

The Contribution of Education to Entrepreneurship and Management

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Abstract

The purpose of this study was to establish the contribution education has on Entrepreneurship management and its effect on Small and Medium Enterprises (SMEs) in Chipata District of Zambia. Entrepreneurs remain key relevant partners in the economic development of any country globally, and Chipata district is no exception. Due to the lack of clear evidence as to how successful educated entrepreneurs are managing their businesses in Chipata district of Zambia, this study was aimed at assessing the contribution of education to SMEs in Chipata District. The study was limited to Small and Medium Enterprises (SMEs) in Chipata district, town centre. The study implored a descriptive cross-sectional study design to address the research questions. Questionnaires were used as means of collecting data from the business owners. The study sampled 60 business units in Chipata district. The sample was identified by means of specific purposive sampling. All ethical considerations were taken account. The findings showed that most of the entrepreneurs did not possess qualifications that were higher than a first degree, however some entrepreneurs made some efforts to study business courses at local universities. The findings also showed that the SMEs' owners accepted and agreed that employees that had attained some business qualifications added value to the management of the business.

Keywords: *Entrepreneurship, Education, Small and Medium Enterprises.*

Background and context

An increase in the number of entrepreneurs leads to an increase in economic growth that would eventually translates into economic development (Zoltan, 2006). This effect is as a result of the concrete expression of their (entrepreneurs) skills and competencies, more precisely, their propensity to innovate and also harness the power of creativity, one must have the courage to act on his great ideas and plans. Entrepreneurship education can be looked at as the purposeful intervention by an educator in the life of the learner to impact entrepreneurial qualities and skills to enable the learner to survive in the competitive world of business. According to Erasmus, Loedoff, Mda and Nel (2006), entrepreneurship education is a structured formal conveyance of entrepreneurial competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process starting and developing their growth-oriented business ventures. Entrepreneurship education is described as a form of education which aims at raising individuals who are capable of starting new business (Timmons, Eisenman

and O'Conno, 2015). They further opine that it is increasingly advertised as the premise upon which economies of the world can experience development and sustainability. Rwigema and Venter (2004) view entrepreneurship as the process of conceptualizing, organizing and launching a business opportunity into a potentially high growth venture in a complex and either stable or unstable environment. Entrepreneurship is described to stabilize through innovation and adequate nurturing. From the above definition four key components can be deduced, they are

1. Manageability
2. Organization
3. Integration of resources, and
4. Outcome of opportunity

Luthje and Frank (2002), agree that positive relationship exists between education and business creation. According to Schramm (2006) entrepreneurship should be learnt in all further education and training phases. Kuratko (2003) earlier opined that the motion to inculcate entrepreneurship education at all further education and training phases was taken by many tertiary institutions in the United States of

America, Europe, East Asia and Latin America for example, in order to design and implement relevant entrepreneurship teaching programmes. On the contrary, Tomkins-Bergh and Miller (2015) aver that the inclusion of entrepreneurship education at further education and training phases has not yielded success as expected due to three (3) major reasons known as:

1. Poor definition of context and goals of entrepreneurship education programme.
2. Lack of competition, as entrepreneurship education programmes seem distinct in their nature.
3. Poor research which uses methodologies that truly ascertain the effects of an intervention.

While Eisenman and O'Conno (2015) assert that entrepreneurship education should vary from nation to nation. In other words, different countries should design the curriculum of entrepreneurship education programme obtainable in their society to suit the demands and needs of the host nation, because the programme is essential and influences the intentions, aspirations and attitudes of persons who strive to introduce and promote new endeavours.

Some scholars of entrepreneurship have had some concerns as to who, why and how the impact of entrepreneurship development would contribute to the general economic advancement of the nation such as developing countries (Bruton et. al, 2008); a state of affairs that can be described as a 'scholarly disconnect'. This discourse matters and is very crucial for a number of reasons. Firstly, it is widely believed that entrepreneurship is beneficial for economic growth and development. Secondly, entrepreneurship has been remarkably resurgent over the past three decades in countries that achieved substantial poverty reduction, such as in China. Further to that, developed countries such as Germany have taken keen interest in promoting entrepreneurship through the formation of Small and Medium Enterprises commonly known as (Mittelstand) SMEs. These SMEs have had some financial assistance coming from commercial banks with very reasonable interest rates, just to ensure that small business organizations survive and prosper (CBI Export Planner, 2000). Given the fact that Germany is the second largest exporter in the world, just behind China, the SMEs have played major role in this achievement taking into account the fact

that Germany is a first world country with very high labour cost compared to China (Chinese pay slavery wages to their workers and make them work longer hours) Cieslik *et. al*, (2012). Donor Agencies have also looked at entrepreneurship as the source of making aid to developing countries sustainable and value based (Piotr and Rekowski, 2009). Therefore, equipping the entrepreneurs and would be entrepreneurs with necessary skills and competencies (education) is key in achieving the aforesaid objectives and economic status.

To become a successful entrepreneur requires a set of technical skills (Gonçalves et al. 2017), but also the combination of opportunity, capabilities, and resources. However, the entrepreneur needs to be a leader to conduct the business and the teams efficiently and achieve the goals to be successful. In an aim to do so, the entrepreneur might need to embrace education or have an educated team that can serve the business with the above-mentioned skills. OECD has identified three main groups of skills required by entrepreneurs, and these are

Technical

Communication, environment monitoring, problem solving, technology implementation and use, interpersonal, organizational skills

Business management

Planning and goal setting, decision making, human resources management, marketing, finance, accounting, customer relations, quality control, negotiation, business launch, growth management, compliance with regulations skills

Personal entrepreneurial

Self-control and discipline, risk management, innovation, persistence, leadership, change management, network building, and strategic thinking

These combinations of the skills, competencies and attributes are required variously by commercial managers and creative workers. In addition, entrepreneurs require knowledge of the sectors in which they operate (i.e. agricultural sector, in the case of Chipata district). Take for instance, The European Commission that has recognized the importance of entrepreneurship education as a key component in the competence of life, and advised that practical entrepreneurial experience is attained by all before the students leave the

compulsory entrepreneurship education (European Commission, 2013).

British Broadcasting Corporation (BBC) reports on Asia Business report on Friday, 11th October 2019 (at around 04:35 hrs A.M) that Australia had developed a system that would make students in Schools learn and study entrepreneurship courses. This would help students learn how to take risks and understand the challenges that come with business start-ups in the global business environment (BBC Asia Business Report, 2019).

Statement of the problem

Theoretically, there is a lacuna in literature of exactly how entrepreneurship is related to, or how it impacts on economic growth and contributes to national development in Zambia. On the basis of the above statement, there is need for more studies to be conducted in order to uncover exactly the relationship between entrepreneurship and economic growth and national development in developing countries, and also to discover the impact one hand and understanding the value of education in entrepreneurship on the other, taking the case of Chipata SMEs. The main goal of entrepreneurial education is to develop some level of entrepreneurial competencies that remain to be a big challenge and gap in most SMEs in Chipata district. Entrepreneurial competencies would provide knowledge, skills and attitudes that would enhance the willingness and ability to perform the entrepreneurial job of any new creation. This is why this academic research paper, being facilitated and supervised by Texila American University, intends to assess the role of entrepreneurship in economic growth and development of Chipata District of Zambia. The aim will be to understand and evaluate how entrepreneurship could be properly and adequately used to create employment and wealth for the people of Chipata district, and eventually catalyze economic growth and development of this rural district.

Overall objective

The overall objective of this study is to establish the contribution education has on entrepreneurship management and its effect on Small and Medium Enterprises in Chipata district of Zambia

The specific objectives are

1. To establish the contribution of education to SMEs management in Chipata District
2. To discuss and understand the value educated employees add to the sustainability of SMEs in Chipata district
3. To assess the competencies and skills of management of SMEs in Chipata district
4. To provide recommendations to SMEs in Chipata district on how to embrace awareness of entrepreneurial education as a pedagogical approach relevant to all business practitioners.

Significance of the study

This study is justified on the basis of its significance in contributing to the literature (knowledge) on the impact and contribution of education to entrepreneurship and development in Chipata. The significance of this study lies in its quest to assess the role of entrepreneurship in economic growth and development of Chipata district. This will be arrived at through the objective provided above. As such, this study is very important as it will explore and describe the entrepreneurship-development nexus in Chipata, which means that it will generate the knowledge about this topic from the context of our own local area.

This kind of knowledge would not only add to the existing literature on the importance of education to entrepreneurship, but would also be very useful as it would act as the knowledge base needed by the relevant authorities and other stakeholders with a role in the formulation and implementation of educational policies, which will be biased to SMEs in Zambia. To this end, it would suffice to understand the differences between education and management. Entrepreneurial education has seen worldwide exponential growth in higher institutions (Kuratko, 2005), and was in 2001 offered at around 1200 business schools only in United States (Katz, 2008). On other levels of education such strong growth has not yet been seen, but development is under way with policy pressure exerted on educational institutions worldwide (see for example Ohe, 2012, Li et.al., 2003, Farstad, 2002, Mwasalwiba et.al., 2012). Today, entrepreneurial education has become an important part of both industrial and educational policy in many countries (Hytti and O’Gorman, 2004).

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. While **Management** is in all business and organizational activities is the act of getting people together to accomplish desired goals and objectives using available efficiently and effectively. The gurus of management i.e. Peter Ferdinand Drucker, Henri Fayol and the father of scientific management Frederick W. Taylor have all propounded on the meaning and importance of management in any origination Drucker *et. al* (1994).

Scope of the study

The study area will be confined to a case study of the businessmen and women who are in the category of Small and Medium Enterprises in Chipata district. It will identify problems and constrains that hinder growth and survival of these business organizations.

Structure of the study

Chapter one. The purpose of this chapter was to introduce the background of the study statement of the problem, research questions, overall objective, specific objectives, significant of the study, scope of the study and structure of the study.

Chapter two. Literature Review will be introduced and discuss how entrepreneurship education could be a means to economic development and the importance of integrating it into the school curriculum. This chapter will also introduce learners to the information which empowers them to venture into activities and businesses that would help them improve the standards of living for the people in the community through job creation and the production of goods and services needed for the economy to thrive.

Chapter three. It will describe the methodology that the researcher will apply in the study. Research design, the sample selection and data collection process. Ethical consideration and research limitations will also be discussed in this chapter.

Chapter four. this is the chapter where findings of study will be discussed.

Chapter five. the analysis of the results and discussion of data collection, its validity and reliability of finding will be discussed.

Finally, in **Chapter six.** will provide conclusion and recommendations for future areas

of research and what business people (Especially SMEs) should do and observe in order to remain profitable in the fierce global business environment.

Literature review

Entrepreneurship is very importance in the school curriculum in many ways. First of all, human beings have behaviours, attributes and skills which could be developed (learned) through school process that could be entrepreneurial education. One could read a book about entrepreneurship, and comes across education aids that talk about value and importance of entrepreneurship in economic development (Shane, 2003). It creates opportunities, ensures social justice, instills confidence and stimulates the economy. Entrepreneurship education is a lifelong learning process, starting as early as elementary school and progressing through all levels of education, including adult education. Introducing children to entrepreneurship develops their initiative and helps to identify, evaluate and exploit an entrepreneurial opportunity, for example, involves both agential actions and social structures (Shane, 2003 cited in Stokes *et. al.*, 2017). As such, there are many ways entrepreneurship lessons could be integrated in the school curriculum and make clear understanding of who and what is involved in bringing about 'new' and 'innovative' things (Stokes *et. al.*, 2017).

Entrepreneurship is very importance in the school curriculum as it helps in the development of managerial capabilities (Zahra *et al.*, 2009). The biggest significance of entrepreneurship lies in the fact that it helps in identifying and developing managerial capabilities of entrepreneurs. A curriculum that integrates entrepreneurship studies makes learners to become entrepreneurs that could study a problem, identifies its alternatives, compares the alternatives in terms of cost and benefits implications, and finally chooses the best alternative (Zahra *et al.*, 2009). This exercise helps in sharpening the decision-making skills of a learner. Besides, these managerial capabilities that are used by entrepreneurs in creating new technologies and products in place of older technologies and products resulting in higher performance, it could also help learners recognize

that entrepreneurs are seekers of new goods and services (Galenson, 2008).

Also, entrepreneurship is very important in the school curriculum as it opens children's minds to how organizations are created and how they operate. This makes children or learners understand most of the things that go on in organizations, industries, business enterprises and many other sectors of the economy. Hisrich and Peters (2014) explain that entrepreneurship creates open minded individuals who become successful entrepreneurs. They further indicated that "entrepreneurship results into creation of organizations when entrepreneurs assemble and coordinate physical, human and financial resources and direct them towards achievement of objectives through managerial skills" (Hisrich and Peters, 2014). Entrepreneurship is important in the school curriculum in that it introduces learners to the information which empowers them to venture into activities and businesses that help improving standards of living for the people in the community through job creation and the production of goods and services need for the economy to thrive. By creating productive organizations, entrepreneurship helps in making a wide variety of goods and services available to the society which results into higher standards of living for the people. Technological knowledge is also a basis for generating new entry opportunities. Technological Knowledge refers to the entrepreneur's possession of information, technology, know-how, and skills that provide insight into ways to create new knowledge (Hisrich *et. al.*, 2013).

Furthermore, entrepreneurship education is a means to economic development hence very important to be integrated into the school curriculum. An entrepreneur plays an important role in accelerating the pace of economic development of a country by discovering new uses of available resources and maximizing their utilization. According to Ollila and Williams-Middleton (2011), entrepreneurship involves creation and use of innovative ideas, maximization of output from given resources, development of managerial skills, and so on, and all these factors are so essential for the economic development of a country. While some entrepreneurs succeed even without learning entrepreneurship skills in the formal education system, it is more likely that individuals who

become entrepreneurs after acquiring the knowledge and skills from the formal education system are likely to succeed (Ollila & Williams-Middleton, 2011). To this effect, it is very vital that entrepreneurship studies are made part of the school curriculum so that children in school can be introduced to the knowledge and skills which they can build their careers on as professional business men and women working to make things better. On the other hand, researchers such as Vygotsky, Leont'ev and Galperin explained conceptual model that was learning by doing. In this concept or model the students take action together with other people, primary classmates' other relevant stakeholders. The interaction is based on shared set of "mediating artifacts" such as shared tools, rules, processes, knowledge, signs, ideas etcetera. A tool-mediated view on learning was proposed by Vygotsky as a reaction to predominant acquisition - based model of learning in solitude explored by Piaget and other (Egan, 2004), where prepackaged knowledge is transmitted to passive recipients (Kozulin, 2003, Kozulin and Presseisen, (1995). The term "artifact" can be broadly defined as anything created by human art and workmanship (Hilpinen, 2011). According to Vygotsky and colleagues, human activity leads to two main outcomes; "externalization of activity into artifacts" (Miettinen, 2001, p.299) and "internalization of activity and gradual formation of mental actions", i.e. construction of new mental abilities (Arievitch and Haenen, 2005, p.159). Here externalization is the resulting value creation and internalization is the resulting deep learning. Shared artifacts, new artifacts and mental artifacts can all consist of tools, rules, processes, knowledge, ideas, etc. The concept of surface learning is defined as the memorization and acquisition of facts and while deep learning is defined as the abstraction of meaning and interpretation of experience (Jarvis, 2006). Surface learning informs action, and deep learning is the result of shared inter-action. In essence, learning-by-doing can be regarded as an emotional and motivation laden process, where motivation levels depend on

1. What actions are taken
2. What learning occurs and
3. What value is created

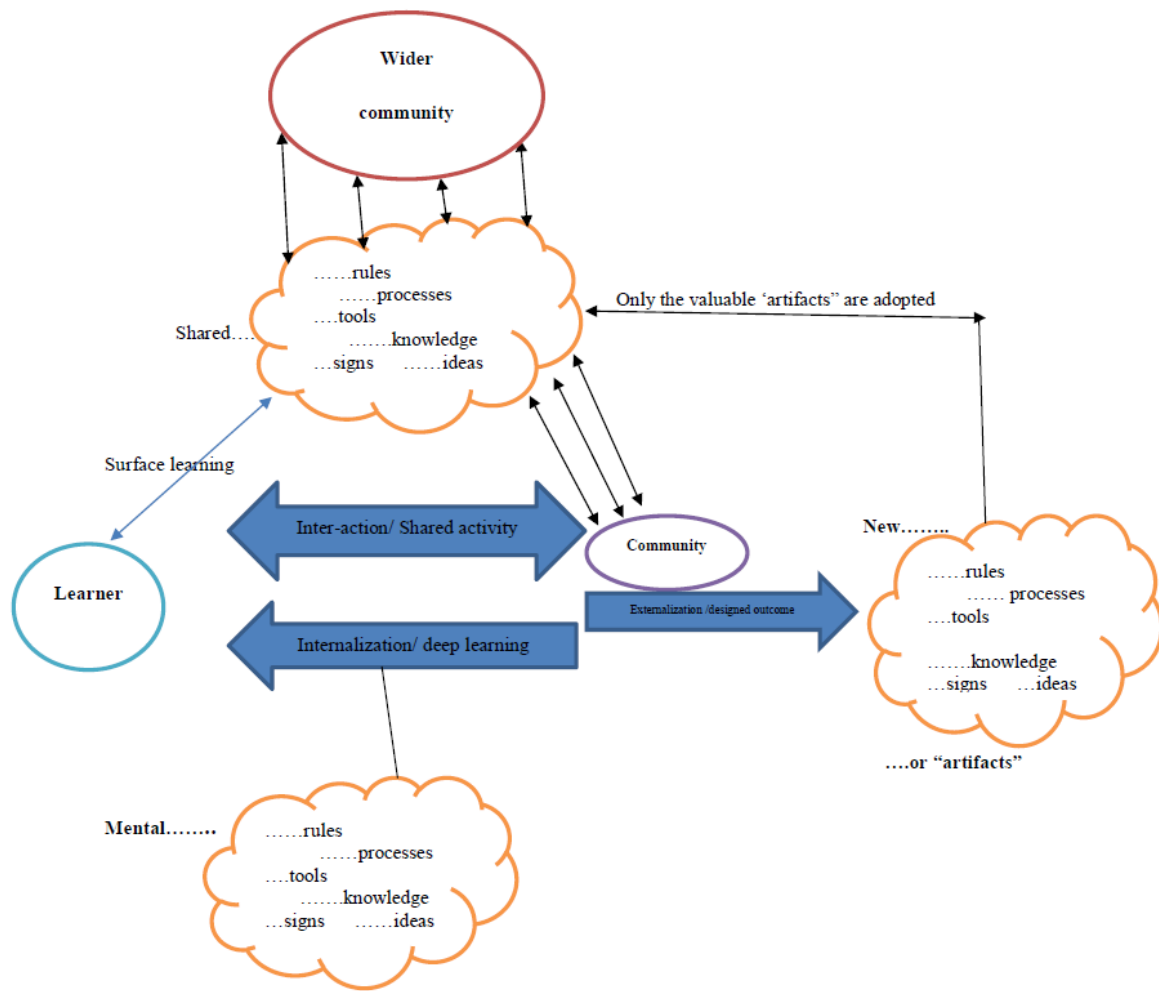


Figure 1. Conceptual model for learning-buy-doing

The above illustration outlines how learning and value creation are interconnected in learning-by-doing and how they reinforce each other. This framework shows how learning (Internalization) and value creation (externalization) are interconnected and can reinforce each other (Lack  us, 2013). The importance of a learner perspective for value creators such as entrepreneurs has been acknowledged before (see for example Cope, 2003). The importance of a value creation perspective for learners has also been acknowledged before (see for example Blenker et. al., 2011), and is perhaps one of the most important contributions that entrepreneurship can make to the educational domain.

Entrepreneurs are frequently thought not to have resources. As a result, they either seek resources from others to provide the “slack” necessary to experiment and generate entrepreneurial opportunities, or they engage in

bricolage (Hisrich *et. al.*, 2013). According to Schumpeter, someone is an entrepreneur only when he is able to put together a new combination of resources (Swedberg, 1991:34). Resources, as key factors of production could take many forms such as raw materials, money, human resource or capital that could be employed to cultivate, motivate and remunerate to its greatest possible extent. Entrepreneurs can change the way we live and work. If successful, their innovations may improve our standard of living. In short, in addition to creating wealth from their entrepreneurial ventures, they also create jobs and the conditions for a prosperous society.

Three important databases describe the entrepreneurial activity of countries: The International Labour Organization (ILO) measures self-employment, the Global Entrepreneurship Monitor (GEM) measures start-up rates of new firms, and the World Bank measures the registration of new firms. It is worth

noting that these databases are concerned with formal as opposed to informal firms (Naudé, 2011).

Studies using these databases have uncovered two sets of results. First, there is a lack of clear empirical evidence of whether entrepreneurship drives economic growth, productivity, or employment. Studies find a mixed bag of results. Second, there seems to be a U-shaped relationship between entrepreneurship and a country's level of economic development, as measured by GDP per capita (Naudé, 2011).

The U-shaped relationship implies a higher rate of entrepreneurial activity in low-income countries than in middle-income countries (Wennekers, Van Stel, Carree, & Thurik, 2010). This result may reflect that entrepreneurs in developing countries are less innovative and tend to be proportionately more 'necessity' motivated (Gollin, 2008). Higher levels of GDP may therefore be associated with more 'innovative' forms of entrepreneurship. Another implication is that rather than causality running from entrepreneurship to development, the causality may also run from development to entrepreneurship.

In conclusion, macro-level empirical work has been concerned with how entrepreneurship influences economic measures of development, such as GDP, productivity, and employment. Very few studies have considered non-monetary or subjective measures.

Most micro-level studies focus on the why and how of entrepreneurship, not its impact on development. Nevertheless, studies on the productivity, innovativeness, and growth and female entrepreneurs provide insights on whether and how entrepreneurship matter for development. One lesson is that innovative entrepreneurship matters most for development.

Stam and Wennberg (2009) consider the literature on the impact of entrepreneurship on employment, innovation and productivity growth. They find that entrepreneurs do not spend more on R&D than their counterparts, although the quality and efficiency of their innovation is higher, and that their contribution to productivity growth is low. The majority of entrepreneurs would earn higher incomes as wage employees, and while entrepreneurs create more jobs relative to non-entrepreneurs, the quality of jobs they create is lower (Stam & Wennberg, 2009). Hence

not all entrepreneurs drive development, and not all entrepreneurs are innovative.

As these findings refer to the impact of the average entrepreneur, it perhaps suggests that focusing on the average entrepreneur may not be the best policy stance. It may be better to focus on the small subset of innovative entrepreneurs that do make a difference. Studies find that innovative firms, particularly in high-tech sectors, have on average higher levels of productivity, tend to do enjoy higher employment growth, and cause positive spill overs for other firms (Stam & Wennberg, 2009). A study of manufacturing firms in Brazil, with the focus on a panel found that firms who engaged in technological innovation experienced higher growth in employment; net revenue, labour productivity, and market share (Kannebley, Sekkel, & Araújo, 2010).

Female entrepreneurs in developing countries have attracted greater attention in recent years given the key role of women in development and the still widespread discrimination. Evidence to date suggests that a variety of reasons contribute to explaining observed differences in entrepreneurial behaviour between women and men. Some of these differences include that women entrepreneurs' businesses tend to be smaller and to provide less employment growth than those owned by men. Women's businesses also tend to be less profitable than those of men and generate lower sales turnover than men, even in same industry comparisons (Minniti & Naudé, 2010).

These differences in entrepreneurial propensity and performance between men and women reflect disadvantages and discrimination in education and the labour market. Labour market discrimination against women has been argued to lead to a self-selection of the most highly talented women into labour markets. As a result, less talented women will opt for self-employment, a characteristic reflected in their enterprises' lower survival and growth rates. Furthermore, many women may not have sufficient confidence in their ability to start a firm (Kannebley et al., 2010). Yueh (2009) discuss the case of women entrepreneurs in China and supports the idea that lack of self-confidence is a significant constraint hindering women entrepreneurial entry in developing countries.

As a result, they also lack access to credit and face higher start-up costs. Naudé (2011) report

that female-headed households often lack assets or incomes, and that this constrains their ability to diversify their economic activities. In this regard a large number of studies have found that access to micro-credit has improved women's decision-making autonomy, and general household welfare and consumption.

Research methodology

Kothari (2003) defines Research Methodology as the pursuit of truth with the help of study, observation, comparison and experiment i.e. systematic method of finding solutions to a research problem identified. While Creswell (2003) defines research methodology as the procedural rules for the evaluation of research claims and the validation of the knowledge gathered. This research will be guided by a qualitative mode of inquiry called Action Research as a primary methodology. "Action Research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out" (Carr and Kemmis 1986, p. 162).

Study design

Young (2014) describes a case study as a method of exploring and analysing the life of a social unit, a person, a family, an institution, cultural group or even the entire community. Case study has its roots in clinical observation. It is diagnostic in nature. It is a form of qualitative analysis involving a very careful and complete observation of a person, a situation or institution. For recording what is being observed a case study sheet is developed which documents the identity of the subject, the problem, observations made, planning of remedial action and findings.

Cooper and Schindler (2003), state that a research design is a blueprint for fulfilling objectives and answering questions. Research designs are about organizing research activities, which include the collection of data, in ways that are most likely to achieve the research aims. However, this research design includes ontological and epistemological issues on how society should move towards SQTd (Bakisa, 2008).

Research design ontology

According to Yin (2002) case studies are vulnerable to a number of criticisms from positivist researchers. He further argues that case studies contend a lot of criticisms because they do not have the rigour of natural scientific designs. Case studies rarely allow generalization to be made from specific cases to the general population but produce huge piles of data that allows researchers to make interpretations they want. Smith *et. al* (2008) contend that all case studies should have a clear design produced before any data is collected and should cover the main questions or propositions, the unit of analysis, links between data and propositions and procedure for interpretation of data.

Source of data

This study used primary data that was collected from the respondents within the study area in Chipata district. Respondents included local women and men in self-employment who were sampled from the population of the study area. These respondents were a source of primary data that was collected using questionnaires and structured interviews.

Furthermore, this study was built upon the foundation of secondary data that came from official institutions such as the Central Statistics Office (CSO), and books, articles, and journals that are listed in the references section below. These sources of secondary data have not only provided the background data about the relationship between entrepreneurship and development and the role of entrepreneurship in economic growth and development, but were also very instrumental as they played a role in enriching the report.

Population and sample size

A population is a universe of units from which a sample is selected or chosen. In this study, the population will be comprised of a sample of women and men in business or self-employment in Chipata district. This is so because those women and men provided first hand data pertaining to the role their entrepreneurial activities have played in growing their income and making their living standards better. A total number of 60 businesses were used as the sample size.

Sampling method

Sampling is a process in which a researcher uses statistical analysis to obtain a predetermined number of observations taken from a larger population (TAU, Research Methodology Course Module 5). This methodology that is used to sample from larger population would depend also on the type of analysis being performed, and would include simple random sampling, systematic sampling and observational sampling. This study employed purposive sampling technique. Purposive sampling involved choosing participants considered to be business men and women. Purposive sampling in this regard ensured that only rich information is gathered for the research as opposed to having a large number of participants.

Data collection techniques

One data collection method was used in this study. This was the use of a questionnaire. Questionnaires were used to collect data from the participants. Questionnaires were very helpful in collecting data effectively and efficiently. Data collector were guiding respondents on what information is required of them, they were free even to speak in their local languages.

Data analysis

Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) and Microsoft excel in order to generate tables, graphs and percentages in an easier way. Thematic analysis was used to analyze qualitative data so that a description of the role of entrepreneurship in economic growth and development in Chipata district would be generated. Major themes were drawn from questionnaires for easy descriptions.

Validation and reliability

The researcher conducted a pilot study to ascertain the validity and reliability of the questionnaires. In the case of the questions in the questionnaires, the researchers measured their validity and reliability by examining individual responses from participants to ascertain their relevance to the objectives of this research.

Ethical considerations

Ethical precautions were taken into consideration in this study. These included explaining the purpose of the study, thus giving respondents chance to decide on whether or not to participate in the study and keeping their identity anonymous. Confidentiality was put into consideration through verbal appeals that assured the respondents that the information given would be used only for educational purposes. As stated by Francis (2005) and Smith (1995) that privacy and confidentiality are essential components in the study, as the process involves the sharing of information by both the researcher and the participant (respondent). As a general ethical principle governing this study, a clearance and introductory letter was sought from Texila American University to concerned parties. The letter was an assurance and confirmation that the study or survey was purely an academic one.

Findings and discussion

From the survey and with the aim of highlighting the Management skills and competencies of the business personnel (employees and owners) in Chipata district, the findings showed that the majority of the business organizations in Chipata district had management team that had qualification up to certificate levels and was represented by 33 percent, with diplomas had 30 percent, 28 percent had other qualifications while only 8 percent had degrees or higher qualification. From the graph below it was clear that 28 percent personnel having other qualifications was an indication of employees that did not have any formal education and training. This percent possesses a scary danger in the management of SMEs in the district. There is no doubt that the number of business failures could be attributed this one. The percent for degree and higher qualification (8%) was very low in comparison with number of business organizations and even to make the business organizations sustainable in Chipata district. This a clear testimony that education in entrepreneurship management was still lagging behind as opposed to the fierce global business management trends that are taking shape every other day.

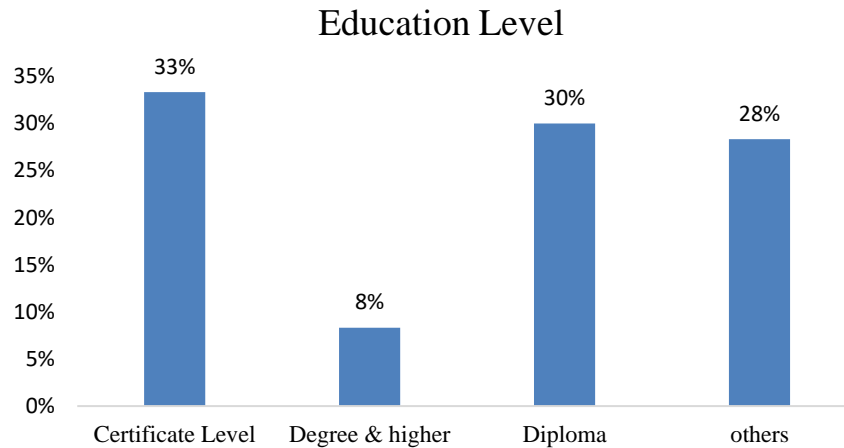


Figure 2. Education level of management

Table 1. Management skills

Areas Surveyed	No	Percentage (%)	Yes	Percentage (%)	Total	Percentage (%)
Do educated employees add value to business	7	12	53	88	60	100
Does business owner have formal training in management?	30	50	30	50	60	100
Does Chipata have a college of business?	0	0	60	100	60	100
Computer literate Personnel	19	32	41	68	60	100

The findings of the study showed that educated employees were thought to add value by 88 percent of the respondents. The findings also indicate that about 30 percent of the businesses had managers trained in management, 100 percent agreed that Chipata had a college of business, and the 68 percent stated that the business organizations had computer literate personnel. From the figures regarding the number of business organizations that had employed educated personnel, 50% of the total surveyed sample appreciated the employment of educated people in the business organizations. However, this figure is not enough looking at the complexity of the business today and the effects of globalization.

The study also investigated the quality of graduates that such Universities and Colleges produce. It was found out that 63 percent had stated they were of good quality, only 2 percent stated that they were poor, and 35 percent stated that the graduates from these Universities and Colleges were of very good quality. This finding underscores the desire and need of having

educated members of staff in the running of SMEs in the district. However, a measure of some kind is needed to evaluate or rather quantify the contribution that educated members of staff have to business organizations especially to SMEs and start-up ones.

Though the failure rate for new small business organizations is not clearly measured and verified, it would be correct that one of the contributing factors among many could be ill-qualified members of staff. Firms that close or are not traceable need not necessarily have failed; and not only are there no really accurate data relating to failure, but it is difficult to trace firms that have ceased to trade (Kirby, 2003). There is no definitive reason as to why small businesses fail, but according to Scarborough and Zimmerer (2000), there are many causes of such failure among them are

1. Managerial incompetence
2. Lack of experience and business acumen
3. Inappropriate location

4. of the business

The above reasons though not the only, as a result of lack of Knowledge, Skills and Competency. In short, business organizations run or managed by people with no appropriate education, Ronstadt (1985).

From experience, most SMEs have failed or ceased to trade mainly due to lack of managerial skills and competences (education) that have resulted in financial and human resource mismanagement.

The study also investigated quality of graduates employed by SMEs. The findings show that the quality analysis was done through

categorizing the quality levels as very good, good and poor quality. The Pie chart below illustrates that 3 percent was categorized as very good, 55 percent was good, and 42 percent stated that the quality was poor.

As it has been scholarly observed, labour is one the major factors of production other than capital and raw material (Baumol, 1987). All products (both goods and services) are a mixture of these three components, as such the need for quality workforce would be unquestionable part to ensure the growth, development and sustainability of any entrepreneurship.

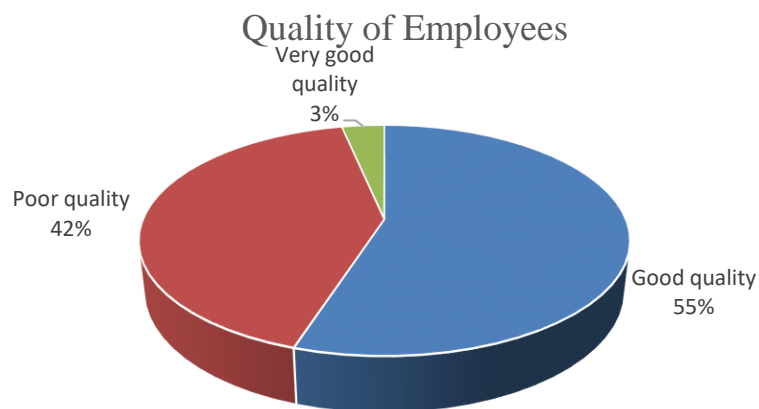


Figure 3. Quality of graduates

The study also looked at an area of career progression, and whether or not the small businesses had a deliberate policy to encourage such among their members of staff. The findings show that very few had a deliberate policy to encourage employees' progress in their career whilst working for them, represented by 43%.

While 57% of the respondents claimed that they had no such provision in their business set-up and strategy. This behaviour greatly hinders the education path of the employees and such employees remain stagnant academically. The pie chart below shows how the respondents viewed the career progression of their workforce.

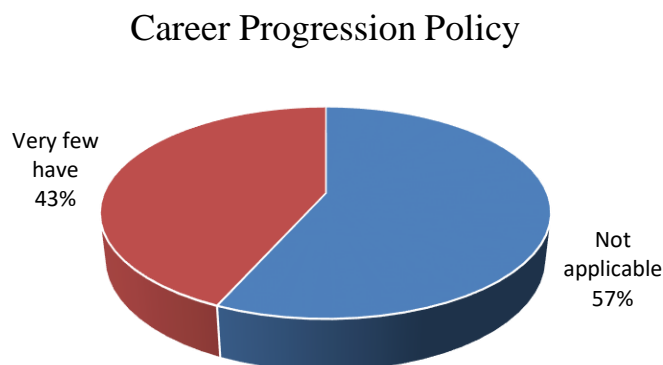


Figure 4. Career progression policy

Conclusions and recommendations

The study concludes that most of the entrepreneurs had employed qualified members of staff. For this reason, it is very essential that business owners acquire basic education in the running of the business at the least. Despite this most businesses do not have a continuous progression policy. It is also very clear that most female entrepreneurs “fear” to take the risk of starting a business venture as education levels for them is still very low. Traditionally, a Girl child does not need to get higher education levels as they don’t participate in the economic activities of the District (a case of Chipata district). With the cutting edge of technology and emergence of Generation Z (smartphone group), most business activities are done online, and personal selling strategy is phasing away as much business is done without physical contact between the seller and the buyer.

The study also discussed many other opportunities with regards to entrepreneurship education, such its capacity to trigger deep learning and instill engagement, joy, motivation, confidence and feelings of relevancy among students, but also its stated and to some extent evidenced effects on job creation, economic success, renewal and innovation for individuals, organizations and society at large. Some challenges have also been discussed in the report such as lack of support, time and resources among others in educational institutions. The idea of putting value creation at the heart of entrepreneurial education has been extensively discussed in the study, and conceptual diagram has been put forward to just to illustrate the interconnectivity between education and value creation.

In view of this development, formal training and education for business managers is just inevitable.

Arising from the above revelations, the following investigations were recommended by the study

1. The SMEs should have career progression policy that will directly benefit them in improving the products and services.
2. There is need for the higher education authorities through its universities to facilitate the development of educational programmes that benefit entrepreneurs as

they are the key stimulators of micro economic growth.

3. Encourage SMEs in Chipata district to appreciate the role educated employees plays in sustaining the business.
4. Encourage Girl Child education in the district to promote the participation of women in SMEs activities.
5. Revise Religious beliefs and Laws that prohibit the involvement of women in entrepreneurship education and business ventures (i.e. Muslim women in Chipata district).
6. Experience developing an entrepreneurship course that is practical in an organized way with academic support.
7. Strengthen SMEs in their capacity for leadership and teamwork (serious training required) in Chipata district.
8. Learn how to identify business opportunities in a fierce global economy.
9. Learn technical ways of human resources management, production, purchasing, financing, marketing, organization, and implementation that would benefit the SMEs.
10. There is need to create and increase awareness of entrepreneurial education as a pedagogical approach relevant to all students and on all levels of education.
11. There is need for more and closer collaboration between researchers and practitioners in the two domains of education and entrepreneurship.
12. There is need for closing up the gap between stated and desired effects of entrepreneurial education and a need to for increased understanding of when, how and why entrepreneurial education can develop entrepreneurial competencies, especially on primary and secondary levels of education with an embedded approach.

As most studies, this study has certain limitations, which provides opportunities for further research. The study reported on this paper revealed that most SMEs have no lifelong program of business due to lack of business and management knowledge of the business owners. This gap has created a brink on the sustainability strategy of the business, as many such business owners if not all of them lack the three levels of competencies which all entrepreneurs need.

1. **Personal competencies** – creativity, determination, integrity, tenacity, emotional balance and self-criticism.
2. **Interpersonal competencies** – communication, engagement/charisma, delegation, respect.
3. **Business competencies** – business vision, resource management, networking, negotiating skills.

Despite its promising effects on students and society, it is important to note and keep in mind that the field of entrepreneurial education is in quite early stage of development in Chipata district. It is still very much regarded as an innovative but marginal pedagogical approach spurring much interest but also much confusion among various relevant stakeholders in the district. As such, there is tremendous work remaining if we are to succeed in making effective and efficient entrepreneurial education available to a majority of people in the educational systems of Chipata district. The road to achieving such an ambitious goal is still long, winding and risky.

Therefore, the opportunity exists to determine the reason behind these gaps. Furthermore, this study was limited to SMEs in Chipata district of Zambia. Consequently, opportunity exists to conduct a comparative study of all Seventy-One districts of different ethnic groupings and business activities across Zambia.

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