

## Perception of lecturers and students on entrepreneurship education on venture creation: the case of Gweru Polytechnic College, Zimbabwe.

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### ABSTRACT

*Entrepreneurship education has emerged as an instrument for poverty alleviation, by way of providing opportunities and avenues of career options and choices even to graduates of polytechnic education. The purpose of this study is to explore the perception of students towards entrepreneurship education in influencing venture creation after their tertiary education. The researcher employed a case study method approach where data was collected through focus group discussions, open-ended questionnaires and face to face interviews. Purposive sampling was employed to collect data for this study. Data were thematically analysed in line with the qualitative research approaches. It emerged from empirical findings of this study that both lecturers and students share similar views that Entrepreneurship Skills Development (ESD) is a welcome additional curriculum because it has the potential to boost students' motivation to create their own ventures after school. The study findings highlighted inadequate content, lack of depth, less time allocated for the subject and otherwise lecturers who teach it are very qualified but not in entrepreneurship as a discipline. This study recommends that ESD curriculum be enriched and students be given option to take up as a discipline to Higher National Diploma in Entrepreneurship. Furthermore, expert lecturers are to be recruited to teach entrepreneurship education in polytechnic colleges in Zimbabwe. The government of Zimbabwe must take a robust intervention to assist new venture creation across the country in order to mitigate poverty by employing home grown solutions sustained by Zimbabwe Agenda for Sustainable Socio- Economic Transformation ( ZIMASSET).*

Key words:- Venture creation, entrepreneurship education, skills, attitude, development.

### 1.0 BACKGROUND TO THE STUDY

Fostering entrepreneurship has become a topic of highest priority in public policy (Luthje and Franke, 2003). Given that entrepreneurship is the vehicle for economic change and development in developed and developing countries. Currently, Zimbabwe is experiencing an unemployment rate now pegged at more than (90%). This creates a source of concern for the government and policy makers, needed today is an invigorated robust action to reinforce the efforts of individual learners in the tertiary institutions in fostering a spirit of entrepreneurship in their mind sets.

The prevailing economic situation is not signaling any high hopes, worse off with continual growing political instability. Investment levels are not sufficient to generate employment for the 300 000 school leavers on an annual basis (Nyoni 2004). There is need for more emphasis in creating an awareness of the option for self employment. Zimbabwe as a nation has made several policy reforms to harness the importance of entrepreneurship education. The view shared by many researchers is that entrepreneurship is the most ideal intervention needed to cope with mass unemployment especially among the great majority of the youth. Mudavanhu et al. (2011) agrees that many countries consider entrepreneurship as a solution to unemployment and other socio-economic challenges like poverty.

Entrepreneurship is an instrumental factor driving the emergence and growth of new business (McMullan, Long and Graham, 1986). Beside the area of policy formulation on entrepreneurship, academic institutions such as the universities have also been singled out to contribute by offering appropriate entrepreneurship education courses and training (Laukkanen 2000). Given that the majority of the population mostly affected is the youth. An engagement of entrepreneurship among the youth may lessen the economic challenges this nation has faced over the past years. Considering the role played by entrepreneurship education in support of the venture system, evidence abounds on substantial amount of studies carried out to investigate the effect of entrepreneurial education has on entrepreneurship.

However, there has been a lack of research on the perception of entrepreneurship education amongst Polytechnic students and lecturers and its impact in creating new venture support systems. This line of enquiry is convincingly important because the application of merely entrepreneurship education alone to explain the entrepreneurship phenomena may not be sufficient. There is a chief reason to understand the perception of mainly students towards entrepreneurship as these are the target group who are about to get into the world of

employment. At this moment it is important to understand the perception of polytechnic students and lecturers towards the perception of entrepreneurship as the students are undertaking lectures in Entrepreneurship Skills Development (ESD). The lecturers are the ones who teach this subject. The study would examine whether lecturers and students have positive perceptions to Entrepreneurship Skills Development. Zimbabwe is believed to be an economy in transition and it seems appropriate to adopt a broad understanding of entrepreneurship which includes self-employment and part time business (Hisrich 1990). The informal sector is gradually growing against the odds of closing firms in Zimbabwe. Michael et al (2001) notes that the informal sector is absorbing thousands of job seekers coming out of Zimbabwe's school system every year. In Zimbabwe most institutions among others polytechnics, vocational institutions and universities have introduced entrepreneurial courses. In the polytechnics the subject is termed Entrepreneurship Skills Development (ESD). While the motive of (ESD) is a move in the right direction as reconciled by (Nherera, 1999), he underscores that the focus on technical and vocational training was aimed at reducing shortages of skilled workers, and was also viewed as a possible solution to the increasing youth unemployment problem in the country. Prior research suggests that entrepreneurial education based on solid learning theory will develop entrepreneurs by increasing business knowledge, and promoting psychological attributes associated with entrepreneurs such as self confidence, self esteem, and self-efficacy ( Kourilsky & Walstad, 1998; Walstad & Kourilsky, 1999).

## **2.0 LITERATURE REVIEW**

### **2.1 Entrepreneurship Education**

Holcombe (1998) says the engine for economic growth is entrepreneurship "Entrepreneurship has become the engine of economic and social development through out the whole world" (Audretch 2003:5). A definition given by Consortium for Entrepreneurship Education (2005) says entrepreneurship education seeks to prepare people, especially youth, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and who contribute to economic development and sustainable communities. So entrepreneurship education is a purposeful intervention by an educator in the life of the learner to impart entrepreneurial qualities and skills to enable the learner to survive in the world of business. Alberti, Sciascia and Poli (2004) define entrepreneurship education as the structured formal

conveyance of entrepreneurial competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth oriented ventures. The same position is supported and also adopted in this study that, this type of education aims at developing the requisite entrepreneurial skills, attitudes competences and dispositions that will predispose the individual to be a driving force in managing a business (Agu, 2006). Herrmann et al. (2008, p. 21) have argued that in entrepreneurial education there should be “a shift from transmission models of teaching (learning ‘about’) to experiential learning (learning ‘for’)” in order to “offer students techniques that can be applied in the real world”. I’m sure the introduction of entrepreneurship skills development as a course or module shares a similar purpose to develop learners for the world of self-employment.

## **2.2 Entrepreneurial skills**

It is against this perception that the Polytechnic curriculum in Zimbabwe has harnessed the inclusion of Entrepreneurship Skills Development course in several function study areas. The researches for entrepreneurial skills have been conducted for many years. For example, the studies by Schumpeter (1926) indicated that successful entrepreneurs should be innovative, creative and risk-taking. The follow up studies were supported by Wickham (2006), which stated that entrepreneurs are creative, seek and discover niches for market innovations, bear risks, are growth-oriented, and are driven to maximise profit. In today’s world, anybody, industry or business leader with innovative and creative business abilities is described as an entrepreneur or someone who engages in entrepreneurship (Okala, 2008). With the right skills the polytechnic graduates are much more in a better position to create their own wealthy rather than hunt for opportunities in the job markets. The studies conducted by Gibb (1998) underscore the support that entrepreneurial skills should be taught, include intuitive decision making, creative problem solving, managing interdependency on a know-how basis, ability to conclude deals, strategic thinking, project management, time management, persuasion, selling, negotiation and motivating people by setting an example. The introduction of entrepreneurship education as compulsory course in the Zimbabwean polytechnics is seen as a strong measure to address the problem of polytechnics graduate unemployment and encourage new start-ups.

## **2.3 Entrepreneurial attitude**

Developing an enterprising mindset is a well come development taking into cognisance the rate of unemployment in Zimbabwe. Teachers should possess an entrepreneurial attitude to

improve students' entrepreneurial motivation and competencies (Peltonen, 2008). Yet, research on entrepreneurial attitude has been mostly focused on measuring students' attitudes toward entrepreneurship (Harris and Gibson, 2008) and there is little information about entrepreneurial attitudes of teachers. Therefore, professionalism requires making tacit knowledge explicit and developing it further in a triadic interaction process between students, teachers and working life, Kirby, (2002). The concept of tacit knowledge, expert knowledge and know how and intuition are important facets in venture creation and management. So the attitude of the teacher is an important variable in the learning process. Obtained in a research by Bakotic and Kruzic (2010), they found that entrepreneurship educational programmes contribute to increase the perception of important entrepreneurship aspects, as well as create a real vision of entrepreneurship problems. The researchers here advocate the need for students' permanent education which develops the learners' competences and required skills needed later in the job market.

#### **2.4 Acknowledgement of Entrepreneurship for Development**

On the back view of entrepreneurship education one could visualize a great potential resource that can change the life of the population in any country, and Zimbabwe is no exception. Economic Commission for Africa (2002) argued that young people are a potential resource for growth and social development if gainfully and productively engaged. There is great potential amongst polytechnic graduates to develop gainfully and improve their statuses through entrepreneurship. Academic education offers students a chance to see the latest developments in their selected field, thus allowing them a clearer view on how to implement them in a business in the future. During the time of this study it is noted that Zimbabwe has a high poverty and unemployment rate of (95%). Thus recognition of entrepreneurship skills development can be a hand tool to fight poverty and unemployment, bearing in mind that Zimbabwe has a problem common with many other developing countries in that a growing number of people start businesses not because they have found an appropriate niche in the market, but because of necessity. The study by Driver et al (2001: 11) referred to this as necessity entrepreneurship and contrasted it to opportunity entrepreneurship, where people start business ventures to react to opportunities which they have perceived in the market, whether by necessity or by opportunity polytechnic graduates still would benefit from any angle.

Zimbabwe has identified entrepreneurship education as a major policy thrust to achieve economic growth (Maseko and Manyani, 2011). The policy makers have generated a comprehensive system for venture support through introducing the Ministry of Small to Medium Enterprises, Small to Medium Enterprises Development Corporation (SEDCO) and other entities. Research has demonstrated that education in entrepreneurship can benefit inner city youth by increasing their interest in attending college, broadening their career aspirations, and enhancing their belief in their own ability to reach goals (Hennings, 2007; Kuratko 2003 Fitzgerald, 1999). The role of education increases the confidence and opens up the avenues to deal with life and earn a living. The research by Rae (2010) put forward that education is vital in creating understanding of entrepreneurship, developing entrepreneurial capabilities, and contributing to entrepreneurial identities and cultures at individual, collective and social levels. More so, the role of education is to shape ideas of what it takes to be an entrepreneur, which knowledge spurs drives even the less privileged youth graduates towards identifying novel business opportunities.

Several previous studies find a positive impact of entrepreneurship education courses or programmes (Raposo, Paço and Ferreira, 2008; Raposo et al. 2008; Rodrigues et al., 2010). Further research studies concur the ideal link between education and entrepreneurship. There is some evidence that entrepreneurship education has a positive role to play in student entrepreneurial intention (Pittaway and Cope, 2007; Florin et al., 2007). In this sense Peterman and Kennedy (2003) emphasise that entrepreneurial activities need to be supported by school culture. Besides the intention one may possess, but it is critically important to consider their perception of entrepreneurship as a starting point to pursue their dreams. Such perceptions might eventually increase the number of entrepreneurs as it would be seen as a legitimate career choice (Etzioni, 1987). Ojeifo, (2013) opined that education should be designed with a view to create and enhance the supply of entrepreneurial initiative and activities. The bottom line here is to inculcate the spirit of entrepreneurship in the student through education. Based on Timmons and Spinelli (2004) and others their concluding remarks based on their opinion are that entrepreneurship can be learnt. Thus according to (Kuratko 2005) his research consolidated the above findings and says entrepreneurship was increasingly seen as something that could be taught and should not be seen as some traits that one was born with. The education has the propondence to impact on perception that students may develop which might influence the behaviour of an individual towards making decisions

that impact either positively or negatively. A positive perception is likely to induce someone to develop a favorable feeling to start a business of his/her own. Human perception is using one's senses to become aware of things in the environment, to perceive one uses sight, hearing, touch or smell to learn about something. In polytechnics students are introduced to Entrepreneurship Skills Development (ESD). The students would take up the subject on ESD while they are the first years, after that it will be over. Have they attained an adequate awareness and understanding of entrepreneurship yet? Can the students so far appreciate entrepreneurship as a career path in due course? Generally the researcher proposes that with a positive perception on entrepreneurship, some positive behaviour is likely to exhibit entrepreneurial intentions. Such perceptions might eventually increase the number of entrepreneurs as it would be seen as a legitimate career choice (Etzioni, 1987). In support of this opinion European Commission (2006) contends that policy makers also believe that increased levels of entrepreneurship can be reached through education.

## **2.5 Statement Problem**

Entrepreneurship has been coined to be the major driving force for the emergence and growth of new businesses. Zimbabwe has not done much to prepare its youth for taking up entrepreneurship as life career after their college education. Presently, the prospect of long-term unemployment after school paints a particularly bleak picture for social development and the future of our youth. The real fate of our economy lies in our hands and in our minds, to this effect polytechnic colleges have embraced the teaching of entrepreneurship just as a subject but not as a programme. The rationale for offering courses in Entrepreneurship has often been to raise awareness of entrepreneurship as a career option, to motivate students to consider a venturing career, and also to provide students with the knowledge and skills to venture (Menziez 2011). However, despite the realisation of the importance of entrepreneurship education the effort to prepare polytechnic students in Zimbabwe is receiving less, less attention. There are no studies so far available for our youth' on attitude towards entrepreneurship and their future plans, and consequently more information is required for the development of suitable interventions to improve the employability of learners after exiting school. This study serves as a basis for full integration of entrepreneurship education in polytechnic colleges with the intention, purpose and perception that taking entrepreneurship at school education will influence young learners' attitudes towards entrepreneurship as a career choice after their tertiary education.

### 2.3 Purpose of the study

The purpose of this study is to explore the perception lectures and students have on entrepreneurship education and the influence it has on students to pursue venture creation after their tertiary education.

### 2.4 Objectives of the study

- To establish important factors that influence students to create new businesses.
- To explore role of entrepreneurship education for venture creation
- To suggest interventions to influence venture creation.

### 2.5 Research questions

- What important factors contribute to venture creation?
- What is the role of entrepreneurship education for venture creation?
- What intervention strategies can be adopted to influence venture creation?

### 3.0 Research Methodology

The study was qualitative in nature, focused on the perception towards entrepreneurship education in influencing new venture creation by students after their tertiary education. A case study design was employed in this study. The researcher employed a qualitative method approach, where focus group discussions, open-ended questionnaires and face to face interviews were used. About five focus groups of 10 students each were conducted during the course of the term. The groups were made up of students studying towards National Diploma 1 and National Diploma 3 respectively. These were the target population because they were taught Entrepreneurship Skills Development just as a subject at National level certificate. The questionnaires were personally administered to purposely selected lecturers and student participants from all the five divisions in the college. The principal, Vice Principal, Head of Divisions, Head of Departments and lecturers who teach Entrepreneurship Skills Development participated in the interviews. The responses were captured for further analysis in line with qualitative methods. All the participants of this study were purposefully selected. This study had chosen to use various sources of data analysis so that diverse points and views

cast light up on a topic. Thus qualitative researchers generally use this technique to ensure that an account is rich, robust, comprehensive and well-developed, (Denzin, 1978).

## 4.0 Findings and discussion

### 4.1 Perception on ESD by students and lecturers

This paper has discussed the perception of both lecturers and students on their views on students' venture creation after the tertiary education. The student-participants have a high positive feeling on the importance of Entrepreneurship Skills Development. This perception was also echoed by respondents from the lecturers' point of views. What is worrisome and disturbing are the comments that came from students on this subject. *"We as students we hail a lot the coming of ESD but surely we may not all become entrepreneurs. Besides the content for the subject is substandard given that it is like a crash programme for the national certificate students. It is not prepared to the tune of producing real entrepreneurs with an inclination to venture creation.* Such comments were made by many respondents. These comments made by the students seemed to suggest that their interest in the subject is still very low hence inclination towards entrepreneurial activities is low. The colonial mentality of white colour job is still fresh in the minds of some polytechnics students. One participant lamented that *"I would prefer to work in the private sector or work as a government worker than to have my own business. Let me put it clear ESD important as it is so far its contribution to venture creation is still in the blues"* The perception from these students seem to be wayward in terms of the motivation to the compulsory teaching and learning of ESD in polytechnics in Zimbabwe.

On further interrogating lecturers on the contribution of ESD, to changing students' mind set. The mixed views echoed meant that a lot is to be done with regard to prepare students to like to take up entrepreneurship as career option. Such comments were given by non-students respondents. *"Students have many times shown a disinterest in ESD. They just consider it as any other subject. Sometimes the teaching is biased to academic domain instead of marrying theory with practice. Several times, calls have been made to let the subject be taught by specialists. Already it is a set back because so far I do not think there is one expert in the subject in this college. The subject is compulsory to all national certificate students and above all is examinable."* The comments made by some lecturers tend to suggest that there are challenges in the teaching of ESD not peculiar to this college only but in Zimbabwean

polytechnics. To that effect many lecturers ended up giving a cursory approach because they may lack the entrepreneurial spirit in the teaching of the subject. Inferentially, the attitude of the lecturer towards teaching ESD is an important variable to consider. Attitude may be positive, negative or neutral. In this study lecturers have positive attitude but some may lack the mechanics to motivate learners so as to appreciate entrepreneurship education. Instead, the study confirmed that lecturers due to lack of the entrepreneurship skills would end up emphasizing on academic success not on venture creation per se. Some lectures and student-participants echoed their sentiments which were endorsed by Chireshe (2011) who found that curriculum as indicated by teachers is examinations oriented and hence teachers focus on preparing learners for examinations to achieve high pass rates and gain recognition. The research revealed that this did not augur well with students especially those who have shown a negative perception in taking up entrepreneurship as a life course. One student lamented that *“the lecturers themselves are not entrepreneurs and why force us to be.”* Peltonen (2008) emphasizes that it is vital for teachers to become more entrepreneurial if entrepreneurial learning should be improved among students.

Further comments were put forward by students as such. *“This subject must be optional. Why is it compulsory if it is meant to develop appreciation in venture creation? Besides, some lecturers are finding it difficult to teach it although they may have the content. If we do not attend lectures we are threatened with failure.”* The lecturers are doing their best to motivate students to take up entrepreneurship both for academic purposes and for a life time career but many students are against this subject because they feel it must be optional. Some of the participants from engineering departments felt the course was laborious given that it was compulsory and learners had to produce business plans, cash flow statements which they had not done in secondary education. Others indicated not to do entrepreneurship because of little information, lack of confidence and some worrying revelations were that most of the respondents are still not keen or interested to think of starting their own businesses after tertiary education. It is a pity to our youth because the present truth of our economy is still looking toward the youth to revitalise it through engaging in entrepreneurial activities. This contention has been expounded by Fauziah (2012) as an advice when he said rather than hunt for opportunities in the job markets they create a mindset to develop entrepreneurship capabilities and self-made wealth.

However, in this study it emerged that participants from the engineering division hailed the teaching of entrepreneurship education as they concurred that they have all the practical skills. Some students bragged that they have the skills to do with motor mechanics, ability to repair electrical gadgets, spray painting skills, auto electrical skills and many more. One student advocated for ESD to be tailor made to the student's area of specialization. *"In these assignments we must be tested on how to repair a faulty starter, or building up an engine or identifying an electrical faulty and sort it up not to be tested on formulating a business plan when we have not even developed the entrepreneurship skills. We want entrepreneurship skills such as innovativeness, risk taking, creativity, self confidence, initiative and diligence but not cash flow statements skills as of now."* The study revealed that ESD is treated with some resentment by some student-participants although they have valid points to emphasize. Garavan & O'Conneide (1994) opined that for entrepreneurship education to be effective, it must contain both factual knowledge and practical applications. Therefore theoretical knowledge and building practical skills are important facets in balancing the teaching of Entrepreneurship Skills Development in polytechnic colleges in Zimbabwe. An analysis of perception from respondents reveals that students lack the spirit of entrepreneurship but given the time and conducive entrepreneurial environments they can take it with a global view of facing the job market in the future. This time the colonial mentality of white colour job must be completely done away with and confront the challenges of our economy along side Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIMASSET) as our torch bearer. To reckon the words of Garba (2010) he warns that the over pressing demand for white collar job for majority of graduates is just an upshot of colonial educational policies.

#### **4.2 Challenges in the teaching of ESD**

Successes of most innovations are resource driven and according to this study ESD is stifled by poor resource power mainly in the form of time, material, physical, financial and human. The role of polytechnics in promoting entrepreneurship programmes is of paramount importance. Members of the focus group agreed that there is critical shortage of finance even to sponsor the small business establishments hence students' preparation for taking entrepreneurship as a career choice is still a long way to go in Zimbabwe. In another development, lecturers concurred that there is need of qualified personnel to teach ESD while the greater bulk of the students suggested there should be adequate funding for entrepreneurship programmes as a possible measure that can improve students' interest and

zeal in ESD. Further sentiments from the students who were interviewed have taken a diverse angle. *“The syllabus is not very relevant to current situation in Zimbabwe. Our business environment is unique and requires a completely different approach from other countries not haunted by sanctions. To improve the teachings why not invite real entrepreneurs to conduct lessons which are feasible. Sometimes our situation may not require book knowledge. Some lecturers teach it just as a prerequisite of their teaching burden. I do not think they were ever oriented or consistently rub shoulders with genuine entrepreneurs”*

When the lecturers were interrogated on the blame made form the other side of the participants they plainly agreed to some of the views. However, their concern was on the size of the teaching load. One lecturer put forward that; *“The effective teaching of ESD remains under the stewardship of lecturers in the polytechnics, as lecturers we are struggling to make ends meet sometimes the lecturer-student ratio is too big. If at all our students appreciate our situation they may take up entrepreneurship as a venture career because in the job market, there are no jobs unless one creates his/her own”* The spirit of entrepreneurship remains a corner stone to activate learners to positively go for the study of this attractive career. In spite of the tight time tables the polytechnic management have made the teaching of this subject achieve milestones. The timetables reveal that all NC students from all divisions and all departments do ESD and write its examination at the end of the year. As a concluding remark Adedoyin (2010) reaffirms that, Entrepreneurship teachers should apply innovative teaching methods, cope with various challenges of teaching entrepreneurship and engage students in the process and challenges of entrepreneurship learning.

## **5.0 Conclusions and Recommendations**

### **5.1 Conclusions**

The major purpose of this study was to explore perceptions of lecturers and students on Entrepreneurship Skills Development towards venture creation among polytechnic students. The following conclusions were drawn:-

- 1) There was inadequate orientation of students on the introduction of ESD and the students as stakeholders have negative attitudes to it.
- 2) Currently, the main thrust of ESD is devoted to theoretical principles with very little flair to hands on domain yet this subject is anchored in practical orientation.
- 3) The subject is being taught by lecturers who may for instance, are qualified academics in other areas rather than being experts in entrepreneurship related subjects.

- 4) ESD seems to be given a second hand attention as compared to other disciplines in which students graduate with diplomas in HR Management, Marketing Management, Banking and Finance, Accountancy and many others.
- 5) The study revealed that the polytechnic students have a very low perception and little awareness about the importance of entrepreneurship education as an attractive career option. Instead they feel that they would rather be employed somewhere than to go entrepreneurial.
- 6) The government is not providing any funds towards infrastructures, and training for both students and lecturers of entrepreneurship in polytechnics, hence it's rated a less important course.
- 7) In spite of challenges in helping students take entrepreneurship as an attractive career option ESD has far reaching benefits to students' lives in their future.

## 6.0 Recommendations

Based on the findings, the study comes up with the following recommendations:-

- Entrepreneurship Skills Development must be given the highest attention it deserves and must be taken as a full discipline in which students can graduate with a diploma in Entrepreneurship Management.
- To impart positive attitudes on any new educational programme as they tend to face resistance the government must fully support it with funds and qualified teaching staff in the discipline.
- Bottom up approach to policy making is needed so that lecturers become participants in grassroots innovations. Engaging genuine entrepreneurs to teach the subject may be the best way.
- Government should remunerate lecturers adequately so that the lecturers would be more professionally and more attitudinally do their work with minimum resentment because the entire programme will depend upon their motivation and inputs.
- Need for ESD syllabus review which is tailor made to the job market given that the new policy dispensation in Zimbabwe must be inline with ZIMASSET.

## 7.0 Research Implication

The results of this study provide a rich insight to policy makers, government and tertiary institutions on the facet that is needed to motivate entrepreneurial intentions in starting a business. This point of departure can serve as a mitigating intervention in Zimbabwe and

other developing countries to increase the propensity towards self-employment among those who hold such aspirations and ignite the hope in those who are still in the dark to see the light towards poverty alleviation through entrepreneurship. It is the researcher' point of view that there is need for further research be carried out on the entrepreneurship as the green garden of prosperity: Students make your choice.

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