Journal of Economics Education and Entrepreneurship
Vol. 7, No. 1, April 2026, pp. 104-123
https://ppjp.ulm.ac.id/journals/index.php/jee/issue/view/984
ISSN: 2746-5438 (Print) | 2745-729X (Online)

Strategies to enhance entrepreneurship education at the University of Venda

[1*] Livhuwani Gladys Nkondo, [2]Zanele Mashimbye, [3]Vhuthu Mampheu,
[1,2,3] University of Venda, South Africa

Article Info

Keywords:
Strategies
Entrepreneurship
Education
Student-entrepreneurs
Unemployment

A B S T R A C T

This study explores the strategies to enhance entrepreneurship education at the University of Venda in South Africa, with the aim of promoting student entrepreneurship and contribute to economic growth and job creation. The research adopted a qualitative research approach; phenomenological design grounded in the constructivist paradigm to gain in-depth insights of students' experiences in entrepreneurship education. The targeted population comprised University of Venda student-entrepreneurs who participate in entrepreneurship education programmes, and those who are registered for entrepreneurship courses. A convenience sampling technique was used to select 10 students and data was collected through semi-structured face-to-face and telephone interviews according to the research objectives. The collected data was analysed thematically using Atlas.ti version 8.4. the study findings revealed that while entrepreneurship education is present at the university, its effectiveness is hindered by limited practical experience, insufficient institutional support, and outdated curriculum, among other things. The recommendations made include the suggestion that the University of Venda should collaborate with private companies and government to create internship opportunities for entrepreneurship students to gain hands-on experience. This study is among the first to have managed to identify the strategies to enhance entrepreneurship education. This study was conducted at the University of Venda which means the results may not be generalised in other universities. The researcher, however, further recommends that similar studies can be conducted in other universities to find out any similarities or differences in the conclusions, thereby enlarging the literature on the topic.

This is an open access article under the CC-BY-SA 4.0

Corresponding Author:
Livhuwani Gladys Nkondo
Department of Business Management, University of Venda
Department of Business Management, University of Venda, South Africa
Email: livhuwani.nkondo@univen.ac.za

Submitted 11 August 2025; Accepted 14 January 2026; Published 30 April 2026

How to cite: Nkondo, G. N., Mashumbye, Z., & Mampheu, V. (2026). Strategies to enhance entrepreneurship education at the University of Venda. *Journal of Economics Education and Entrepreneurship,* 7(1), 104-123. https://doi.org/10.20527/jee.v7i1.16488.

1. INTRODUCTION

Over the last two decades, there has been a fast expansion in the availability of entrepreneurship education globally, supported by governments' eagerness to create programmes that support and develop entrepreneurship, in higher education (Bell & Bell, 2020). Education towards entrepreneurship, therefore, has been developed and implemented worldwide to cover students from all levels of education, as a way of preparing and enabling them to create jobs and solve various emerging social and economic issues, such as poverty, social exclusion, and low socio-economic condition of large portions of the population (Jardim, Bártolo & Pinho, 2021). In 2020, the University of Venda developed a strategic plan for 2021-2025 to become an entrepreneurial institution, particularly capable of contributing to South Africa's aim of being an inclusive economy. The specific road to this transformation remains unarticulated due to a lack of scientific knowledge relating to the process of transformation into an entrepreneurial institution (Iwara & Kilonzi, 2022). The study of Kativhu and Netshandama (2024) also revealed that the transformation is still in the process due to the lack of a relevant guiding framework and principles.

South Africa is a developing country that has been experiencing unemployment challenges (De Lannoy, Graham, Patel & Leibbrandt, 2020; Wakefield, Yu & Swanepoel, 2022; McGinty, 2024), thus, the government's determination to remedy the nation's youth unemployment through the promotion of entrepreneurship (Bux, 2016). The Department of Higher Education has integrated entrepreneurship courses into the curriculum in higher education institutions, to help students acquire entrepreneurial knowledge and skills so that they can become self-employed rather than seeking jobs. Entrepreneurship as an instrument to reduce unemployment is recognised worldwide, including South Africa (Ncube & Matlala, 2024).

It has been determined that the South African system of entrepreneurship education is inadequate in giving students the skills and information that they need to develop an entrepreneurial attitude and culture (Ncube & Lekhanya, 2025). This corroborate the findings in a study of Gamede and Aleunya (2019) which revealed that there is gap in entrepreneurship modules at universities, that need to be addressed so that students can develop appropriate and relevant skills and knowledge that they need to start their own business. Challenges in entrepreneurship education stand as a threat to the success of entrepreneurship education if they are left unresolved, fortunately, certain strategies can be employed to address some of these challenges (Okeke & Edikpa, 2014). Hence, this study aims to identify the strategies that can be used to enhance entrepreneurship education.

2. METHOD

2.1. Research design

This study employed phenomenology design. A phenomenological study describes the common meaning of various people lived experience within a given topic or situation (Sarfo, Debrah, Gbordzoe, Affal & Obeng, 2021). Following phenomenological design in qualitative research produces descriptive data, which the researcher must then analyse using systematic techniques such as transcriptions, coding, and analysis to identify trends and themes (Muzari et al., 2022). Phenomenology design assisted the researcher to have in-depth information of entrepreneurship education.

2.2. Research approach

The researcher utilised a qualitative research approach in this study. Qualitative approach falls within the interpretative paradigm, and it is derived from constructivist theory of knowledge which argues that knowledge is subjective and influenced by individual perceptions of the environment, which means that qualitative research depends on individual's viewpoint (Muzari, Shava & Shonhiwa, 2022). The qualitative technique relies on participants' actual remarks, reducing the possibility of fabricating research outcomes (Muzari, Shava & Shonhiwa, 2022). The researcher employed qualitative approach to gain an in-depth understanding of students' experiences with entrepreneurship education.

2.3. Research paradigm

The research paradigm of focus in this study is constructivism. Constructivism is an epistemology that provides an explanation of the nature of knowledge (Mahajan & Mahajan, 2022). The foundation of constructivism is the idea that individuals try to make sense of the world they live in by developing their own subjective interpretation of their experiences (Kumatongo & Muzata, 2021). Constructivism emphasizes creating hypotheses or patterns of meaning rather than evaluating existing ones (Gannon, Taheri & Azer, 2021). The objective of constructivism is to rely on participants' perspectives of the event being studied and interpret the meanings they ascribe to their surroundings (Kumatongo & Muzata, 2021).

2.4. Survey population and Sampling techniques

This study targeted University of Venda students who are undergoing entrepreneurship education programs and extra-mural activities. Due to various entrepreneurial education programmes offered at the University of Venda and the diverse informal entrepreneurial activities are involved in, the target population is not well known. The researcher applied convenience method to select participants among student entrepreneurs who are currently registered in entrepreneurship course and those who participate in entrepreneurship programs. This method was selected due to its accessibility and time-efficiency, given that the study was conducted in a limited timeframe with insufficient resources. The selected students were readily available and willing to participate in this study. These students were relevant to the focus of the study under investigation. This study consisted of 10 students, and this sample size was determined by the data saturation. This sample size consists of students who registered for entrepreneurship module and those who participate in Enactus and STEP entrepreneurial programs.

2.5. Data collection

In this study, the researcher collected data using semi-structured interviews. Semi-structured interviews feature open-ended questions and the use of interview guidelines to outline broad areas of interest and facilitate the process (Ruslin, Saepudin, Muhammad et al., 2022). The data was collected utilising face to face interview between the researcher and respondents. To overcome the geographical obstacle, the researcher also recruited individuals through virtual interviews. Interviews are used to learn about an individual's subjective experiences, attitudes, and motives, rather than facts and conduct (Busetto et al., 2020). The researcher used audio recorder to record the interviews with the participants. The interviews were done in English, and all the participants understood the questions and were comfortable participating in the study.

2.6. Data analysis

In this study, the researcher performed a thematic content analysis of the data using Atlas.ti version 8.4 software. The researcher used mainly VI coding and continuous comparison to analyse data.

3. RESULTS AND DISCUSSION

3.1. Conceptualization of strategies to enhance entrepreneurship education

In this section is discussed the strategies that can be implemented to enhance entrepreneurship education so as to better support student entrepreneurship development. During data analysis 15 themes were discovered and coded. The coded themes were – provision of adequate funding; community engagement; creating awareness; curriculum reform; enhancing mentorship; evaluating entrepreneurship education's effectiveness; fostering entrepreneurial culture; government support; creating inclusivity; incorporating practical learning; incubation; internships development; media exposure; technology integration and training of entrepreneurship lecturers.

3.2. Adequate funding

Provision of adequate funding was identified as one of the strategies that can be used to enhance entrepreneurship education. The respondents suggested that there should be adequate funding to tackle financial barrier to student entrepreneurship development. They added that entrepreneurship education programs should provide students with a start-up capital that matches the idea so that it can be implemented successfully. The respondents recommended that the university must collaborate with the government and private sector to secure funding for entrepreneurship education. This is proof that providing funding is a strategy that can enhance entrepreneurship education to better support student entrepreneurship development. This is evidenced by the statements of Participants 1, 2, 3, 4, 5, 6, 8 and 9 below:

> *"Provide the students who have business ideas but do not have the financial means to execute these ideas with financial aid." Participant 1*
> *"The University should collaborate with the government and investors, and secure funding for students who have business ideas but do not have the financial means to put these ideas into action." Participant 2*
> *"They can provide adequate funding." Participant 3*
> *"Financial support for students from under-represented backgrounds could also help." Participant 4*
> *"Increased support for students who have small businesses, by providing them with funding." Participant 5*
> *"The strategies that is supposed to be employed is that they must give a start-up capital that equals the business ideas of the students because some business idea they don't match the start-up capital." Participant 6*
> *"There must be platforms where someone access the capital that matches the idea so that it can be implemented successfully." Participant 8*
> *"Offering scholarships, reducing financial barriers." Participant 9*

The current study's results noted providing adequate funding as a strategy that can be used to support student entrepreneurship development. The students suggested that entrepreneurship education programs should provide adequate funding for students to

successfully implement their ideas. This study's findings are substantiated by the study of Ubogu (2023) which showed that sufficient finances must be allocated for the acquisition of equipment to ensure quality in entrepreneurship education.

3.3. Community engagement

The results indicated that community engagement is another strategy that can be employed to enhance entrepreneurship education. The participants have suggested that the University must extend the entrepreneurship education also to community members who have an interest in entrepreneurship education. Students can also go to the communities and assist entrepreneurs with business planning, marketing and financial literacy. The University should also host entrepreneurship day in nearby high schools, where all learners can practice entrepreneurship not only for those who are doing the commercial stream, thus, they would all get exposed to entrepreneurship at an early stage. This is supported by the insights of Participants 4, 5 and 8 as shown below:

> *"Community-based programmes." Participant 4*
> *"Another one is community engagement; by involving the community; by doing entrepreneurship education awareness in schools, as well as opening small businesses in the community." Participant 5*
> *"Community members, they must be able to access these entrepreneurship programmes without any barriers because someone in the community must be interested in being trained, so the University must also ensure that there are those open doors that everyone has to access to them." Participant 8*
> *This study highlighted that community members should collaborate in entrepreneurship education without any barriers. These results correspond with the findings of the study conducted by Kativhu and Netshandama (2024) which recommended that universities in rural areas could engage the local communities in entrepreneurial activities by organising events, workshops, and conferences, promoting participation in programs and creating space for cooperation and resources sharing. Similar results were obtained by Iwara (2023) who indicated that engagement with local communities and society at large, is crucial for invigorating key fundamentals, stimulating innovation, and creating entrepreneurship opportunities.*
> *Create awareness*
> *The research findings have shown that to create awareness about entrepreneurship education is another strategy that can be utilised to enhance entrepreneurship education. The respondents proposed that the University should create entrepreneurship education awareness. They stated that when the University hosts entrepreneurship education events, the marketing team should inform all students by sending them emails, so that all parties are aware about such events. Creating entrepreneurship awareness could improve students' participation in entrepreneurship education because some students do not engage in such programmes because they are not aware of them. This is supported by the views of Participants 5, 6, 8 and 9 below:*
> *"By involving the community and by doing entrepreneurship education awareness in schools." Participant 5*
> *"They should also make sure that there are marketing teams, so that in circumstances where they are hosting an event around the University, they are supposed to be some people who can send those messages to students so that all students can be well informed about that training." Participant 6*

"There must also be that thing of awareness, so awareness campaign must be done, action campaigns where students and staff are aware of these entrepreneurship education programmes so that they can be known better." Participant 8
"Creating awareness about available programs." Participant 9

Creating entrepreneurial awareness is another strategy to enhance entrepreneurship education. This study highlighted that there should be entrepreneurship education awareness among students so that they are well informed about these programs. These findings concur with those of Kativhu and Netshandama (2024) that awareness campaign should be in place to expose students to diverse entrepreneurial education programs. Similar findings were acquired by Maka (2023) who indicated that it is crucial to make an effort to enhance awareness about the availability and the essential nature of entrepreneurship education.

3.4. Curriculum reform

The study results have shown that curriculum reform is another strategy that can be used to enhance entrepreneurship education. The participants advocated for entrepreneurship education to be integrated in all academic degrees, across all faculties. They specified that it should be made a compulsory module, ensuring that all students gain essential knowledge about entrepreneurship, enabling them to establish successful businesses within their fields of study. Respondents further explained that the entrepreneurship education programmes should be placed in the official University calendar, as mandatory, so that students can take it seriously. Additionally, they suggested that the entrepreneurship training should contribute a certain percentage to the semester mark, which would encourage student participation. One of the participants also proposed that the curricula should be updated to align them with the current industry trends, so that students can stay updated with the recent entrepreneurial trends. This is supported by the statements of Participants 1, 3, 4, 5, 7, 8, 9 and 10 as presented in the extracts below:

"I think universities need to include entrepreneurship in all degree in all faculties, so that students can gain knowledge and skills needed to start and run successful businesses, focusing on their area of study." Participant 1
"They can just include entrepreneurship education as a module in each and every uhm degree, or as a compulsory module to take." Participant 3
"I would like to see maybe more uh interdisciplinary approach to entrepreneurship education where students from maybe various fields not only from Business Management or maybe from the Arts for example, to collaborate to create uhm maybe a diverse and innovative business ideas." Participant 4
"Entrepreneurship education can be more accessible and inclusive by applying the entrepreneurship education for all degrees, whereby all students who are interested in doing entrepreneurship courses are allowed, regardless of their major subjects." Participant 5
"I think we can combine entrepreneurship with other disciplines by developing courses and programmes that combine entrepreneurships with other disciplines, such as business engineering, and in Computer Sciences, you know." Participant 7
"To be more effective I think it actually has to be introduced as a mandatory module. Entrepreneurship education has to be mandatory for all faculties, for every student. It must be given weight every semester to say, 5% of your semester mark is coming from entrepreneurship education, so at the end of the day when it becomes mandatory,

everyone now has to say - okay - I need to be part of entrepreneurship education." Participant 8
"An updated curriculum that reflects current entrepreneurial trends." Participant 9
"I think it can be integrated by making entrepreneurship a module compulsory to every faculty, in every degree, because one thing about entrepreneurship it can form part of every degree." Participant 10

The respondents in the current study suggested that entrepreneurship course should be by Thaba-Nkadimene et al. (2024) which revealed the need for curriculum transformation that incorporates entrepreneurship education across multiple disciplines, rather than a stand-alone program that fails to create a broad-based entrepreneurial attitude. Mico and Cungu (2023) supported this by emphasising that entrepreneurship education ought to be included in all academic programs, not solely for those focused on business, as one of the essential skills within the current education curricula pertains to entrepreneurial competence. Additionally, Usman and Hamid (2022) suggested that entrepreneurship curricula should align with industrial 4.0 era. Kativhu and Netshandama (2024) similarly posit that the tertiary curricula should stay updated to align with the current research results. The current study, hence, concurs with past scholars that entrepreneurship curricula should be updated to align with the recent entrepreneurial

3.5. Enhance mentorship

Respondents acknowledged enhancing mentorship as another strategy that can be utilised to improve entrepreneurship education, to better support student entrepreneurship development. students suggested that there should be mentorship and coaching sessions from experienced entrepreneurs to guide and support them throughout the entrepreneurship education journey. This is proof that improving mentorship is a strategy that can be used to enhance entrepreneurship education. This was proven by the opinions of Participants 4, 5, 7 and 8 as indicated in the following excerpts.

"Incorporating mentorship systems, where students can receive guidance from seasoned entrepreneurs is also a key." Participant 4
"Changes I would like to see in entrepreneurship education are more mentorship and coaching. This will ensure that students get access to successful and experienced entrepreneurship coaches and mentors." Participant 5
"There should be also mentorship and coaching providing for students, so they can access experienced entrepreneurs. Like they should get entrepreneurs out there to come and help those that are still doing the course you know, such as mentors who can offer the guidance and support." Participant 7
"There must be also mentorship issued" Participant 8

The empirical results reveal that there should be more mentorship and coaching opportunities, where students would have access to experienced entrepreneurs to guide and assist them throughout their entrepreneurial journey. Rukmana et al. (2023) proposed that a strong mentorship program should be established to connect student entrepreneurs with seasoned mentors and subject matter experts from academic and industry, which corroborates with the findings of the current study. This is also in support of findings in a study conducted by Ellikkal and Rajamohan (2023) that obtaining professional mentorship in entrepreneurship can assist students in surmounting challenges and advancing their entrepreneurial endeavours.

Evaluate entrepreneurship education's effectiveness.

The study findings indicated that evaluating entrepreneurship education's effectiveness can be used to enhance entrepreneurship education. The participants suggested that students should be given regular assessments to evaluate their entrepreneurial knowledge. They should also conduct some research to evaluate the effectiveness of the entrepreneurial programs so that adjustments can be made where needed. This demonstrates that evaluating entrepreneurship education's effectiveness can be utilised to enhance entrepreneurial education. This is evidenced by the views of participants 5, 6 and 9 as shown in the following extracts:

> *"Strategies that can be employed are feedback and assessment. By providing students with regular assessments and feedback, they will improve their knowledge when it comes to entrepreneurship education." Participant 5*
> *"They also have some students who can do some thorough research and do some publications on that because the moment when they have students who are conducting some research, they also manage to review their data and manage to see the progress of the program." Participant 6*
> *"Assessing entrepreneurship education effectiveness regularly can enhance its impact." Participant 9*

The participants in the recent study identified evaluating the effectiveness of entrepreneurship education as a strategy that can be used to enhance entrepreneurship education. This is in accord with the study of Matlay, Co and Mitchell (2006) who propose that an assessment is required to see if the methodologies employed in teaching entrepreneurship help achieve the objectives established by the course. This is also supported by Radebe and Vezi-Magigaba (2021) who assert that effective monitoring and evaluation methods are imperative for assessing the long-term impact of entrepreneurship education programs, through tracking student entrepreneurs progress and measuring the program outcomes. Magaisa et al. (2018) suggest that higher education institution should request comprehensive insight about entrepreneurship education from students and utilise the data to guide curricula development. Similar sentiments were obtained by Ubogu (2023) who expressed that entrepreneurship programs should be evaluated similarly to other components of academic excellence.

3.6. Fostering entrepreneurial culture

The research findings show that fostering entrepreneurial culture is a strategy that can be used to enhance entrepreneurship education, so that it can better support student entrepreneurship development. The respondents recommend that the University should foster entrepreneurial culture by hosting entrepreneurial events, workshops and competitions. They further suggested that the Institution should allow students to practice entrepreneurship on campus. This is evident that fostering an entrepreneurship culture can be utilised to enhance entrepreneurship education. This is supported by the views of Participants 1, 2, 3 and 8 in the quotations below:

> *"The University of Venda should create an entrepreneurial culture on campus by allowing students entrepreneurs to operate their businesses on campus." Participant 1*
> *"The University of Venda can foster an entrepreneurship culture on campus by hosting entrepreneurial competitions and events." Participant 2*
> *"First thing first I think they must foster an entrepreneurial culture." Participant 3*
> *"A student must be given the chance even to sell snacks on campus and practice their entrepreneurship education training." Participant 8*

The recent study findings indicated that the University of Venda fosters entrepreneurship culture by offering entrepreneurship education training programs, and hosting events, workshops, and competitions. The respondents, however, further revealed that the University does not permit students to practice entrepreneurship activity on the University premises after the training. The participants, therefor advocated for entrepreneurship activity to be allowed on campus. The findings corroborate those in the study of Kativhu and Netshandama (2024) that entrepreneurship endeavours should be permitted on campus with appropriate supervision and mentorship.

3.7. Government support

The need for government support was identified as another strategy that can be used to enhance entrepreneurship education. The students suggested that the government should provide universities with funding to support entrepreneurship education. Government agencies that support youth entrepreneurship, like SEDA and NYDA, should be easily accessible to students to provide them with training and start-up capital, thus, showing that government support can be used to enhance entrepreneurship education. This is evidenced by the comments of Participants 1, 2, 3 and 9 as shown below:

> *"I also think that they need to collaborate with government agencies like SEDA, SEFA, and so on, to create training opportunities for entrepreneurship student to enhance their skills through hands-on experience." Participant 1*
> *"The University should collaborate with the government and investors, and secure funding for students who have business ideas but do not have the financial means to put these ideas into action." Participant 2*
> *"Government support." Participant 3*
> *"Government support for entrepreneurship education initiatives." Participant 9*

The findings of this study suggest that the government should support universities with adequate funding for entrepreneurship education, which will enhance the availability of resources for entrepreneurship. A similar recommendation was made by Ellikkal and Rajamohan (2023) that government and educational institutions can offer assistance through initiatives such as venture funds to student entrepreneurs and the provision of complimentary workspaces to enhance resources accessibility. Similar sentiments were expressed in a study by Chhabra et al. (2021) that the government should also be responsible for establishing a robust entrepreneurial system and providing financial assistance to aspiring entrepreneurs, for business development.

3.8. Inclusivity

Stressing inclusivity is a strategy that can be used to enhance entrepreneurship education, thereby support student entrepreneurship development. The respondents recommended that entrepreneurship education should be inclusive and accessible to all students regardless of their field of study, nationality, background and abilities. They further suggested that entrepreneurship education should be accessible to staff and community members who are interested, without any barriers. It is evident from these quotations that inclusivity is a relevant strategy that can be employed to enhance entrepreneurship education. This is evidenced by the views of Participants 1, 4, 5, 7, 8 and 9 in their statements below:

"The University should offer online entrepreneurship courses for everyone, not only University of Venda registered students." Participant 1
"I would like to see maybe more, uh interdisciplinary approach to entrepreneurship education where students from maybe various fields not only from Business Management but maybe from the Arts, for example, to collaborate to create uhm maybe diverse and innovative business ideas." Participant 4
"Entrepreneurship education can be more accessible and inclusive by applying the entrepreneurship education for all degrees, whereby all students who are interested in doing entrepreneurship courses are allowed, regardless of their major subjects." Participant 5
"Provide accessible learning materials, such as audio, and also in braille for students with disabilities." Participant 7
"It must be diversity-oriented where everyone and any one as long as they're a student at the University, as long as they're staff members or even community members, they must be able to access these entrepreneurship programmes without any barriers." Participant 8
"Mentorship opportunities should be made available to all students, regardless of their background." Participant 9

This study expressed the fact that the University should offer entrepreneurship education to all students, staff, and community members who are interested in entrepreneurship education and training. This is in line with the findings of the study of Kativhu and Netshandama (2024) who posit that universities ought to make available entrepreneurship education for all personnel and students, thereby, facilitating growth through faculty-level entrepreneurship collaboration with academics and senior staff, while encouraging diversity and innovation in teaching and learning across all disciplines.

3.9. Incorporate practical learning

Incorporating practical learning was identified as another strategy that can be exploited to enhance entrepreneurship education, thereby, better support student entrepreneurship development. The students suggested that the institution should integrate projects to assist students to develop practical skills. The curriculum should combine both theory and application opportunities where students will apply their theoretical knowledge in real-world situations. The practical learning should include project-based assessments. This will expose students to real business environment. This is supported by the perceptions of Participants 2, 3,4, 5, 7 and 9 as shown in the following extracts:

"Educators should incorporate experiential learning activities, such as business planning competitions to provide students with practical experience." Participant 2
"I think they just have to integrate the practical learning in the classroom." Participant 3
"Integrating more practical experiences such as live business projects." Participant 4
"Concentration on project-based assessment by evaluating the ability of students through applying theoretical concepts to real-world problems." Participant 5
"Incorporating more hands-on projects and experimental learning opportunities to help students develop practical skills." Participant 7
"I would like to see more hands-on, experiential learning opportunities." Participant 9

The current data revealed that entrepreneurship education should integrate practical learning rather than putting more emphasis on theory. This is supported by the findings in the study of Obaje (2024) that entrepreneurship education should offer experiential learning to enhance and support the theoretical knowledge acquired in the classroom. Chabra et al. (2021) articulated a compelling necessity for practical learning for entrepreneurship education and training students to apply the knowledge taught in academic setting.

3.10. Incubation

The concept of incubation was acknowledged as another strategy that can be employed to support student entrepreneurship development. The participants identified incubation platforms as ways to provide students with the necessary resources they need to implement their ideas successfully. According to the participants, an incubation centre can provide students entrepreneurs with continued support and help them sustain their businesses - proof that incubation can be used to better support student entrepreneurship development. This is in accord with the views of participants 3, 8 and 9 shown below:

"I think they can just allow us to have resources, through for example business incubators." Participant 3
"There must be that incubation platform where you know that after training there's someone waiting for me for incubation." Participant 8
"Incubation centres can provide continued support for student entrepreneurs." Participant 9

Kativhu and Netshandama (2024) implied that it is essential to establish pertinent infrastructure, such as on-campus incubators, that can serve as centres of entrepreneurial activity, drawing entrepreneurs, investors, and industry experts to the area. Nuhu (2021) pointed out that establishing incubation centres, that combine theory with practice can improve entrepreneurship teaching in higher education. This study substantiates these past scholars by proposing that after entrepreneurship training, there ought to be entrepreneurial incubators that provide students with necessary resources needed for entrepreneurship development.

3.11. Internship development

Developing internship opportunities was another strategy mentioned that can be used to enhance entrepreneurship education. The participants suggest that the University should develop internship programmes where students can apply their entrepreneurial knowledge and skills while gaining hands-on experience, hence, developing internship programmes would bridge the gap between theory and practice. The University should, therefore, collaborate with companies to create internship programmes, where students receive mentorship in a workplace setting. The perspectives of Participants 1, 2, 4 and 7 below, support this point:

> *"I think that to bridge the gap between theory and practice, universities should collaborate with companies to create opportunities for students to engage in internships, or business projects that would allow them to gain hands-on experience." Participant 1*
> *"The University must create internship programme for entrepreneurship students to gain hands-on experience." Participant 2*
> *"One area for improvement is the incorporation for more hands-on practical experiences, such as internships or opportunities for students to work on real projects and this would bridge the gap between theory and practice." Participant 4*

"They should provide internships or apprenticeships, offering students the opportunity to work on consulting projects," Participant 7

The study findings suggest that the University should collaborate with companies to develop internships for students, so they can gain relevant hands-on experience. Similar findings were acquired by Iwara (2023) which showed that service-learning, through student placements in internships and apprenticeships is an effective method for cultivating new entrepreneurs and imparting practical skills. This is supported by Svotwa, Jaiyeoba, Roberts-Lombard and Makanyeza (2022) who proposed that there should be a practical component to the universities' curriculum, such as internships, where students can learn how to respond to uncertainty and evaluate risks, which are essential for developing an entrepreneurial attitude.

3.12. Media exposure

The findings also revealed that media exposure can be used to enhance entrepreneurship education. The respondents suggest that information about the entrepreneurship education programmes should be posted on social media to reach larger audience, since a lot of students are exposed to social media. The University should use social media to engage with their target audience and give them a platform to give reviews and feedback about the entrepreneurship education programmes. This will help to identify areas of improvement and adjust as needed. Media exposure will make students aware of these programs, ultimately enhancing their engagement and education. This is supported by the opinions of Participants 1, 7 and 10 as shown in the following extracts:

"I also think that they should use social media platforms to share information about these entrepreneurship programmes because lots of students are exposed to social media, so, it will be easy for them to get information about these programmes." Participant 1

"It should be posted in social media as young people now they engage more in social media, so what I can just suggest is that they also need to have their own pages like Facebook page , TikTok page, where they post about that." Participant 6

"I think with the influence of social media. I think they can just improve through social media, such as promotion through popular people within the University such as SRC members, bloggers, we have many people who blog everything." Participant 10

The empirical data collected recommended media exposure as a strategy that can be employed to enhance entrepreneurship education. Media publicity will help create awareness about entrepreneurship education programs among students. The media could be used to spread information about the entrepreneurship training programs that are available at the University of Venda. Participating students specified that social media would help to reach a larger audience since majority of students are on social media. This finding corresponds with those of Magaisa et al. (2018) which maintained that tertiary institutions must establish social media platforms to promote the entrepreneurship education provided to students.

3.13. Technology integration

Technology integration was acknowledged as another strategy that can be used to enhance entrepreneurship education, the respondents recommended technology integration to better entrepreneurship education. The University should offer online classes to provide students with flexible learning options, so that the students should be able to access learning materials, online,

at any time, confirming that technology integration is a strategy that can be used to enhance entrepreneurship education. This is substantiated by the views of Participants 1, 2, 3, 4, 7 and 9 from their quotations shown below:

> *"The University should offer online entrepreneurship courses for everyone, not only University of Venda registered students." Participant 1*
> *"Entrepreneurship programmes like STEP and Enactus should offer online workshops to accommodate students in different locations." Participant 2*
> *"I think they can just integrate entrepreneurship education in terms of offering entrepreneurship education or programmes online where it will be accessible to everyone, since some students are too busy to go and attend workshops." Participant 3*
> *"Entrepreneurship education could be offered in more accessible formats, such as online courses." Participant 4*
> *"They can also be flexible you know, by offering online courses to provide flexible learning options for students." Participant 7*
> *"Providing online and hybrid learning options." Participant 9*

The respondents suggested that there should be technology integration in entrepreneurship education to improve its flexibility and accessibility to all students, regardless of their geographic location. They advocated that classes and learning materials should be accessible online. Similar findings were acquired by Alam et al. (2023), that digitalisation facilitates access to online entrepreneurship education and pertinent information. These findings are also in line with the findings of the study conducted by Ratten (2020) which expressed that higher education institutions are increasingly using artificial intelligence for entrepreneurship education, which allows for geographic flexibility, online interaction, real-time feedback and online delivery and presentation.

3.14. Training entrepreneurship lecturers

Offering training for entrepreneurship lecturers was another strategy, offered that can be used to enhance entrepreneurship education. The participants recommended that the University should invest in upskilling entrepreneurship lecturers; it should also provide them with resources and support through workshops. Entrepreneurship lecturers should do research to stay updated on the recent entrepreneurial tends, hence, training entrepreneurship lecturers can be used to enhance entrepreneurial education. This is in-line with the views of Participants 1, 2 and 9, in the following quotations:

> *"I think universities should work on improving the skills of their lecturers through workshops and training by successful entrepreneurs." Participant 1*
> *"The University needs to invest in training these lecturers and providing them with resources, and support for them to stay updated on the latest entrepreneurial trends and best practices." Participant 2*
> *"Training entrepreneurship lecturers to have practical experience." Participant 9*

The current study noted training of entrepreneurship lecturers as a strategy that can enhance entrepreneurship education. Universities should put effort into training their entrepreneurship lecturers through workshops, seminars and research, to stay up to date with current entrepreneurial trends. These results are in accord with the work of Elikkal and Rajamohan (2023) who proposed that lecturers need to get training in teaching methodologies

and subject matter for the entrepreneurship education program. This is supported by Oyinlola, Kolade, Okoya, Ajola et al. (2024) that training facilitators and lecturers is essential for designing relevant and up-to-date materials, and methodologies, as well as promoting real-life learning opportunities and assessment.

Summary of strategies that can be used to enhance entrepreneurship education is shown in Figure 1 below.

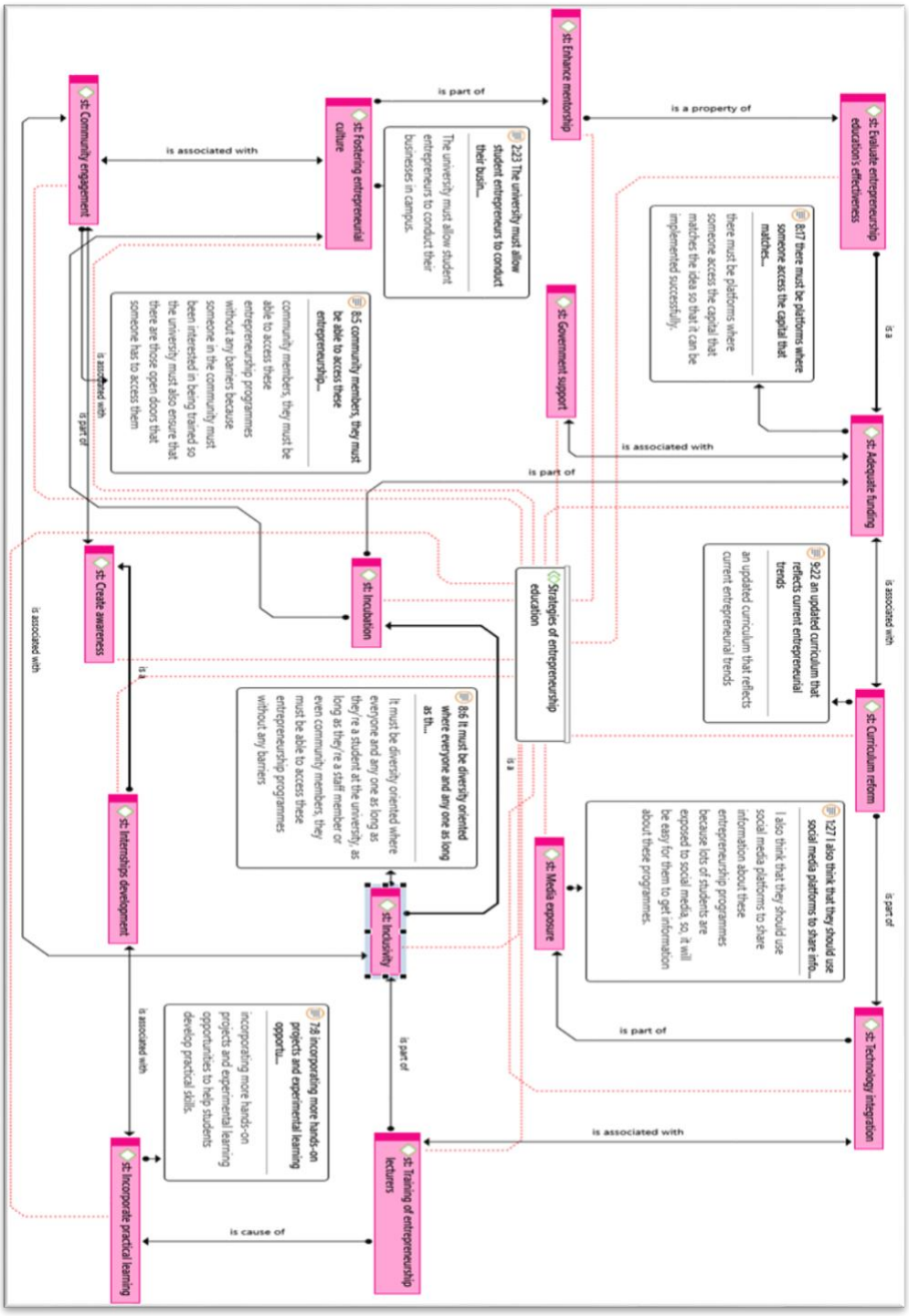

Figure 1. Strategies to enhance entrepreneurship education
Source: Strategies to enhance entrepreneurship education, using ATLAS.ti

4. CONCLUSION

The findings indicated that there should be adequate funding for modern facilities and equipment to improve the quality of entrepreneurship education. The University should engage the community in entrepreneurship education as well as create training opportunities for community members who are interested in entrepreneurial opportunities. Pertaining to creating entrepreneurship awareness, the results are that university should develop awareness campaign, so that students can be well informed about the available entrepreneurship programs. The findings also suggested that entrepreneurship module should be integrated in all degree programs, across all faculties. Entrepreneurship training should be mandatory and should contribute a certain percentage to students' semester marks. In addition, regarding enhancing mentorship, the results indicated that students should have access to seasoned entrepreneurs who will guide and mould them into successful entrepreneurs. Pertaining to fostering entrepreneurial culture, the results revealed that the University could motivate entrepreneurial culture among students by hosting entrepreneurship events, workshops, and competitions, as well as allowing interested students to practice entrepreneurship on campus. The results have shown that practical learning should be integrated to entrepreneurship curriculum, where students practice what they were taught in the classroom. Pertaining to internship development, the participants suggested that the University must collaborate with companies to create internship programmes for students to gain hands-on experience.

REFERENCES

Aditya, S. (2020). The influence of attitude, subjective norms, perception of self-control and entrepreneurship education on entrepreneurial intentions. *Journal of Business and Behavioural Entrepreneurship*, *4*(2), 66-83. https://doi.org/10.21009/JOBBE.004.2.06

Ahmed, T., Chandran, V. G. R., Klobas, J. E., Liñán, F., & Kokkalis, P. (2020). Entrepreneurship education programmes: How learning, inspiration and resources affect intentions for new venture creation in a developing economy. *The International Journal of Management Education*, *18*(1), 100327. https://doi.org/10.1016/j.ijme.2019.100327

Alam, M., Haroon, H. A., Yusof, M. F. B., & Islam, M. A. (2023). Framework for Undergraduate Entrepreneurship Education in Australia: Preliminary Exploration. *Social Sciences*, *12*(5), 285. https://doi.org/10.3390/socsci12050285

Amadi-Iwai, P. S., Ubulom, W. J., & Okiridu, O. (2024). Awareness, competence and utilization of artificial intelligence for improved job performance by business educators in South-South Nigeria. *International Journal of Advanced Research and Learning, 3*(1), 37 - 49.

Bell, R., & Bell, H. (2020). Applying educational theory to develop a framework to support the delivery of experiential entrepreneurship education. *Journal of Small Business and Enterprise Development*, *27*(6), 987-1004. https://doi.org/10.1108/JSBED-01-2020-0012

Boldureanu, G., Ionescu, A. M., Bercu, A. M., Bedrule-Grigoruță, M. V. & Boldureanu, D. (2020). Entrepreneurship education through successful entrepreneurial models in higher education institutions. *Sustainability in Leadership and Education*, 12(3). doi:10.3390/su12031267. https://doi.org/10.3390/su12031267

Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. Neurological Research and practice, 2(1), 1-10.

Bux, S. (2016). *The effect of entrepreneurship education programmes on the mind-set of South African youth*. University of Pretoria (South Africa).

Byun, C. G., Sung, C. S., Park, J. Y., & Choi, D. S. (2018). A study on the effectiveness of entrepreneurship education programs in higher education institutions: A case study of Korean graduate programs. *Journal of Open Innovation: Technology, Market, and Complexity*, *4*(3), 26. https://doi.org/10.3390/joitmc4030026

Chhabra, M., Dana, L. P., Malik, S., & Chaudhary, N. S. (2021). Entrepreneurship education and training in Indian higher education institutions: a suggested framework. *Education+ Training*, *63*(7/8), 1154-1174. https://doi.org/10.1108/ET-10-2020-0310

De Lannoy, A., Graham, L., Patel, L., & Leibbrandt, M. (2020). Why is youth unemployment so intractable in South Africa? A synthesis of evidence at the micro-level. *Journal of Applied Youth Studies*, *3*(2), 115-131. https://doi.org/10.1007/s43151-020-00012-6

Ellikkal, A., & Rajamohan, S. (2023). Factors influencing entrepreneurial intentions and the role of entrepreneurship education in Indian universities: A stakeholder perspective. *International Journal of Professional Business Review: Int. J. Prof. Bus. Rev.*, *8*(7), 81. *https://orcid.org/0000-0001-5894-5443*

Eretan, G. O., & Omotoso, K. A. (2024). Entrepreneurship Education: Influence, Challenges and Approaches for Enhancement in Nigeria–An Emperical Review. *Iconic Research and Engineering Journals*, 7(7), 461-469.

Gamede, B. and Uleanya, C. 2019. Factors Impacting Entrepreneurship Education in TVET Colleges: A Case of South Africa. *Journal of Entrepreneurship Education*, 22(3): 1-12.

Gannon, M. J., Taheri, B., & Azer, J. (2022). Contemporary research paradigms and philosophies. In *Contemporary research methods in hospitality and tourism* (pp. 5-19). Emerald Publishing Limited. https://doi.org/10.1108/978-1-80117-546-320221002

Hassan, H. K. (2020). Intention towards social entrepreneurship of university students in an emerging economy: the influence of entrepreneurial self-efficacy and entrepreneurship education. *On the Horizon*, *28*(3), 133-151. https://doi.org/10.1108/OTH-04-2020-0012

Iwara, I. O. (2023). Fundamental Tenets of a Rural-Based Entrepreneurial University: A South African Perspective. *International Journal of Entrepreneurial Knowledge*, *11*(2), 57-66. https://doi.org/10.37335/ijek.v11i2.201

Iwara, I. O., & Kilonzo, B. M. (2022). Towards a conceptual understanding of an effective rural-based entrepreneurial University in South Africa. Social Sciences, 11(9), 388.

Jardim, J., Bártolo, A., & Pinho, A. (2021). Towards a global entrepreneurial culture: A systematic review of the effectiveness of entrepreneurship education programs. *Education Sciences*, *11*(8), 398. https://doi.org/10.3390/educsci11080398

Kativhu, S., & Netshandama, V. (2024). Pathways for Rural-Based Universities Transformation into Entrepreneurial Institutions in South. *International Journal of Entrepreneurship and Business Development, 7(1), 29-38.*

Kimani, T. (2025). Family Business Ownership and Entrepreneurial Innovation Among the Youth in Hell's Gate Ward, Naivasha Sub-County, Kenya. *African Journal of Empirical Research*, *6*(1), 675-684. https://orcid.org/0000-0002-0725-9491

Kulo, V. A ., Agbogo, R. A., & Okudarie, J. U. (2018). Challenges of entrepreneurship education in Nigeria. *Nigerian Journal of Business Education (NIGJBED)*, *4*(1), 50-56.

Kumatongo, B., & Muzata, K. K. (2021). Research paradigms and designs with their application in education. *Journal of Lexicography and Terminology (Online ISSN 2664-0899. Print ISSN 2517-9306).*, *5*(1), 16-32

Lose, T. (2021). Perceptions on the role of practical and simulated learning in promoting successful entrepreneurship. *Knowledge and Performance Management*, *5*(1), 29. http://dx.doi.org/10.21511/kpm.05(1).2021.03

Lv, Y., Chen, Y., Sha, Y., Huang, Y., & Huang, L. (2021). How entrepreneurship education at universities influences entrepreneurial intention: Mediating effect based on entrepreneurial competence. *Frontiers in Psychology*, *12*, 655868. https://doi.org/10.3389/fpsyg.2021.655868

Magaisa, G. M., Matipira, L., & Chisoro, L. (2018). Entrepreneurship education for tertiary institutions in Namibia. *Archives of Business Research*, *6*(6). https://doi.org/10.14738/abr.66.3548.

Maka, L. (2023). Entrepreneurship Education in South Africa: Policy Implementation and Impact on Youth Empowerment.

Martínez-Gregorio, S., Badenes-Ribera, L., & Oliver, A. (2021). Effect of entrepreneurship education on entrepreneurship intention and related outcomes in educational contexts: A meta-analysis. *The International Journal of Management Education*, *19*(3), 100545. https://doi.org/10.1016/j.ijme.2021.100545

Matlay, H., Jesselyn Co, M., & Mitchell, B. (2006). Entrepreneurship education in South Africa: a nationwide survey. *Education+ training*, *48*(5), 348-359. https://doi.org/10.1108/00400910610677054

Mawonedzo, A., Tanga, M., Luggya, S., & Nsubuga, Y. (2020). Implementing strategies of entrepreneurship education in Zimbabwe. *Education+ training*, *63*(1), 85-100. https://doi.org/10.1108/ET-03-2020-0068

MacGinty, H. (2024). Graduate unemployment in South Africa. *Unpublished Research Report, Labour Market Intelligence, Pretoria*.

Miço, H., & Cungu, J. (2023). Entrepreneurship education, a challenging learning process towards entrepreneurial competence in education. *Administrative Sciences*, *13*(1), 22. https://doi.org/10.3390/admsci13010022

Mlambo, V. H., Mbongwa, L., & Khambule, T. (2024). Cultivating the future: The importance of entrepreneurship education in South Africa's basic education sector. *Asian Journal of Management, Entrepreneurship and Social Science*, *4*(04), 1-20. https://doi.org/10.63922/ajmesc.v4i04.747

Mohajan, D., & Mohajan, H. K. (2022). Constructivist grounded theory: A new research approach in social science. *Research and Advances in Education*, *1*(4), 8-16. https://www.paradigmpress.org/rae/article/view/256

Mohammed, S. A., Abdullah, S., Ghawanmeh, D. F., & Alqaadan, D. F. (2020). Theory of planned behavior, human capital theory, and social learning theory towards entrepreneurial intention. The role of Islamic perspective entrepreneurship, an attempt towards discussion: A general-review paper. *International Journal of Management*, *11*(11). *http://www.iaeme.com/IJM/issues.asp?JType=IJM&VType=11&IType=11*

Motaung, T. (2021). Entrepreneurship education in South Africa: *A critical analysis. Journal of Entrepreneurship Education*, 24(1), 1-15.

Musariwa, P., & Tinonetsana, F. (2023). An assessment of university in entrepreneurship training as a means of reducing youth unemployment in South Africa: a case of Durban University of technology. *African Journal of Inter/Multidisciplinary Studies*, *5*(1), 1-10. https://hdl.handle.net/10520/ejc-ajims_v5_n1_a53

Muzari, T., Shava, G. N., & Shonhiwa, S. (2022). Qualitative Research Paradigm, a Key Research Design for Educational Researchers, Processes and Procedures: A

Theoretical Overview. *Indiana Journal of Humanities and Social Sciences*, 3(1), 14-20. https://indianapublications.com/Journals/IJHSS

Mzimela, J. H., & Moyo, I. (2025). An intersectional analysis of the collective efficacy-drought adaptation nexus among small-scale farmers in uMkhanyakude District Municipality, South Africa. *Environmental Sociology*, 1-17. https://doi.org/10.1080/23251042.2025.2484480

Ncube, T. R., & Lekhanya, L. M. (2025). The Role of Entrepreneurship Education in Shaping Final-Year Students' career Paths: A Case Study of Durban University of Technology's Faculty of Management Science. *Journal of Economic & Social Development (1849-6628)*, *12*(1).

Ncube, T. R., & Matlala, M. E. (2024). The impact of entrepreneurship education on the entrepreneurial competences of students in TVET colleges in South Africa. In *Managing Higher Education and Enterprises in Developing Countries Beyond COVID-19: Proceedings of the 9th International Conference on Business and Management Dynamics the Impact of Entrepreneurship Education on the Entrepreneurial Competences of Students in TVET Colleges In South Africa*.

Netshilinganedza, T. R., Mudau, J., & Francis, J. (2022). Assessment of entrepreneurial awareness as a factor of attitude of final year undergraduate students' choice of entrepreneurship as a career option. *South African Journal of Higher Education*, *36*(6), 270-284. https://hdl.handle.net/10520/ejc-high_v36_n6_a15

Nuhu, L. Y. (2021). *The impact of entrepreneurship education on developing students entrepreneurial attitudes and intention in emerging economies: An Assessment of the Nigeria Case* (Doctoral dissertation, University of Worcester).

Nwokolo, E. E. (2017). Entrepreneurship education key to reducing dependency among university graduates in South Africa. *International Journal of educational sciences*, *19*(1), 54-63. https://doi.org/10.1080/09751122.2017.1346169

Nwosu, H. E., Obidike, P. C., Ugwu, J. N., Udeze, C. C., & Okolie, U. C. (2022). Applying social cognitive theory to placement learning in business firms and students' entrepreneurial intentions. *The International Journal of Management Education*, *20*(1), 100602. https://doi.org/10.1016/j.ijme.2022.100602

Obaje, T. A. (2024). Leveraging Covert Curriculum in the Nurturing of Entrepreneurial Mindsets among Higher Education Students. *African Journal of Inter/Multidisciplinary Studies*, *6*(1), 1-12. https://hdl.handle.net/10520/ejc-ajims_v6_n1_a13

Okeke, F. C., & Edikpa, E. C. (2014). Entrepreneurship education in Nigeria: Prospects, challenges and strategies. *Multidisciplinary Journal of Research Development*, *22*(2), 1-11.

Oyinlola, M., Kolade, O., Okoya, S. A., Ajala, O., Adefila, A., Adediji, A., ... & Akinlabi, E. T. (2024). Entrepreneurship and innovation in Nigerian universities: Trends, challenges and opportunities. *Heliyon*. 10(9), 29940.

Phiri, M. A., & Chasaya, W. (2023). Entrepreneurship education as a driver of entrepreneurial intentions amongst university students. *Corporate Governance and Organizational Behavior Review*, *7*(4), 161-170. https://doi.org/10.22495/cgobrv7i4p14

Radebe, T. N., & Vezi-Magigaba, M. F. (2021). Challenges in developing and supporting entrepreneurship education: A case study of the University of Zululand. *Journal of Entrepreneurial Innovations*, *2*(1).

Rahman, M. M. (2023). Sample size determination for survey research and non-probability sampling techniques: A review and set of recommendations. *Journal of*

Entrepreneurship, Business and Economics, *11*(1), 42-62. http://orcid.org/0000-0002-7414-8281

Ratten, V. (2020). Coronavirus (Covid-19) and the entrepreneurship education community. *Journal of Enterprising Communities: people and places in the global economy*, *14*(5), 753-764. https://www.emerald.com/insight/1750-6204.htm

Ratten, V., & Usmanij, P. (2021). Entrepreneurship education: Time for a change in research direction?. *The International Journal of Management Education*, *19*(1), 100367. https://doi.org/10.1016/j.ijme.2020.100367

Rukmana, A. Y., Meltareza, R., Harto, B., Komalasari, O., & Harnani, N. (2023). Optimizing the role of business incubators in higher education: A review of supporting factors and barriers. *West Science Business and Management*, *1*(03), 169-175. https://wsj.westscience-press.com/index.php/wsbm

Ruslin, R., Mashuri, S., Rasak, M. S. A., Alhabsyi, F., & Syam, H. (2022). Semi-structured Interview: A methodological reflection on the development of a qualitative research instru-ment in educational studies. IOSR Journal of Research & Method in Education (IOSR-JRME), 12(1), 22-29.

Saleh, M. A. K., Rajappa, M. K., & Almasloukh, S. (2024). Imparting entrepreneurial skills among undergraduates in unstable environments: evidence from Iraq, Syria and Yemen. *International Journal of Knowledge and Learning*, *17*(1), 28-58.

Sarfo, J. O., Debrah, T., Gbordzoe, N. I., Afful, W. T., & Obeng, P. (2021). Qualitative research designs, sample size and saturation is enough always enough. *Journal of Advocacy, Research and Education*, *8*(3), 60-65. http://kadint.net/our-journal.html

Shah, I. A., Amjed, S., & Jaboob, S. (2020). The moderating role of entrepreneurship education in shaping entrepreneurial intentions. *Journal of Economic Structures*, *9*, 1-15. https://doi.org/10.1186/s40008-020-00195-4

Sibanda, L., & Iwu, C. G. (2023). Effective interventions for enhancing academic achievement in higher education: Views of entrepreneurship students. *Journal of Research in Higher Education*, *7*(1), 70-94. https://doi.org/10.24193/JRHE.2023.1.4

Sibhensana, B., and S. Maistry. "Conceptualising public-private partnerships for social innovation through community engagement in higher education institutions." *South African Journal of Higher Education* 37.1 (2023): 185-205. https://hdl.handle.net/10520/ejc-high_v37_n1_a11

Svotwa, T. D., Jaiyeoba, O., Roberts-Lombard, M., & Makanyeza, C. (2022). Perceived access to finance, entrepreneurial self-efficacy, attitude toward entrepreneurship, entrepreneurial ability, and entrepreneurial intentions: A Botswana youth perspective. *Sage Open*, *12*(2), 21582440221096437. https://doi.org/10.1177/21582440221096437

Tennakoon, T. M. A., Gunawardena, K., & Premaratne, S. P. (2020). Challenges and constraints to enhance the entrepreneurship education in higher educational institutions of a developing Country: evidence from Sri Lanka. *Australian Journal of Business and Management Research*, *5*(12), 13-26.

Tenny, S., Brannan, J. M., & Brannan, G. D. (2017). Qualitative study.

Thaba-Nkadimene, K. L., Masebe, P. L., & Mashitoa, L. J. (2024). Examining the level of entrepreneurship education and development within the South African higher education: towards entrepreneurial university. *International Journal of Research in Business & Social Science*, *13*(5).

Ubogu, R. (2020). Entrepreneurship education: Challenges and strategies towards promoting entrepreneurship in higher education in Nigeria. *Academic Journal of Interdisciplinary Studies*, *9*(5), 125-137. https://creativecommons.org/licenses/by-nc/4.0/

Ubogu, R. (2023). Entrepreneurship education in tertiary institutions in Nigeria: A strategic option for national development. *Tropical Journal of Education, 5*(1/2), 1-8. http://doi.org/10.47524/tje.v5i1.2. http://doi.org/10.47524/tje.v5i1.2

Usman, A., & Hamid, A. (2022). The status and challenges of entrepreneurship education in vocational higher education institutions in Indonesia. *Jurnal Kewirausahaan dan Bisnis*, *27*(2), 130-140. http://localhost:8080/xmlui/handle/123456789/10218

Valencia-Arias, A., Arango-Botero, D., & Sánchez-Torres, J. A. (2022). Promoting entrepreneurship based on university students' perceptions of entrepreneurial attitude, university environment, entrepreneurial culture and entrepreneurial training. *Higher Education, Skills and Work-Based Learning*, *12*(2), 328-345. https://doi.org/10.1108/HESWBL-07-2020-0169

Wakefield, H. I., Yu, D., & Swanepoel, C. (2022). Revisiting transitory and chronic unemployment in South Africa. *Development Southern Africa*, *39*(2), 87-107. https://doi.org/10.1080/0376835X.2020.1799761

Widjojo, H. (2023). A Comprehensive Entrepreneurship Education Model Based on Social Cognitive Theory. *Jurnal Manajemen Teori dan Terapan*, *16*(2). https://e-journal.unair.ac.id/jmtt