



**Full Length Research Article**

**ENTREPRENEURSHIP TRAINING AND CHALLENGES OF CONSUMER SCIENCES' GRADUATES IN STARTING BUSINESSES IN SWAZILAND**

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**ABSTRACT**

The Small and Medium Enterprises (SMEs) have a very crucial role in a nation's economic development. Swaziland's high unemployment rate, with one third of its labour force unemployed in 2008, amongst them being the University of Swaziland (UNISWA) graduates from the Faculty of Agriculture (FOA), challenges its development. Thus, the production of SMEs has been identified as one coping strategy. This descriptive survey study's main thrust was to determine challenges faced by Consumer Sciences (COS) graduates of UNISWA both during training, and after graduation. Furthermore, COS graduates as potential entrepreneurs in starting business ventures, gave valuable suggestions as contribution for improvement of the entrepreneurship training at UNISWA. Data collection were through a validated close-ended and open-ended questionnaire that was Pilot-tested and a reliability coefficient of 0.788 obtained. A sample of fifty (50) respondents from 2010-2012 COS graduates was obtained through random sampling and snowballing technique. Study results indicated that a majority of respondents were not involved in business, probably due to their lack of determination and interest for business; and, perhaps from failure of the Entrepreneurship training to impart to respondents during the training period, those vital entrepreneurial attributes and skills befitting their local environments after graduation. Findings of the study further showed that respondents felt there was a major need for improvement on the Entrepreneurial Project. Recommendations are that a similar study be done with graduates from all departments of the FOA for more conclusive findings.

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**INTRODUCTION**

The Kingdom of Swaziland, a small landlocked, middle-income country is located in the Southern African Development Community (SADC) region, covering a total area of 17,363 square kilometres and with an estimated population of less than a million people. (Mantyi-Ncube and Hlophe, 2011). Swaziland is reported as having been one of the slowest growing economies in Africa, for about two decades with one of the highest youth unemployment rates in Africa. The authors, Brixiova and Kangoye (2013) and Dlamini *et al.* (2008) noted that, about one-third of the labour force in Swaziland was unemployed and that included (UNISWA) graduates, 2013; The country faced a serious fiscal crisis with an overall budget deficit estimated to be 13% of the country's Gross Domestic Product (GDP) for its end March 2010/2011 fiscal year (Thompson, 2011).

'Swaziland's economy is hampered by natural disasters of drought, increased competition in global markets and declining prices of agricultural commodities in the world market' (Dlamini, *et al.*, 2008, p.113). Youth unemployment in Swaziland is invariably high and unsustainable (Brixiova and Kangoye, 2013), the high unemployment rate challenges Swaziland's development and, hence the production of Small and Medium Enterprises has been identified as one coping strategy (Dlamini *et al.*, 2008).

**ENTREPRENEURSHIP EDUCATION**

From reviewed literature, entrepreneurship has played a vital role in the socio-economic conditions of most nations, and widely recognised as the driving engine of global economies. The Small and Medium Enterprises (SMEs) as a "backbone of the national economy" have played a very crucial role in nations' economic development (Silas, 2008; Muhammad *et al.*, 2011). Wealth has been created through a great majority of jobs, most often started by entrepreneurially-minded

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individuals, and many of these small businesses eventually developed into big businesses (CEE, 2004). Therefore, entrepreneurship has been recognised as an important contribution to the creation of a majority of jobs through small businesses; thus, an increased interest in the development of education programmes designed to encourage and enhance entrepreneurship (Gorman *et al.*, 1997; Brown and Denny, 2009; CEE, 2004). It is worth noting that Harvard University has been reported as the pioneer institution to offer an entrepreneurship course in 1947 and thereafter other institutions followed suit with the number growing to 1,050 universities in the 1990s (Brown and Denny, 2009; Fayolle *et al.*, 2006), thus making Entrepreneurship Education (EE) a relatively new discipline. The growth in tertiary institutions offering EE is clearly indicative of the importance of the course in preparing and encouraging learners to be job-creators instead of job-seekers, equipped with innovative enterprise skills and also willing to take risks (Lekoko *et al.*, 2012; Mellaleiu, 2006; Unachukwu, 2009).

Entrepreneurship has been traditionally, defined as education that provides the needed skills to set-up new business ventures, through preparing students to be more entrepreneurial' (Lekoko *et al.*, 2012; Kabongo and Okpara, 2010). Entrepreneurs are "not born" but rather they "come" through teachings and life experiences (Unachukwu, 2009). Despite the debate on whether entrepreneurship can be taught, the authors' (2012 and 2010) approach is that "like any other discipline it can be taught"; through creation of business plans, use of guest speakers, and class discussions. Additionally, EE offers more practical teachings in acquisition of skills relevant to the needs of the changing environment, hence the demand for a style of business education that provides youth with transferable skills has been accelerated. 'Entrepreneurial education's emphasis is on imagination, creativity and risk-taking in business, whereas traditional business schools tend to over-emphasise quantitative and corporate techniques at the expense of more creative skills' (Unachukwa, 2009).

Entrepreneurial success therefore, depends on acquiring the "how to" skills as well as having a network of individuals who provide support, guidance and connections. The authors, Kapongo and Okpara (2010), have noted '*negotiation, leadership, new product development, creative thinking, and technological innovation, sources of venture capital and entrepreneur career options*' as the seven areas of entrepreneurship knowledge and skill-building which are important for students' exposure. Brown and Denny (2009) on the other hand, distinguished the four types of entrepreneurship education as: *Entrepreneurial awareness education*- for consideration of self-employment; *Education for start-up* -for obtaining financing, networking, marketing, etc.; *Education for entrepreneurial dynamism* - for promotion of entrepreneurial behaviour; *Continuing education for entrepreneurs* - for improving an existing entrepreneur's abilities. It is important that education and entrepreneurship be interrelated to ensure acquisition and development of relevant entrepreneurial skills leading to increased self-efficacy.

### **Challenges in entrepreneurship and causes of business failure**

"Entrepreneurship isn't a walk in the park for anyone and it can even be more challenging for females as women face

many problems from the initial commencement of an enterprise, and in running it" (Vijayakumar, 2013, p.013- 014). Amongst the myriad of problems faced the following were cited; shortage of finance; marketing problems; absence of entrepreneurial aptitude; lack of entrepreneurial training; and, credit facilities. The author (2013) further noted some of the challenges especially for women entrepreneurs as; not being taken seriously; letting fear stand in the way; and, wanting to please everyone. Studies show that about one-quarter of entrepreneurs had various management problems when starting businesses. Furthermore, about one-third of entrepreneurs found "cash flow finance, insufficient sales volume, and pricing goods or services to be most problematic" (Gwen, 2003, pp. 1-2). In support of this, Mehralizadeh and Sajady's (2006) study revealed that from the entrepreneurs' point of view, some of the important effects pertaining to their weak performance and business failure were; weak management technical skills, financial issues, planning and organising of their business, economic issues and weak human relations. Also, in agreement with previous studies (Muhammad *et al.*, 2011) noted some of the major categories of challenges SMEs and entrepreneurs faced were: lack of managerial capabilities, and lack of financing, difficulty in accessing management, with major obstacles to entrepreneurship development as lack of access to credit, lack of access to formal business and social networks.

Reference to the statistics on business failures showed that management mistakes are responsible for 88.7% of all business failures (Lewis, 2009), with some of the broad major causes outlined as: Lack of Industry Experience; Inadequate financing; Lack of adequate cash flow; Poor business planning; Management incompetence; Unworkable goals; Inappropriate location; and, with Lack of entrepreneurial skills by the owner, considered very crucial, as business success heavily depends on their entrepreneurial skills. Therefore, to avoid making costly or unwise decisions which consequently affects production and result in business failure calls for the business owner to be empowered in these critical skills (Silas, 2008, pp.3-6).

Whilst, there is a myriad of challenges cited through the major causes of business failure, suggestions for the improvement of chances for business success were identified as: (1) Development of a business plan and evaluating it (Mehralizadeh and Sajady, 2006) and supported by Vijayakumar (2013) as the "Development of a blue-print", a set plan that has to be in place prior to starting a business and thus avoid falling into a business accidentally; (2) Obtaining accurate financial information about the business in a timely manner; (3) Profiling of target customer, and of competition; (4) Networking with other business owners in similar industries; and, (5) Becoming better informed of the resources that are available. Other suggestions worth noting as helpful considerations in overcoming problems faced by women entrepreneurs are: "team-building" that is, having and involving people of different strengths and expertise to help run the business successfully. This helps in reducing multi-tasking which is usually problematic for women as they tend to try handle every aspect of the business alone. For its survival, every business has to manage cash flow and follow-up on monies owed, but women tend to be less assertive in this area (Vijayakumar, 2013, p.015), as well as have a tendency of

under-valuing their products, hence it is important to seek help. Therefore, against this backdrop it is important that women 'entrepreneurs be moulded properly with entrepreneurial traits and skills to meet changing trends and challenging global markets'.

### Entrepreneurship Education at UNISWA

The increased high youth unemployment rate in Swaziland, due to the yearly production of UNISWA graduates that cannot be absorbed by the country's businesses which invariably have less capacity to employ all those qualified graduates, adds to the problem of unemployment (Thompson, 2011). The government's intervention in addressing youth unemployment led to the inception of entrepreneurship in FOA in the academic year of 2006/2007. The introduction of the "Entrepreneurship" course was intended to produce potential entrepreneurs who would therefore, be able to make a living through starting businesses. Furthermore, they were also being equipped with skills to create more job opportunities for employment. The teething problems of running the "Entrepreneurship" course especially with reference to the inadequate time for running the "Entrepreneurial Project" led to re-structuring the courses, to enable the students to achieve their projected profits within the course duration.

This therefore, led to changes being made to offer the "Entrepreneurship" course during the second semester of year two, and the "Entrepreneurial Project" subsequently for two semesters at year three in the academic year of 2009/2010 (UNISWA Calendar, 2009/2010), resulting in more operational time, translating into more experience to enable students realise better profits. Elsewhere in Nigeria, the education was directed at production of graduates for government employment, and thus continued graduating students without taking cognizance of the labour market. However, the trend changed by 1980's when the economy began to crumble resulting in the menacing problem of unemployment and poverty. This led to the National Directorate of Employment's (NDE) introduction of Entrepreneurship Development Programme (EDP) whose primary function was offering functional education to enable youth to be self-employed and self-reliant (Unachukwu, 2009).

### Problem Statement

Due to the prevailing global economic crisis, and unprecedented unemployment levels predominant for the past few years, tertiary institutions worldwide have established entrepreneurship training programmes to instil entrepreneurial intentions among its students in order to curb the employment crisis (Fridolin, 2009). From studies, it has been reported that when students have a positive attitude towards entrepreneurship, there is future in entrepreneurship (Volkman and Tokarski, 2009; Dlamini, *et al.*, 2008). Furthermore, there is a significant positive impact on various competencies associated with entrepreneurship; entrepreneurial intentions; and, attitudes to entrepreneurship (Johansen *et al.* (2012). Thus, with about one-third of the unemployed labour force in Swaziland being UNISWA graduates, the FOA introduced entrepreneurship education to help its graduates gain entrepreneurial personality, knowledge

and skills. Therefore, this study focused on the impact of the entrepreneurship course on the FOA graduates' attitudes towards entrepreneurship with regards to challenges encountered during training and after graduation in the world of work.

### Purpose and Objectives of the Study

The purpose of the study was to determine the impact of the entrepreneurship education training offered at UNISWA on Consumer Sciences graduates and their challenges on starting businesses. The study was specifically guided by these objectives: Identify major challenges graduates encountered in the Entrepreneurial Project, Ascertain improvements that can be made to the Entrepreneurial Project; and, Determine demographic characteristics that may encumber the graduates from starting their own business.

## MATERIALS AND METHODS

### Research Design and Sample Selection

The study used a descriptive survey research design method with both quantitative and qualitative procedures. The list of the graduates was obtained from the UNISWA Calendar (University Catalogue) of the academic years 2009/2010; 2010/2011; and 2011/2012. From the target population of 153 Consumer Sciences graduates, a sample size of 50 graduates from the respective years, were used for the study. The first 10 respondents were obtained through random sampling and then snowballing was used to locate other graduates who were not easy to reach. The study was confined to graduates from 2010 to 2012.

### Instrument Development

The self-administered survey instrument was a questionnaire, based on objectives of the study (attitudes, challenges, improvements and demographics), and comprised of both closed and open-ended sections, with part of Section C composed of the open-ended questions. The Sections A, B, and C were rated by a six-point Likert scale, ranging from: 1=strongly disagree to 6=strongly agree. Section D of the instrument required participants' background information (gender, programme of study, year of completion, employment status, running a business, etc.) for respondents to make their selections.

### Validity and Reliability

To ensure the validity of the instrument in measuring what it is intended to measure, the questionnaire was reviewed by experts from the Department(s) of Consumer Sciences and Agricultural Economics and Management for face construct and content validity. For Pilot-testing 10 randomly selected graduates from Agricultural-related programmes were used for consistency, clarity, suitability and appropriateness of the instrument. Assessment of the instrument's internal consistency was computed using the Cronbach Alpha coefficient with overall reliability results of 0.7888 (Table1) obtained which falls between  $0.7 \leq \alpha < 0.9$  considered as good according to the Cronbach's Alpha table (Wikipedia, 2012).

**Table 1. Reliability Testing of the Instrument**

Domain	Number of Items	Reliability coefficient
Attitudes of graduates towards entrepreneurship	14	0.769
Challenges encountered during entrepreneurial project	16	0.712
Improvements that can be made on entrepreneurial project	9	0.883
Overall reliability coefficient	39	0.788

### Data Collection and Analysis

A self-administered questionnaire was used to collect data from 50 randomly selected Consumer Sciences graduates and was collected after 14 days. The Statistical Package for Social Science (SPSS version 20.0) (Kirkpatrick, and Feeney, 2012) was used for data analysis. Means, standard deviations, frequency and percentages were computed and conclusions drawn from the differences of the statistics. For qualitative data content analysis was used. The six-point Likert rating scale was used, for the close-ended section, with strongly agree=6 and strongly disagree=1. Responses with means above 3.5 indicated level of agreement with the statements, and those that were below 3.5 denoted level of disagreement with the statement. Standard deviation was calculated to measure dispersion of ratings from the means, a standard deviation of less than 1.5 meant that there was no significant difference between the means, and a standard deviation of 1.5 and more meant a variation in response.

## RESULTS AND DISCUSSION

### Major Challenges Encountered by Graduates in the Entrepreneurial Project

Study results indicate that COS graduates agreed mostly with the item "not enough is covered in the Entrepreneurship course, which is needed for the Entrepreneurial Project" (M=5.24 SD=0.938) as the highest mean on all questionnaire items agreed on in this domain. Furthermore, respondents also highly agreed on 'limited time in running the project' (M=5.12; SD=1.023) indicating that respondents agreed the Entrepreneurship project would be more beneficial if allocated more time for running it. The problem with 'delayed loans' (M=5.02; SD=0.685) was amongst the challenges that negatively affected the success of the respondents' business ventures. They however, disagreed with the item "the stealing of ingredients from the kitchen" (M=2.98 SD=1.437). The average mean (M=4.71) proved that graduates agreed to have encountered most of the challenges listed in this domain of the questionnaire. The standard deviation (SD=1.066) implied that there was no variation in the perception of graduates (Table 2). Findings of the study indicated that graduates had a lot of challenges due to the delay of loan disbursement, and payment by debtors for goods and services provided. This negatively impacted on the on-set and smooth running and operation of the projects for purposes of obtaining maximum profits at the end of the designated period of running the project. Reviewed literature indicated that, businesses have challenges of raising start-up capitals during the beginning of their projects as confirmed by some respondents who were not able to borrow funds from financial institutions for use in the

business ventures. Table 4 findings are also supported by Gwen (2003) and Silas (2008) who cited "inadequate financing", amongst many other major causes of business failure. Lack of industry experience, management incompetence, inappropriate location, poor system of control, lack of entrepreneurial skills were the other cited broad major causes that lead to business failure. Entrepreneurship requires bringing together the necessary and adequate resources and productively managing them into a product or service through activities for the establishment and operation of a business enterprise (Hisrich, *et al.*, 2005); therefore, lack of the necessary and adequate resources, to carry out the Entrepreneurial Project were challenging to graduates. This is evident from the agreed on statements, 'limited time was available to carry out the project' and 'not enough knowledge was delivered from the course'. Respondents faced additional challenges with their project supervisors who were not familiar with accounting, while others had unworkable goals (e.g. expected to see a rise of profit each and every week). Pertaining to 'stealing of ingredients as resulting in loss' respondents disagreed with the statement and regarded it as irresponsibility of the respective groups which concurs with Muhammad *et al.* (2011) whose study indicated that management of businesses demand good management skills of resources, labour and finances.

**Table 2. Major challenges graduates encountered in the Entrepreneurial Project**

Items	Mean	SD
1. Delayed release of loan	5.02	0.685
2. Delayed payments by debtors	4.86	0.707
3. Entrepreneurship groups were too large	4.88	1.043
4. Lack of clear focus by group members	4.62	1.176
5. Less cooperation of group members	4.78	1.266
6. Unavailability of equipment e.g. machines, stoves etc	4.32	1.236
7. Insufficient production skills	3.06	1.150
8. Insufficient marketing skills	5.04	1.087
9. Perishable items contributed to loss	3.69	1.240
10. Stealing of ingredients in the kitchen	2.98	1.437
11. Delayed supply of products from suppliers	3.44	1.232
12. Difficulty on business accountability (financial reports)	4.66	1.042
13. Challenges with supervisors	3.84	1.490
14. Too much pressure in other courses, as the project(s) demands a lot of time	5.06	1.150
15. Limited time (1 academic year) for carrying out the project (duration)	5.12	1.023
16. Not enough is covered in the entrepreneurship course, which is needed for the project	5.24	0.938
Overall Average	4.71	1.066

### Reasons that encumber graduates from starting businesses

The open-ended section of the questionnaire enabled graduates to specify the reasons why they were not entrepreneurs and the responses given being: (a) *lack of capital* - respondents complained that the government did not consider their loan application(s) to start businesses because they were unemployed as loans were mostly granted to civil servants; (b) *busy schedules* - tight schedules at their work places as reason for not having time for running a business; and, (c) *challenges encountered during the Entrepreneurial Project* - problems encountered during running the project negatively affected respondents' business interests, thus negatively impacted on their entrepreneurial intentions to start businesses after graduation. Furthermore, graduates complained that the

entrepreneurial groups did not develop individual self-confidence, thus they could not run businesses on their own, as they were used to working in partnership. Given that only 28% of the graduates were business active implies that, possibly, the Entrepreneurship course and Entrepreneurial Project were not successful in empowering graduates with entrepreneurial talents, traits and training to venture into business enterprises, and thus course objectives not being realised as supported by Mellalieu (2006). The majority of respondents complained of lack of time and capital, as challenges hindering them from being part of the business world. Findings suggest that the majority of graduates were not utilising the entrepreneurship knowledge efficiently, as none indicated use of available resources for their business e.g. salary as capital, and free days such as weekends for their businesses, considering that most of the graduates (76%) were working.

### Improvements that can be made to the Entrepreneurial Project

Study results in Table 3 indicate improvements considered important for the "Entrepreneurial Project", with most respondents highly agreeing (M=5.60; SD=0.495) that 'Business plan presentation should be done earlier (the second week of the first semester)'. Respondents were also in agreement (M=5.22; SD=0.975) increasing time allocated for running the Entrepreneurial Project. Pertaining to the 'reduction of loan interest rate' (M=3.14; SD=1.525), showed their disagreement with the statement and this being the least of all means in this domain. The overall mean average (M=5.03; SD=0.851) implied that graduates were in agreement with the domain statements for improvements that can be made to the "Entrepreneurial Project". The standard deviation of the domain showed that there was less dispersion in respondents' perception. Respondents agreed with most suggested strategies that could be employed to improve the running and operation of the Entrepreneurial Project.

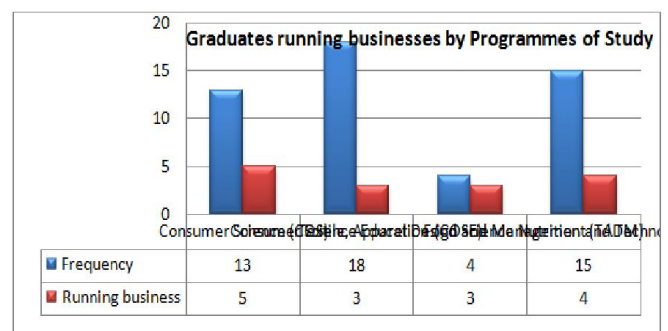
Suggestions that 'Business plan presentations be done within the first two weeks of the first semester', if adopted would facilitate earlier disbursement of loans for an earlier start of the business venture. The 'increase of time allocated for the project' was considered vital in helping students get more experience and skills required in running and operation of their businesses. Graduates indicated that the 'allocation of an appropriate location for projects (market and production) sites' were a necessary improvement. Lewis (2009) in support of this indicated that from statistics, about 88.7% of all business failures are due to being in the wrong place at the wrong time and 'inappropriate location' (Gwen, 2003; Silas, 2008). Furthermore, respondents suggested that students be offered an accounting course and the supervisors be provided with the financial guidelines to enable them offer better assistance to their project group supervisees; and, thereby reduce conflicts which negatively affected students resulting in their being less interested in undertaking business ventures. Respondents were not in agreement with the loan interest rate, suggestions were that the rate be reduced because the 10% interest rate compared to the 5% profit they got seemed negligible considering the 14% vat they had to pay for their business ventures at the end of running the Entrepreneurial Project. Respondents claimed that the stipulated interest rate did not set the project as a real-life experience.

**Table 3. Improvements that can be made to the Entrepreneurial Project**

Items	Mean	SD
Business plan presentation should be done earlier (the second week of the first semester)	5.60	0.495
17. Issuing of loans should not be delayed	5.26	0.633
18. Make entrepreneurship groups smaller	5.36	0.898
19. Improve business supervision	5.02	0.958
20. Reduce loan interest rate	3.14	1.525
21. Increase time allocated for Entrepreneurship project (day like the research project)	5.22	0.975
22. After the collection of loan and interest, students should be advised to go into a business for the good reason	4.80	0.756
23. Allocate appropriate location for projects (market and production sites)	5.10	0.735
24. Accounting courses should be taught to enhance Entrepreneurial project	5.18	0.691
Overall Average	5.03	0.851

### Demographic characteristics' influence on graduates' attitudes towards the Course

Background factors which include age, gender, education, and work experience were identified to be key factors that affect people's entrepreneurial intentions. From Fridolin (2009) these factors showed a higher influence on entrepreneurial intentions, especially for candidates from families engaged in entrepreneurial activities showing much higher inclination towards self-employment. Furthermore, studies indicate that men are considerably more often involved in entrepreneurial activity compared to women; this possibly, is the reason for the 28% graduates' involvement in business ventures, considering that males were only 34% of the respondents of the study. Figure 1 shows COSE, a Consumer Sciences teaching discipline, with the least percentage (16.7%) involved in entrepreneurship; and, TADM graduates as the most active programme in the business ventures with 75.0% [perhaps TADM being a practical-based course lends itself easier to entrepreneurial characteristics' inclination of its graduates] while those from other courses were a minority considering that 38 (76%) of the respondents were employed and working for the government; and, thus were financially stable and probably found no need to engage themselves to businesses.



**Fig. 1. Graduates currently running businesses**

### Conclusions, Implications and Recommendations

From the inception of the recently introduced entrepreneurship training programme in 2006/2007, the FOA has re-structured the Entrepreneurship course and Entrepreneurial Project in attempts to address student concerns about the

entrepreneurship training programme. This is not an unfamiliar phenomenon with any new programme at the teething stages; the FOA therefore, continually strives to improve the entrepreneurship training programme so as to successfully impart those entrepreneurial characteristics and attributes that would lead to successful business ventures. Based on the study results, the majority of COS graduates were not involved in businesses and this supports the notion that “business establishment is not everybody’s cup of tea”. This therefore, stands to reason that, although an intention is necessary for starting a business venture, it doesn’t guarantee actual business set-up or business success especially if it might not be the respective individual’s right choice. Reviewed literature also, indicated that family background could have a bearing on lack of involvement in entrepreneurial ventures. It has therefore, been reported that “inclination for entrepreneurship” is affected by “family culture” wherein it has been noted that women’s working life is mostly salaried, while a great number of mothers do not work. Given therefore, that female respondents were in the majority, as COSE is mostly female, and were also off-springs of parents who were not self-employed; it is no wonder that there were low numbers of graduates who ran businesses. On the other hand, probably, graduates were not quite confident of their competencies to engage in any skill-based business venture.

Alternatively, as supported by Rasmussen and Sorheim (2006), failure to engage in business ventures could be as a result of respondents’ unwillingness or ability to work individually as entrepreneurs, given that their training involved cooperative engagement in their business ventures. Results also showed that the majority of graduates were also not economically stable due to dependency on salaries and could not access start-up funds to inject into an entrepreneurial business venture. With the majority of respondents unemployed and not able to access start-up funds they had no chance of even being considered for loans by financial institutions, as they lacked the required collateral and would be considered a financial risk. Yet while the employed, who as civil servants would qualify for loans, felt they had no time to start and engage in business ventures. Reviewed literature indicates that, fears of debt as well as accessibility to loans were some identified challenges to using banks for financial support (Dlamini *et al.*, 2008); this could also be true with the Consumer Sciences graduates. The tendency therefore, displaying a support of Gurol and Atson (2006) whose views that economic, social and political instability in the country may lead people to prefer salaried jobs in public and private sectors instead of running their own business.

Besides, lack of sufficient incentives towards entrepreneurship education hampers the development of entrepreneurial vision of individuals. Entrepreneurship education curricula in developing countries must be tailor-made to fit local environments, as indicated in Huck and Mcewen’s (1991) study, hence it is important for more research to be done. Little empirical data exists to identify competencies necessary for successful self-employment in Swaziland, thus it is important that further studies be done to enable the entrepreneurship education programmes and curricula to be tailor-made to fit the local environments from where the students come from and would return to start business ventures that would be successful and sustainable. Recommendations for the study are

that the “Entrepreneurial Project” be run as a business start-up, for two academic years, and by realising great profits students can think of business out of the campus nutshell. More conclusive findings though, could be made by involving a larger number and more variation of respondents including graduates from other departments to represent graduates from the various disciplines within UNISWA.

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