theory of self efficacy and theory of planned behaviour creating value to HEI's entrepreneurship education curriculum design by describing a particular set of entrepreneurship principles to supplement more well known contemporary entrepreneurship theories.

DISCUSSION AND CONCLUSION

In this paper we have tried to study two things:

- i. the scarcity of research in contemporary business
- ii. management espousing entrepreneurship education in South Africa.

Secondly, the presentation and analysis of the existing literature and proposed a theoretical framework for the design and assessment of entrepreneurship education programme in the South African context. We argue that this framework gives insights into the heart of entrepreneurship, entrepreneurship education and pedagogy, making the principles of entrepreneurship career very important to consider in future graduates career choices and research.

pluses of entrepreneurship career very important to consider in future graduates career choices and research.

A major contribution of this study will be the articulating of specific economic reforms and purposes for entrepreneurship education and making explicit associations between students and the business world. The study does not attempt to narrowly define entrepreneurship to fit into any one entrepreneurial education framework but uses the diversity of explanations found within literature that embrace entrepreneurship education.

The benefit of this approach is that it will provide a frame of reference through which the Government, policy-makers, educators and researchers can interact from micro to macro-economic level. In minimizing the problem that this study wish to address, the South African governments will have to play a role in giving entrepreneurship education a consistent objective and influencing its purpose and orientation at HEIs.

LIMITATIONS AND RECOMMENDATIONS

The theoretical conception of this study and its analysis imposes some obvious limitations. Therefore, there is a need to empirically test the proposed framework. A careful research design, working closely with governments, education institutions and researchers alike are required in to order to establish effective experimental designs and the means to measure the contribution of the framework. Hence, this study is open for further investigation and improvement.

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