

**ENTREPRENEURIAL COMPETENCY REQUIRED BY BUSINESS
EDUCATION STUDENT IN ESTABLISHING SMALL AND MEDIUM
SCALE VENTURES IN ZAMBIA. A CASE STUDY OF CHALIMBANA
UNIVERSITY**

BY

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**A research report submitted to Chalimbana University in partial fulfillment of the
requirements for the award of the degree in Business studies.**

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APPROVAL

This dissertation Sylvia Koloti is approved in partial fulfillment of the requirements for the award of the bachelor's degree in business studies at Chalimbana University.

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ACKNOWLEDGMENT

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ABSTRACT

The study investigated perceived entrepreneurship competencies required by business education students for establishing small-scale ventures at chalimbana university. Descriptive survey research design was employed for the survey. A total of 30 comprising business education in at chalimbana university made up the population for the study. Two research questions and three null hypotheses guide the conduct of the study. The instrument used for data collection was a questionnaire with Cronbach reliability coefficient of 0.86. The method used for analyzing the data collected for the study was mean and standard deviation for the research questions and t-test was used to test the null hypotheses at the 0.05 level of significance. The result of the data collected and analyzed indicated that managerial skill, Information and communication technology skills and marketing skills are required by business education students in establishing small-scale venture as perceived by business education students and entrepreneurs. The result of the test of the null hypothesis showed significant difference in the mean rating of students and entrepreneurs. It was concluded that entrepreneurial skills are highly required for establishing small-scale ventures. It was recommended among others that undergraduates in Business education should strive towards skill acquisition because success and progress in the world of work and becoming self-employed, self-reliant is dependent on the skills and abilities possessed.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Entrepreneurship is now seen as an important component within contemporary economic development of a nation. Its critical role to the economy of nations is now widely acknowledged within the literature. Experts in the field were of the opinion that entrepreneurship is regarded as a catalyst for economic growth, employment and wealth creation, Henry, et al (2003). Furthermore, the European Commission (2003) shared the same view and in addition suggests that entrepreneurship is a major driver of innovation, competitiveness and economic strength of a modern nation. They further emphasize the important role which business education has in the development of entrepreneurial mindsets and talents especially in enhancing entrepreneur competency.

Business education is a widely given high scores on the agenda of many governments. Such governments depend on the development of entrepreneurship through business education as the major source for their economic prosperity, growth and development. It is a kind of new concept which signifies not only quality education but also pay attention to the development of an individual practical ability and competency of students. It is also described as a new method of teaching that promotes students' innovative spirit, skills and attitudes which consequently make them after graduation to suitable career and become professional business creator, European Commission, (2003) concluded.

This growth in business education in enhancing entrepreneur competency is reflected internationally. For example, the European Commission (2008a) observes that almost half of Europe's students at tertiary institutions have full access to business education to enhance their innovative competencies in establishing small venture after graduation. In a related development, Khan and Almoharby, (2007) highlight the rapid development of the course in Malaysia, Thailand and the Philippines. The European Commission (2004a), for example, posits that entrepreneurship is one of the key components to be included in current educational systems in order to prepare

people for successful participation in society. In fact, the contribution of business education in promoting entrepreneurship to the world economy is well recognized.

Certainly, business education is considered as a complex subject to study in the context of teaching and learning because it depends on the individual's self-regulated actions and characteristics that may not be easy to influence. It is against this background that, there is still ongoing debate whether we can teach students to become competent entrepreneur (Fiet, 2004). However, there is now a consensus, in the literature at least, that business education can be taught and the debate has now shifted to what should be taught and how it should be taught (Ismail, 2011).

It is now generally agreed that most of researches conducted on business education have focused on course contents, pedagogical and audience characteristics. In this respect, the effectiveness of business education can also be measured in terms of teachers' entrepreneurial competencies. The development of business education however, is not as institutionalized as the development of education for the traditional management courses. Educators who hold master's and doctorate degrees in entrepreneurship are very rare all over the world. In addition, the uniqueness of the students' needs and the course requirements entails specific and special teaching skills to match the two. One of the perceived tools to address and match these basic education needs is to first conduct an analysis of entrepreneurial competencies, Gatchalian, (2010).

It is evident enough that most students fail to establish their small businesses due to lack of the aforementioned competencies, for example; here at Chalimbana which is a center for my research, I have seen a number of education business students fail to run their businesses because of what has been discussed above. Of course, they start their businesses properly but they don't reach the maturity level. One would ask a question as to why they fail? In response to this question I will discuss the number of competencies that I have outlined in respect to the best way of controlling the mistakes.

The first aspect is the will to learn. Most students do not have the will to learn about what entrepreneurship is all about. They do not know about the challenges they would face as they join the entrepreneurship wagon. In this context, it becomes very difficult for them to succeed in their business establishment. I have seen many who have no mindset of wanting to have a mentor or anyone who is well experienced in business and that person who can teach them on how to establish a small business.

The second to listen. Listening is very important in business as it becomes part of communication. If you as a business person fails to listen to advice on the kind of products that are in need by the customers, you will end up introducing products which will not take you anywhere.

While listening is very important for effectiveness in communication, you must also know that when you need to take control of the conversations and assert your opinions and beliefs. You should listen to others who are making reasonable claims and requests, but you also need to know when to say no. Be consistent yet open-minded to earn respect and trust and trust from your customers. Know what you stand for and you need to stand up for those beliefs.

Ambition. It is easy to give up when the going gets tough, at this point many are the business education students who have given up due to lack of ambition. They want to be successful and reach milestones that are stepping stones to their major goals. When you have a highly ambitious motive, it is easy to succeed.

Risk taking. Many business students at Chalimabana University have failed to succeed due to fear of risk taking. They lack risk management skills which can help them minimize their hopelessness. In every business, there are risks and it is important for us to find ways of maximizing them. Apart from risking taking, we can look at perseverance. No matter how much one fails its important not to give up instead, have the high motive to keep going in order to reach their goals in setting up their small entities.

In every entrepreneurial journey, creativity is a key that unlocks business opportunities. If someone is not creative and innovative, it becomes difficult for them to succeed. As we all know, we are now living in a competitive environment where products are being modified almost every day and if one's products looks so obsolete chances are slim for them to survive.

The aim of the study is to examine the entrepreneur competencies required by business education students in establishing small scale ventures at Chalimbana University.

1.2 STATEMENT OF THE PROBLEM

Entrepreneurial competencies are needed by students of business education to establish and run business enterprises successfully. If business education students are therefore trained in entrepreneurship, they can become successful entrepreneurs. Most students are graduating from colleges without the necessary skills and competencies. Furthermore, many of these students do not possess entrepreneurial skills that will enable them establish and manage a small business enterprise so as to become self-employed and self-reliant on graduation. Similarly, Aina (2008) observed that the goals of business education are yet to be achieved due to lack of the necessary practical skills and entrepreneurial competencies that will enable them to be self-employed. The high rate of unemployment among the business students has been attributed to lack of competencies required in the world of work. Ifedi, (2009) agrees that one of the main causes of unemployment among college students is lack of employable skills. Thus, business education graduates are faced with the burdens of surplus unemployable work force because of the wide gap created by the absence of entrepreneurial competencies. This calls for the acquisition of entrepreneurial skills, which is a prerequisite for any meaningful self-employment. Therefore, this study sought to identify the perceived entrepreneurial competencies required by business education students for establishing small and medium scale enterprises in Zambia.

1.3 OBJECTIVES OF THE STUDY

The following are the objectives of this study:

1. To examine the entrepreneurial competencies needed of business education students for effective entrepreneurship development
2. To Identify innovative competencies needed of business education students for effective entrepreneurial development.
3. To determine the development in entrepreneurial competencies in establishing small scale businesses

1.4 RESEARCH QUESTIONS

1. What are the entrepreneurial competencies needed of business education students for effective Entrepreneurship development?
2. What are innovative competencies needed of business education graduates for effective Entrepreneurial development?
3. What are development of the entrepreneurial competencies in establishing small scale businesses at Chalimbana University?

1.5 SIGNIFICANCE OF THE STUDY

This study will enable me educate the general public on the ability of business education in equipping students with entrepreneurial competencies with a view of drawing the interest of many youths towards studying business education to be future entrepreneurs, it will also act as a contribution to the body of literature in the area of the effect of personality trait on student's academic performance, thereby constituting the empirical literature for future research in the subject area.

1.6 SCOPE/LIMITATIONS OF THE STUDY

This study will cover the curriculum of business education with a view of ascertaining if it is capable of developing entrepreneurial competency in students.

1.7 LIMITATION OF STUDY

Financial constraint- Insufficient fund tends to impede the efficiency of the researcher in sourcing for the relevant materials, literature or information and in the process of data collection (internet, questionnaire and interview).

Time constraint- The researcher simultaneously engaged in this study with other academic work. This consequently cuts down on the time devoted for the research work

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

Entrepreneur's competency is a highly critical factor in attaining excellence in the performance to ensure sustainable growth and success of a venture among a competitive business environment. During the past few decades, the importance of entrepreneurial competency has increased as a result of the strategic role played by the human factors particularly the entrepreneurs of business enterprises. Researchers in the field have reported that entrepreneurship is regarded as a catalyst for economic growth, employment, and wealth creation. Entrepreneurial education is designed to teach the skill and knowledge needed for embarking on new business ventures since it is believed that this would enhance opportunity identification and avoidance of the many pitfalls awaiting those without the relevant skills.

2.1 CHALLENGES FACED IN CANADA DURING THE ESTABLISHMENT OF SMES

Statistics according to Innovation, Science & Economic Development Canada (2018), shows that thousands of businesses exit the marketplace every year in Canada. The failure statistics show that about 96 percent of small businesses (1–99 employees) that enter the marketplace survive for one full year, 85 percent survive for three years and 70 percent survive for five years (Key Small Business Statistics). Approximately 7,000 businesses go bankrupt every year in Canada. Ward (2018) postulates that microenterprises (businesses with 1 to 4 employees) have a slightly lower business failure rate than other small businesses; after five years in business, 70.4 percent of microenterprises survived compared with 66.9 percent of other small businesses (Ibid).

According to an Industry Canada study (2018), the main reason for business failure is inexperienced management. Managers of bankrupt firms do not have the experience, knowledge, or vision to run their businesses. These factors could also be hindering sustainability in Zambia and were investigated in the Zambian context

2.2 CHALLENGES BEING FACED BY SMES IN AFRICA

Besides the lack of support from their governments, SMEs in Africa also faced several challenges, and in this vein, the African Development Bank (2012) reported that only 20 percent of African SMEs had access to credit and that only 9 percent of the investments SMEs made were funded by a bank. These statistics stood in stark contrast to South America and the Caribbean where 44 percent of SMEs reported access to credit, and to Europe where 23 percent of SMEs' investments were financed through bank loans. The lack of credit access placed a heavy burden on entrepreneurs to raise large amounts of capital for business development themselves and made it hard for ideas to grow into enterprise. Improving access to credit was thus crucial if SMEs were to reach their potential and allow businesses to move from start-ups to established businesses with growth potential. Credit in most cases was also essential for creating an entrepreneurship spirit as it allowed businesses to fail and rebound rather than just fail. While it was common for a number of start-ups and small businesses to fail, and a climate that allowed failure allowed an entrepreneur to learn from that failure and start afresh. It was in such an environment that innovation and success could most thrive. In supporting that statement, Ernst & Young's survey on entrepreneurship

(2012), found that most respondents were 'serial entrepreneurs' in that they had launched one or two other companies before achieving success.

Notwithstanding these difficulties, there were a number of indicators that suggested that the situation was improving, regards to access to credit, as the AfDB report (2012) found that a number of banks in East Africa had a significant amount of clients in the SME sector and that all banks in Kenya and Zambia had created departments aimed at SMEs; while 75 percent of Tanzania's banks offered the same service as over half of bank loans go out to SMEs. However, when lending to

SMEs, banks favoured long standing clients and insist on a 'deposit first' policy. That made it difficult for SME owners without a credit history and without significant capital to access credit. The AfDB report (Ibid) further notes that though banks are increasingly recognising the importance of the sector, they should further support SME development by creating better lending facilities aimed at lower income clients.

According to the AfDB report (2012), turbulent business landscapes had called for greater scrutiny to identify survival toolkit for SMEs; given that the SMEs were very much vulnerable to the dramatic economic changes. Against this backdrop, understanding practices that may hamper business success was deemed timely. An alternative approach to understanding practices that lead to business success was by examining the inverse, that was, the behaviours associated with business failure. According to Gaskill et al. (1993), factors citing reasons for failure may have appeared as factors affecting success.

Longenecker et al., (1999) contends that this resulted in poor actions taken (or not taken) by the firm resulting from ‘non-rational’ behaviour of the founder-owner[s] in managing the business. More crucially, although the data showed that there were significant inter-country differences in SME failure rates [e.g. among SMEs, Australia’s failure rate was reported to be 23 percent (Watson, 2003) while Malaysian figures were at least triple of that. According to Komuniti (2006), there was very limited research in terms of comparative research as the paper aimed to draw real life lessons from the founder-owners on the actions or inactions that might have led to business failure, and hence in turn, present similar and contrasting insights into how to prevent failure and/or improve the likelihood of business success from the two different cultural contexts.

To this end, the research argues that while Governments could certainly do more to facilitate and encourage local business development in African countries, access to credit for entrepreneurs remained the key problem for SME sustainability.

Nikolić et al. (2015) posits that much has been written and researched on SMEs success worldwide, although there are many studies on SMEs, few studies have given much attention to sustainability challenges experienced by these businesses in order to provide businesses owners and entrepreneurs with the right information and guidance to improve their businesses. SMEs operating in Africa, Zambia included face many challenges that deter their growth, Nikolić et al. (2015). This is supported by Kamunge et al. (2014) and Beck, Asili, Luc and Vojislav (2006), who observed that beside their positive role to development, SMEs face many obstacles that restrict their long-term survival.

2.3 CHALLENGES LEADING TO THE ESTABLISHMENT OF SMALL MEDIUM IN THE SUB SAHARAN REGION

According to the Kenya National Bureau of Statistics (2007), the rate of business failure is alarming with only a few businesses surviving a few months to one year. It was further said by Adcorp (2014) that the mortality rate of SMEs among African countries remains very high with five out of seven new businesses failing in their first year. For instance, in Uganda one-third of new business start-ups do not go beyond one year of operation while in South Africa the failure rate is between 50% and 95% depending on the industry (Willemse, 2010). A study conducted by Yeboah (2015) also revealed that 75% of SMEs in South Africa do not become established businesses making the country to have the highest failure rate in the world. According to the World Bank (2012), Chad has also been named as a country with a failure rate of 65% and one of the most difficult countries to do business due to unfavourable regulatory frameworks. In Zambia, the failure rate is 65% as well

The World Bank (2012) posits that although the continent has shown significant improvements in business environment in the last ten years thereby attracting numerous businesses from different parts of world, it is still ranked by the World Bank as the most difficult region to do businesses for SMEs. Meanwhile, in many African countries, SMEs, find it difficult to do business due to unfavourable business environment arising from hostile legal requirements, high taxes, inflation, fluctuating and unreliable exchange rates; all making it difficult to make significant profits to survive (World Bank, 2006; Olawale & Garwe, 2010). In terms of ranking, Africa is at the bottom of regions like Eastern Europe, Central Asia, East Asia & Pacific, Middle East & North America, Latin America and South Asia.

According to Naicker (2006), problems experienced by SMEs can be categorised as follows:

- i. **Economic based problems** – Success of SMEs is tied in with the local economic conditions as the SME sectors market growth is usually at the same rate as the macro economy as a whole, therefore, if there is an economic downturn, SMEs will usually also experience difficulty (Berry et al., 2002)
- ii. **Enterprise based problems** - According to (Rogerson, 2004; Beaver, 2002; Williamson, 2000; Lighthelm et al., 2002; Watt, 2007), internal factors such as human resource problems

encompassing poor staff planning, multi-functional management, high employee turnover rate, inadequate trained employees, low productivity and difficulties in recruiting quality staff are impediments to SME success in most African countries

- iii. **Industry related problems** - In a study by Naicker (2006) and Haung and Brown (1999), market related factors that exerts the most negative influence on enterprise success are increased competition, limited market size, low demand, inefficient marketing, poor competitor understanding, poor location and market understanding and the inability to identify the target market (Naicker, 2006; Watt, 2007). While in South Africa SMEs are hampered by a structural problem in that South African SMEs, unlike SMEs in other developing countries, do not complement larger organisations with specialised products or services, but they compete with larger enterprises in the same product markets albeit for different consumer segments (Rogerson, 2004). As for SME owner-managers it is important to identify the most problematic areas in managing their small enterprise. Huang and Brown (1999) argue that identifying the problem areas, owner-managers can address problems through education, training and information gathering activities.

It is argued by (Berry et al., 2002), that the role of labour, labour markets and skills levels are the most important factors contributing to small enterprise growth. While managerial skills not only influence owners' perceptions regarding their business, but various literature sources acknowledge that a lack of managerial skills and training is an important cause of enterprise failure complimented by lack of experience and lack of organisational culture acting as an impediment to the establishment of SMEs. In this regard, (Watson, 2004; Naicker, 2006). O'Gorman (2001) argues that the owner managers' characteristics can also act as a barrier to growth in that the personality, managerial skills and style including the entrepreneur's and/or management's negative attitude towards change can negatively influence an enterprise (Leopoulos, 2006; Naicker, 2006).

In a study by Pretorius and Shaw (2004), South African bankers are less inclined to finance SMEs due to their perceived high level of risk and a weak expected return and this is emphasised by the South African micro enterprise surveys which list inaccessibility to finance as one of the primary external constrains faced by SMEs as confirmed by (St-Pierre and Bahri, 2006). Some of the

factors that contribute to the complex financing problem are the insufficient knowledge of the SME entrepreneur; for example, their inability to draw up a business plan; the lenders inability to determine the SMEs credit risk attributed to their lack of enterprise information; and general communications issues leading to low levels of entrepreneurship and a high failure rate of South African SMEs (Kotze and Smit, 2008; Berry et al., 2002).

It is important as argued by (Kotze and Smit, 2008; Berry et al., 2002), that an effective and efficient process whereby all SME dimensions are evaluated when measuring the borrower's risk must be developed. The development of a more inclusive SME risk measurement framework will enable lenders to make rapid and objective decisions based on the actual business environment, while SME management cannot criticise the banking environment of over-valuating the risk. At present, few risk evaluation models exist that allows for an overall evaluation of SME risk. The lack of suitable risk models is emphasised by the banking sectors continued reliance on financial models where information is derived by way of financial statements, as this information is considered more objectives than information obtained from other sources.

It has been said that, Zimbabwe has witnessed a high growth in the number of business start-ups during the past twenty years, according to Gono (2005). SME sector in Zimbabwe contributes to the national economy in different ways which include employment creation, national economic development and adding value to the gross domestic product (GDP) of the country. A report by the Reserve Bank of Zimbabwe (2013) postulates that SMEs constitute 50% of the Zimbabwean GDP and 60% of the economy. Given the information base and productive resource endowment of Zimbabwe, the country is projected to be the leader in growth among the Sub-Saharan African countries towards 2020 (Zindiye et al., 2012). While, Ncube and Greenan (2004) estimated that there were about 609 SMEs in the manufacturing sector of Harare. Meanwhile, Machipisa (2008) argued that there are 10 000 SMEs in Zimbabwe which controls 65% of the total corporate purchasing power. According to Scholgl (2004), SMEs in Zimbabwe forms an important component of the economy.

Tsarwe (2014) points out that the future growth of the Zimbabwean economy has been anchored by policy makers on the establishment of growing SMEs in the face of business closures by the large companies due to the economic meltdown. In this regard the Government has been calling for support towards the SMEs in recognition of the potential benefits they can contribute to the

economy. Meanwhile, the Zimbabwe Agenda for Sustainable Social and Economic Development (ZIMASSET) was launched in 2013 with a view to drive economic development anchored on, to a larger extent, the growth of SMEs and beneficiation of local resources.

According to the Zimbabwe Independent (23 November 2012). The Government of Zimbabwe has put efforts to improve the SMEs but with limited success. “Central Africa Building Society (CABS) and Old Mutual had agreed to avail a total of US\$10 million, i.e. US\$5 million each, towards SMEs Funding. The Government and other stakeholders such as the Non-Governmental Organisations (NGO) had invested resources and expertise to ensure success in SMEs. Although, Government support can do much in terms of the development of the SMEs, the bulk of the success of SMEs should be generated by the sector players. However, the sector has not contributed meaningfully to the country’s GDP according to the findings done by the Asia-Pacific Economic Cooperation (APEC), World Bank (2012)

Arising from the general challenges SMEs face, there are also sustainability challenges they face and some of these are: From the literature reviewed, sustainability is not holistically undertaken by SMEs as can be seen from the general challenges faced by SMEs in the use of sustainability strategies.

2.4 SMALL MEDIUM ENTREPRISES IN KENYA

Registration and Certificates - In Kenya, according to Wanjohi (2010) there has been complains regarding tedious registration and certification processes. Various bodies have their requirements which need money and time, and one option left to an entrepreneur is to evade the process, but this proves more expensive at the end because of penalty given. For instance, for an entrepreneur running chemical related business, a certificate is needed from the Ministry of Health or similar authority to show that the products or services offered have been analysed and found to be safe. The authorities may also require the product to conform to legal standards regarding composition.

Lack of Credit. - In some cases, even where credit is available, the entrepreneur may lack freedom of choice because the lending conditions may force the purchase of heavy, immovable equipment that can serve as collateral for the loan. Wanjohi and Mugure (2008) postulate that credit constraints operate in variety of ways in Kenya where undeveloped capital market forces

entrepreneurs to rely on self-financing or borrowing from friends or relatives. Lack of access to credit is almost universally indicated as a key problem for SME's. This affects technology choice by limiting the number of alternatives that can be considered. Many SME's may use an inappropriate technology because it is the only one, they can afford Lack of access to long-term credit for small enterprises forces them to rely on high cost short term finance; thus, financial constraint remains a major challenge facing SME's in Kenya,

Inadequate Business skills - in Kenya Wanjohi and Mugure, (2008), avers that, the *juakali* informal sector has proved that it can be a factor that can boost economic growth in Kenya. In this sector, practical skills are being developed at low cost, and with financial support various types of smallscale technology could be developed for labour-intensive enterprises that could absorb hundreds of young job seekers. However, those who run the businesses in this sector lack adequate business skills mainly attributed to low levels of education. It is not enough to know how to produce a highquality product. The producer must also know how to sell it effectively and how to control the financial side of the business and in doing that the entrepreneur must be skilled in business.

According to Muriithi (2017), a study done by Mwarari & Ngugi, (2013); says that, SMEs contributions to Employment and GDP in Kenya are; Contributions to Employment 80%, while to

GDP is 40-50%

2.5 SMALL MEDIUM ENTERPRISES IN SOUTH AFRICA

In South Africa, the high start-up costs for firms, including licensing and registration requirements, imposes excessive and unnecessary burdens on SMEs (Abor & Quartey, 2010). Dalberg (2010) stated that SMEs frequently lack the collateral and financial records, such as financial statements that are mandatory for loan applications from commercial banks or financial services providers, thereby affecting their ability to obtain funding. Abor and Quartey (2010), postulates that, the lack of managerial skills places significant constraints on SME development while regulatory constraints also pose serious challenges to SME development. Although wide-ranging structural reforms have led to some improvements, prospects for enterprise development remain to be addressed at firm-level. Dalberg, (Ibid) points out that this challenge is apparent in

the fact that 75 per cent of applications for credit by new businesses are rejected, while only two per cent of new SMEs are able to access loans, and only two per cent of businesses seeking private equity are successful. Drodskie et al., (2012) found that numerous SMEs within the informal settlements of South Africa struggle to obtain capital and a guaranteed income. These SMEs end up with a poor credit record which leads to poor cash flow, often resulting in the SME entrepreneur not receiving the financing needed to start the business in the first place (Mbonyane & Ladzani, 2012).

Meanwhile, Franco and Haase (2010) link the challenge of financial capital with that of a lack of innovation which then affects SME development. The challenge of access to financial capital affects several areas within the sphere of business success, from the resource-based point of view, the survival and performance of a firm strongly depends on the ability to obtain distinctive capabilities that lead to competitive advantage (Ibid). Furthermore, crime and theft are ranked as the third highest obstacle to growth for business owners (Dalberg, 2010). According to the South African Police Service Crime statistics, although incidences of all major categories of crime have decreased, business related crime is on the increase (Olawale and Garwe, 2010). These crimes include robbery, break-ins and vandalism, and employees being injured or traumatised. This issue is of a serious nature and can and will impact negatively on the growth of the SME as the business incurs costs of improving security or repairing damage and compensating affected employees (Mbonyane & Ladzani, 2012). According to Muriithi (2017), a study done by DTI, (2012); Willemse, (2010), (2007), posits that, SMEs contributions to Employment and GDP in South Africa are; Contributions to Employment 60%, while to GDP is 50-60%

2.6 THE MAJOR ENTREPRENEURIAL COMPETENCIES IN ESTABLISHING SMALL SCALE BUSINESSES IN ZAMBIA

According to recent study, it was discovered that possession of certain competencies or abilities results in superior performance. An entrepreneur may possess certain competencies and at the same time it is possible to develop these through training, experiences and guidance. Various competencies required for superior performance were identified during the study are as under; initiative, persistence, information seeking, quality consciousness, commitment to work, commitment to efficiency, proper planning, problem solver, self-confidence, assertiveness, persuasiveness and many more.

Initiative: it is an individual to do or initiate something. There is a popular saying ‘well begun is half done.’ It is the entrepreneur who takes or initiates the first move towards setting up of an enterprise. Most of the innovators who carries out new combinations to initiate and accelerate the process of economic development.

Looking for opportunity: an entrepreneur is always on the look-out for opportunities and must be ready to exploit them in the best interest of the organization.

Persistence: an entrepreneur is never disheartened by failures. He or she believes in the Japanese proverb ‘Fall down seven times, stand up the eighth times.’ He follows to try again approach for overcoming the obstacles that come in the way of achieving goals.

Information seeker: a successful entrepreneur always keeps his eyes and ears and is receptive to new ideas which can help him in realizing his goals. He is ready to consult experts for getting their expert advice.

Quality consciousness: successful entrepreneurs do not believe in moderate or average performance. They set high quality standards for themselves and then put in their level best efforts for achieving these standards. They believe in excellence and that is reflected everything they do.

Commitment to work: Successful entrepreneurs are prepared to make all sacrifices for honoring the commitments which they have made. Whatever they commit they take it as a moral binding for honouring their commitments, irrespective of the costs involved.

Commitment to efficiency: Top performers are always keen to devise new methods aimed at promoting efficiency. They are keen to evolve and try new methods aimed at making work easier, simpler, better and economical.

Proper planning: Successful entrepreneurs develop or evolve future course of action keeping in mind the goals to be realised. They believe in developing relevant and realistic plans and ensure proper execution of the same in their pursuit of attaining their goals.

Problem Solver: Successful entrepreneurs take problems as challenges and put in their best for finding out the most appropriate solution for the same. They will first of all understand the problem and then evolve appropriate strategy for overcoming the problem.

Self-confidence: Top performers are not cowed down by difficulties as they believe in their own abilities and strengths. They have full faith on their knowledge, skill and competence and are not worried about future uncertainties.

Assertive: An assertive person knows what to say, when to say, how to say and whom to say it to. He believes in his abilities and ensures that others fall in line with his thinking, aimed at promoting the interests of the organisation. **Persuasive:** A successful entrepreneur through his sound arguments and logical reasoning is in a position to convince others to do the works the way he wants them to do. It is not physical but intellectual force he will use for convincing others.

Effective monitoring: Top performers ensure that everything is carried out in their organisations as per their wishes. They ensure regular monitoring of the working so that the goals of the organisation are achieved in the best possible manner.

Employees welfare: Future of the organisation depends on its employees. If the employees are dedicated, committed and loyal, then the organisation is bound to perform well. A successful entrepreneur tries to promote organisation's interests through promotion of interests of the workers. He takes personal interest in solving problems, confronting workers and generates the feeling that there is interdependence of the interest of the workers and the management.

Effective Strategist: A successful entrepreneur possesses the ability to evolve relevant strategy, aimed at safeguarding or promoting organisation's interests. Strategy may be with respect to facing future uncertainties or challenges posed by competitors.

2.7 DEVELOPING ENTREPRENEURIAL COMPETENCIES

Various studies conducted by scholars, scientists and economists have shown that the entrepreneurial competencies can be injected and developed in human minds through proper education and training. The competency finds expression in human behaviour. How to develop and sharpen the entrepreneurial competency is suggested in the following method or procedure consisting of four steps: Competency identification and recognition competency assignment Competency mapping ddevelopment Intervention with the help of these steps, aspiring individuals can be equipped with the necessary skills to start their venture.

Competency identification and recognition: Acquisition of a new behaviour like entrepreneurial behaviour begins with understanding, identifying and recognizing of what entrepreneurial behaviour means. In other words, the first step involved in developing the entrepreneurial competency is first to identify and recognize the set of competencies required to effectively behave like an entrepreneur. Competency Assessment: Once the set of competencies is identified and recognized to behave like an entrepreneur, the next step is now to see what entrepreneurial competencies the person possesses. In other words, the actual competencies possessed by an entrepreneur are examined against the required set of competencies to effectively behave or act like an entrepreneur. Where one stands with respect to a set of required competencies to act like an entrepreneur or what is the level of one's competence can be ascertained by asking the relevant questions to a competence.

Competency mapping: Now, the actual competencies possessed by an entrepreneur are compared with the competencies required to become a successful entrepreneur to ascertain the gap in the entrepreneurial competencies of an individual. This is called in the human resource training and development lexicon as 'Competency Mapping.' In other words, this is just like 'training needs identification' in case of HR training. This is shown in the following diagram: A popular

performance tool used to map the (entrepreneurial) competency is based on “Skill to Do / Will-to Do’ chart. ”Skill to Do’ refers to the entrepreneur’s / individual’s ability to do the job and ’Will-to Do’ refers to the entrepreneur’s individual’s desire or motivation to do the job. In other words, the ‘Ability to Do / No Ability to Do’ dimension of this comes within the purview of the “Entrepreneurial Competence’ and the “Will-to Do /No Will to Do’ dimension comes within the purview of the ‘Entrepreneurial Commitment.’

This may result in four possible situations as shown in the following figure: These four situations mean the following:

Ability to do/ Will to do: Among all four situations, this is the ideal one. The entrepreneur is fully able, i.e., qualified and is performing his job as designed and desired. He is supposed to be star or ideal performer as an entrepreneur. No Ability to do/ Will to do: In this situation, the entrepreneur is putting out his efforts to perform the job but is not getting the desired results out of his efforts. It means he is lacking ability or skill to perform the job. Thus, it implies that the entrepreneur needs training, or say, ‘competency building. Ability to do/ No will to do: Here, the entrepreneur is qualified or possesses the ability to do his job but is not willing to perform the same. This implies the lack of desire or motivation. Thus, the entrepreneur needs to be motivated to perform his job. No ability to do/ No will to do: The entrepreneur has deficiency in both ability and will (motivation). In a sense, he is just like deadwood and his entrepreneurial job is in jeopardy. Thus, the entrepreneur either needs to continue like this or disappear from the

Developing Intervention: After understanding, internalizing and practicing a particular behaviour or competence, one needs to make an introspection of the same in order to sharpen and strengthen one’s competency. This is called ‘feedback’. In simple terms, feedback means to know the strengths and weaknesses of one’s new behaviour. This helps one know how the new behaviour has been rewarding. This enables one to sustain or give up the exhibition of a particular behaviour or competence in his future life. Conclusion: Entrepreneurship competencies combine creativity, a sense of initiative, problem-solving, the ability to marshal resources, and financial and technological knowledge. These competencies enable entrepreneurs and entrepreneurial employees to provoke and adapt to change. They can be developed through entrepreneurship education and training that focus on promoting an entrepreneurial mindset and behaviours.

2.8 FACTORS AFFECTING ENTREPRENEURIAL GROWTH

It is often said that economy is the effect for which entrepreneurship is the cause. But there are various factors that play a key role in the growth of entrepreneurship both in developed and under developed countries. These factors hinder economic growth if ignored and on the other hand could lead to economic growth if analysed and supported by the government and the society. The support of entrepreneurship leads to the spread of economic power and encourages innovation. Therefore, it is imperative to look into the factors affecting entrepreneurial growth and see what can be done to stimulate its growth and accelerate the process of economic development. The various factors affecting entrepreneurial growth can be categorised in the following manner:

Factors affecting entrepreneurial growth, Economic factors, Capital, Raw material, Labour, Markets. Non-Economic Factors, Sociological Factors

Level of sociological development Cultural factors, Religious factors, Social perception Psychological factors, Competence of the individual Motivation of the individual surrounding of the individual Family background Government actions

- **Economic factors:** The economic factors affecting entrepreneurship are predominantly the following: The lack of factor overheads, the lack of financial resources, the greater amount of risks involved, and the misallocation of the factors of production the lack of factors overheads:
- **Capital:** The availability of capital is of prime importance when initiating and planning a business venture. There should be sufficient use of capital in order to help the venture to meet its financial goals and also generate economies of scale.
- **Raw materials:** Without raw materials, one cannot move forward with the planning of the venture. It is at the centre of all the production processes, and hence there should be an indispensable abundance of raw materials before the venture plan is initiated.
- **Labour:** The availability of labour is the most flexible element among the factors of production. It is not as much as about the quantity of labour, but it is about the quality of the labour that is important. Labour is more concerned about the skill level of the workers and the degree of specialisation enjoyed by them. These factors should ideally be decided by the nature of the business under consideration.
- **Markets:** The market is the final place where the result of labour is realised. Hence the main challenge faced by the entrepreneurs here is the lack of availability is the lack of financial resources.

The lack of financial resources: Entrepreneurs also face the severe lack of funding and financial resources in order to bring their projects to reality on one hand and also sufficient roadblocks in lifting their ventures off the ground and creating the necessary conditions for take-off. The greater amount of risks involved: In under developed countries there is a huge amount of risks involved in the undertaking of entrepreneurial activity which is caused by the lack of information, lack of resources and lack of awareness and participation on the part of the public to take part in entrepreneurship. The misallocation of factors of production: The misallocation of resources is mostly seen in those countries, where monopoly and monopolistic conditions exist. In such situations, the new enterprises are discouraged from entering the market and do not enjoy sufficient resources.

Non-Economic factors

The non-economic factors affecting entrepreneurship are categorised under the two heads as follows:

Sociological factors

The sociological factors affecting the growth of entrepreneurship are,

- **Level of sociological development:** The societies in which there are rigid social patterns and occupational structures often face the problem of accepting innovation and something as unconventional as entrepreneurship which involves thinking outside the box. If there is the presence of a rational and open-minded society, it can contribute positively to the growth of entrepreneurship. If not, it could discourage willing aspirants from making an attempt to enter the market.
- **Cultural factors:** There are various cultural factors affecting entrepreneurship. It could involve public perceptions, the traditional factors or practises and also the socialistic and occupational factors of society together play a part in affecting the growth of entrepreneurship.
- **Religious factors:** Most religions advocate that higher profits and affluence through large earnings as unethical and therefore this can contribute to hinderances in the growth of entrepreneurship.
- **Social perception:** There is a question about the legitimacy of entrepreneurship in under-developed countries. These societies do not know the true meaning of entrepreneurship and are blindly apprehensive of it, hence they do not support it. Thus it slows down the process of economic growth and development.

Psychological factors

The psychological factors affecting entrepreneurial development are related to the level of competence of the individual who wants to undertake the entrepreneurial role. It also depends upon the surrounding of the particular individual whether it is socially, economically, and culturally supportive of entrepreneurship. The society should also not be suspicious of an entrepreneurial career. It also depends upon the family background, family support and the motivating factors helping that individual or group of individuals. The various factors of motivation could be: Family Background, Educational Background, Occupational background, Funding from governmental agencies – Family support, Suitable markets, and sufficient guidance.

Government action: The government through its active participation or even its failure to act can significantly impact the growth of entrepreneurship. The government can provide various incentives and financial resources to the budding entrepreneurs. This is beneficial to the government as it increases the overall production of the country and also keeps the rise of monopoly and monopolistic trading practises in check. Other factors: The other factors affecting entrepreneurial growth can be attributed to the following: Political set up of the country economic policies adopted by the government, the desire of the population to choose entrepreneurship the historical factors the facto immobility.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter provides the detailed research methodology that will be adopted in the study. It addresses the research design, target population, sample size, data presentation, ethical consideration and the conclusion.

3.2 RESEARCH DESIGN

According to (McDaniel and Gates, 1996:41) research design is a systematic plan that must be followed in order to reach the objectives of the study. This means that the researcher must design a framework that is in accordance with the overall objectives of the study. Normally this relates to the cost and the quality of the results obtained through the research. Factors such as money, time and the availability of the researcher influence the actual design of the research.

This research used qualitative method because, it was impossible to a certain the extent to explain the entrepreneurial competency required by business education student in establishing small and medium scale ventures in a quantitative form. Descriptive research enables the researcher to analyse the complicated aspects in the layout thereof in more understandable terms.

This study is an example of descriptive research which is related to the entrepreneurial competency required by business education student in establishing small and medium scale ventures.

3.3 TARGET POPULATION

Brynard and Hanekom (2006:55) argue that "population" denotes a number of subjects with exact characteristics and attributes, which consequently symbolise the researcher's target population. According to Greener (2008:48), the research target population is the total number of people or objects from which is extracted a sample of potential participants to answer the research questions.

3.4 RESEARCH AREA

According to (Bagozzi, 1994: 74) how and where data is collected has a direct impact on the sample of respondents that are selected from the population for the research.

3.5 METHOD OF DATA COLLECTION

The method of data collection flows from the research design. Various methods may be used for the collection of data, including questionnaires, personal interviews and telephonic interviews. During personal interviews the researcher poses personally questions to the interviewee.

Questionnaires were used for the purpose of this study because of the following reasons (Sekaran, 1992: 220 cited in Van der Walt, 2002).

- Questionnaires were able to reach larger number of respondents at Chalimbana University due to their busy schedules.
- The size of the research population makes it impossible to conduct personal or telephonic interviews, as most owners have a very busy working schedule.
- Personal interviews also take a tremendous amount of time.

3.6 SAMPLE SIZE

A sample according to (kasonde,2013) is simply a sub set of population, it must be representative of the populations from where it was drawn and it must have good size to warrant statistical analysis in order to determine the sample size of a number of 30 participants which included 2 of the banking and finance students,3 of the entrepreneurship students and 25 of the business studies students which was conducted within chalimbana university. Thus the sample for this study was selected in a way that ensured that the research questions which sought to establish the small and medium scale ventures in Zambia.

3.7 DATA ANALYSIS

Thematic analysis was used in qualitative data after coding and arranging it in themes. Sandelowski (2000) states that in some qualitative descriptive studies ‘Quasi-Statistical analysis methods are added using numbers to summarize data with descriptive statistics. Statistical Package for Social Sciences (SPSS) was used to enhance the analysis were Computer generated of frequencies and percentages which were used in describing the variables in terms of tables, graphs and pie charts.

3.8 ETHICAL CONSIDERATIONS

Throughout the undertaking of social research, the researcher must consider primordial ethical principles (Denscombe, 2007:141). Ethics are associated with the way the researcher will interrelate with the people, the material, the intellectual property and other issues such as the dealing with the supervisor and plagiarism (Mack *et al.*, 2005:8).

CHAPTER FOUR

4.1

PRESENTATIONS OF THE FINDINGS

Overview.

This chapter presents the findings of the study obtained from the fields. The findings are presented in accordance with the research objectives, the objectives of the study were to examine the entrepreneurial competencies needed of business education students for effective entrepreneurship development, to identify the innovative competencies needed for the business students in establishing a successful small scale ventures and to determine the development of the entrepreneurial competencies in establishing small scale businesses in Chalimbana university.

RESPONDENTS

AGE, SEX AND AREA OF STUDY

GENDER

The majority of the respondents were male; out of 30 respondents, 20 (66.6%) were male while 10 respondents (33.3%) were female.

category	N	%
Male	20	66.6
Female	10	33.3
Total	30	

AGE

With regard to the respondents the age '20-23' was highest with percentage of 66.6%. Followed by the age '23-25' at 26.6% while '20' years and bellow was one of the least with a percentage of 6.67%

category	N	%
Below 20	2	6.67
20-23	20	66.6
23-25	8	26.6

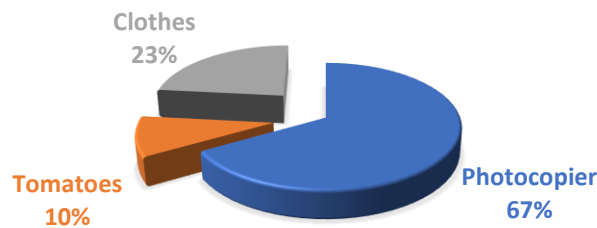
Area of study

Out of the 30 respondents, more than half of the respondents '25' (83.3%) students were from business studies, '3' (10%) from banking and finance, 2 (6.67%) from Entrepreneurship.

category	N	%
business studies	25	83.3
banking and finance	3	10
Entrepreneurship	2	6.67
Total	30	

4.2 Type Of Businesses Student Do At Chalimbana University

Students were asked to mentioned the types of businesses operating in the university 23% said they are selling clothes, 10% said tomatoes and 67% photocopier as shown below the chart.

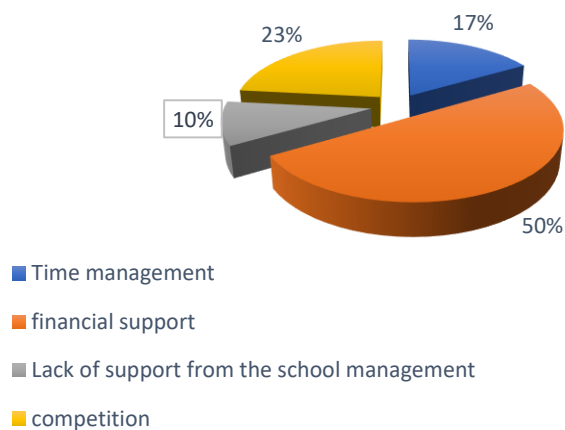


The highest number of those interviewed indicate that the photocopier business has been doing well compared to other business, this is because on a daily basis student do assignments which required to be typed, scan, print and photocopy, therefore photocopier business has improved the productivity of work force in the university.

Others said tomatoes business has on a slow pace this is because farmers who sales tomatoes door to door has been their competitor to improve the business and those in clothes business said that the business has been on uncertainty levels, this because most of the targetd customers get the goods on credits type of business

4.3 THE CHALLENGES FACED BY BUSINESS EDUCATION STUDENT AT CHALIMBANA UNIVERSITY

Respondents were asked to state their challenges to business. As shown in Figure, the most challenge to business is ‘financial support’ (50%), followed by ‘competition’ (23%) and then ‘time management’. The least mentioned challenge to is ‘lack of support from the school management’ (10%).

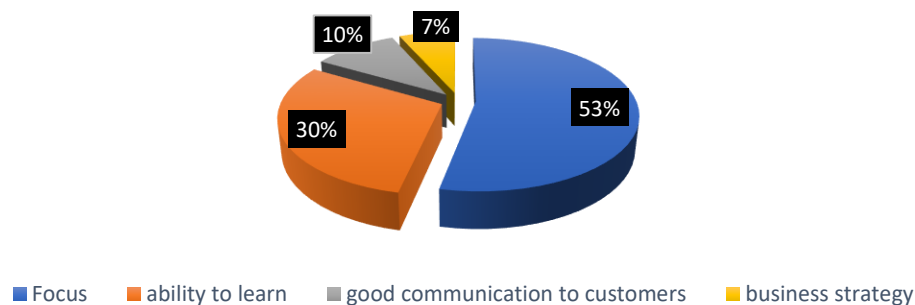


In response to the question, a range of responses were the students who lack financial support to sustain the business, to find capital for start-up and to build the business. Lack of financial support indicates the high level of unemployment in the country, majority of respondents pleaded to the government and others financial institutions to put measures in helping young people, graduates to be empowered with capital, skills, jobs etc. in order to contribute to the development of the country economy

4.4 The Best Skills Needed For Entrepreneur Start Up

This section provides the different views held by business student about the best skills one has to have in a start-up business

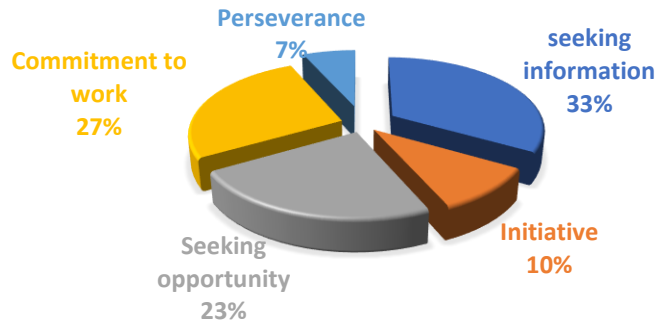
The most Skill that respondents mentioned was “Focus” it was mentioned by more than half of the respondents, with a percentage of (53%), followed by ‘Ability to learn’ (30%), “good communication to customer” at 10%, only 7% of the respondent mentioned “business strategy”.



The result presented in 4.4 reveals the responded best skills for a start-up entrepreneur in establishing small scale business students said every skill in business is very important and well needed. Majority said “focus”, it’s very important because it is the path to a successful entrepreneurship is riddled with ups and downs, there are the highest of success and despite of the setbacks, therefore a successful entrepreneur needs to be focus so they can stay the course when going gets tough

4.5 Importance of the entrepreneurial competence in small medium enterprise

Respondents were asked to state the competence that are important in small medium enterprise. As shown in figure below, the most competence mentioned is 'seeking information' with a percentage of (33%), followed by 'commitment to work' (27%) and then 'seeking opportunity' with a percentage of (23%). 3 student mentioned 'initiative' (10%) The least mentioned is 'perseverance' (7%)



The analysis of the data on 4.5 shows the positive perception on the entrepreneurial competences required by business education students in establishing small scale ventures, this is because it informs the small medium enterprise about the current and future capability. Competencies also optimize, develop and mobilize strategy to improve the operational of the business efficiencies.

4.6 The entrepreneurial competencies needed of business education graduates for effective entrepreneurship development

Table 1: Mean and Standard Deviation (SD) Responses of Respondents on Entrepreneurial Competencies Needed of Business Education Graduates for Effective Entrepreneurship Development.

N = 30

S/N	Entrepreneurial Competencies Needed of Business Education	\bar{x}	SD	Remarks
1	Innovation competencies	3.13	0.68	Needed
2	Knowledge competencies	2.82	0.68	Needed
3	Communication competencies	3.40	0.82	Needed
4	Managerial competencies	3.00	0.91	Needed
5	Information competencies	2.79	0.70	Needed
6	Marketing and sales competencies	2.99	0.91	Needed
7	Accounting/financial competencies	3.08	0.76	Needed
8	Attitudinal competencies	2.91	0.75	Needed
9	Reprographic and micrographic competencies	3.28	0.76	Needed
10	Technical competencies	3.46	0.80	Needed
11	General business competencies	2.87	0.74	Needed
12	Evaluation competencies	3.24	0.83	Needed
	Cluster Mean	3.08		Needed

As shown by the cluster mean of 3.08 in Table 1, corporate entrepreneurs responded that all the items on entrepreneurial competencies are all needed by required of business education graduates for effective entrepreneurship development. The item by item analysis shows that items 1 to 12 fell within a mean rating range of 2.79 to 3.46. The standard deviations for all the items were within the same range indicating that respondents were homogeneous in their mean ratings.

4.7 Innovative competencies needed of business education graduates for effective entrepreneurial development

Table 2: Mean and Standard Deviation Responses of Respondents on Innovative Competencies Needed of Business Education Graduates for Effective Entrepreneurial Development.

N = 30

S/N	Innovative Competencies Needed of Business Education	x	SD	Remarks
1	Ability to generate new business ideas	3.38	0.64	Needed
2	Ability to introduce a new method of productivity	2.85	0.79	Needed
3	Ability to introduce new products	2.66	0.94	Needed
4	Inability to combine ideas and knowledge into new value	3.46	1.07	Needed
5	Ability to explore new sources of supply of raw materials	3.00	0.71	Needed
6	Ability to open new markets	3.27	0.76	Needed
7	Ability to create new wealth	3.41	0.49	Needed
8	Ability to gain access to technology and innovation in the small-scale business	3.13	0.80	Needed
9	Ability to add value to customers satisfaction	2.91	0.76	Needed
10	Ability to meet diversify production in line with customers' needs	3.07	0.86	Needed
11	Ability to improve old ideas	3.08	0.64	Needed
12	Ability to utilize technological skills in business.	3.33	0.74	Needed
Cluster Mean		3.13		Needed

As revealed by the cluster mean of 3.13 in Table 2, corporate entrepreneurs responded that innovative competencies required of business education graduates for effective entrepreneurial development were all needed. The item by item analysis shows that item 1 to item 12 fell within mean rating range of 2.66 to 3.46. The standard deviations for all the items were within the same range indicating that respondents were homogenous in their mean ratings.

Hypothesis 1: There is no significant difference in the opinion of small scale and medium scale corporate entrepreneurs regarding entrepreneurial competencies needed of business education graduates for effective entrepreneurial development.

Table 3: t-test analysis of mean responses of small scale and medium scale corporate entrepreneurs on entrepreneurial competencies needed of business education graduates for effective entrepreneurship development.

Source of Variation	N	x	SD	df	t-value	P-value	Decision
Small scale	110	36.15	3.55	225	.216	.829	Accepted
Medium scale	117	36.25	3.56				

The calculated t-value (.21) at 30 degree of freedom and .05 level of significance was significance at a p-value of .829 which was greater than .05 alpha level, hence the null hypotheses was accepted. Based on the result of the null hypothesis there is no significant difference in the opinion of small scale and medium scale corporate entrepreneurs on entrepreneurial competencies needed of business education graduates. **Table 4:** t-test analysis of mean responses of urban and rural corporate entrepreneurs on innovative competencies needed of business education graduates.

Source of Variation	N	x	SD	df	t-value	P-value	Decision
Urban	194	36.82	4.50	225	.207	.736	Accepted
Rural	33	26.72	2.47				

The calculated t-value (.30) at 30 degree of freedom and .05 level of significance was significance at a p-value of .736 which was greater than .05 alpha level, it implied that the null hypotheses was accepted. Based on the result of the null hypothesis there is no significant difference in the opinion of urban and rural corporate entrepreneurs on innovative competencies needed of business education graduates for effective entrepreneurship development.

4.8 The entrepreneurial development competencies required by business education students in establishing for small scale ventures in Zambia

The table below shows the mean rating of the entrepreneurial marketing competencies required

S/N	Item	N1=96 \bar{X}_1	N1=169 \bar{X}_2	\bar{X}_G	Remarks
1	Satisfy customer needs	4.04	4.37	4.25	Required
2	Identify various marketing techniques	3.75	4.29	4.8	Required
3	Recognise opportunities for business	3.46	4.24	4.02	Required
4	Understand the importance of advertising in business	3.88	4.23	4.1	Required
5	Forecast future trends in the market	3.88	4.48	4.26	Required
6	Recognise the concept of customer kingship	4.08	4.33	4.24	Required
7	Provides adequate service as well as storage facilities	3.98	4.24	4.15	Required
8	Identify existing and future competitors	3.98	4.06	4.03	Require
9	Provide alternative which can complete favourably with branded product	4.24	4.4	4.34	Required
10	Understand policies like licensing, insurance and leasing	3.94	4.29	4.16	Required

Key: \bar{x} = Mean, \bar{X}_G = Grand mean

The table above revealed that business education student agreed that items under the entrepreneurial marketing competencies required for an enterprise are required with grand total mean rating ranging from 4.02 to 4.34

CHAPTER FIVE

5.0 DISCUSSION OF THE FINDINGS

Competencies are key skills needed by business graduates or employees to do their jobs well. A competent graduate or employee is more productive and adds better value to the workplace. Therefore, competency evaluation is becoming one of the most popular ways to analyze skill gaps in the current workforce and devise methods of filling the gap. There are a lot of competencies required by modern business graduates, one very vital category is entrepreneurship competency. Entrepreneurial competency is a set of skills and behaviour needed to create, develop, manage, and grow a business venture. It also includes the ability to handle the risks that come with running a business. Without a doubt, business owners and start up founders must possess most of the entrepreneur competencies to succeed.

It was found that graduating Business Education students have acquire ability to interpret financial statement, knowledge of accounts as a skill for economic survival, preparing bank reconciliation statements, preparing daily cash reports as an accounting skills for economic survival, ability to understand payroll and various deductions, calculating depreciation as an accounting skill for economic survival, acknowledging of factors involved in decision to grant loan by financial houses, ability to avoid unplanned expenditures and ability to solve difficult and complex accounting and related financial.

Business education is a widely given high scores on the agenda of many governments. Such governments depend on the development of entrepreneurship through business education as the major source for their economic prosperity, growth and development. It is a kind of new concept which signifies not only quality education but also pay attention to the development of an individual practical ability and competency of students. It is also described as a new method of teaching that promotes students innovative spirit, skills and attitudes which consequently make them after graduation to suitable career and become professional business creator

Entrepreneurial university is considered as one of the most important responsibilities of universities in order to compete at an international level and develop the current society. In such

universities, students acquire a series of entrepreneurial competencies as the only factor that affects the entrepreneurial university regardless of their major. This helps them have more self-confidence, innovation and creativity in the face of life issues and challenges in addition to helping them succeed in business. Thus, it is obvious that gaining these competencies can be made possible using the formal curriculum potential of universities. Based on this, the aim of the present research was to analyze the education of entrepreneurial competencies as an ignored discussion in the curriculum in universities.

CHAPTER 6

6.1 CONCLUSION

On the whole, it can be said that regarding the importance of entrepreneurship in the Business studies, it is necessary that authorities and planners of higher education take the necessary steps in order to review the curriculums and use the mentioned competencies in the curriculums of disciplines in this program. By doing this, they can help students gain entrepreneurial competencies and then move them toward entrepreneurship. As a result, they can lead universities in the country toward the third generation of universities, which is entrepreneurial universities, in addition to increasing entrepreneurial attitude in students in any position and career of their own.

6.2 RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made.

Business educators should use suitable methods and resources to ensure that their students adequately acquire knowledge, innovation, communication, information.

1. Accounting /financial and general business competencies to enable them become successful entrepreneurs on graduation.
2. Government should make fund available for re-training of business educators to acquire the necessary competencies required in training future business education graduates that will enhance entrepreneurship development in the business world.
3. Every business education student should be made to carry out mini project that will expose them to practical marketing activities capable of improving their employability level in the area of marketing.
4. students should be engaged in learning activities that will exposed them to practical business management

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APENDICES

APPENDIX I

WORK PLAN

ACTIVITY	TIME OF WORK TO BE DONE IN MONTH	YEAR
Identification of topic	July – August	2021
Literature review	August – September	2021
Writing of proposal	September – October	2021
Submission of proposal	January – February	2021
Data collection	January – March	2022
Data analysis	March – April	2022
Writing of final report	April – May	2022
Proof reading and correction of proposal	May – June	2022
Binding of final report	June	2022
Submission of final report	June – July	2022

APPENDIX II

BUDGET

STATIONARY Pen- k5 One ream of paper- k50 One notebook- k15	K70
TYPING AND BINDING Binding for two copies K300	K300
FOOD Food- five times- K300	K300
Transport k130	K130
TOTAL AMOUNT	K1,100

APPDENDIX III

RESPONDENTS TO QUESTIONAIRES

Dear respondent

I am a student at Chalimbana University conducting an academic research in which your participation is of great importance. Please endeavor to answer the questions as openly as possible from this questionnaire entitled' 'Entrepreneurial competency required by business education student in establishing small and medium scale ventures in Zambia. A case study of Chalimbana University. Please note that your views will also represents those that have been selected in this study. Therefore, you are kindly requested to read the questionnaire items carefully and them genuinely. Rest assured that the data being solicited be processed only by the researcher and strictly for the research purpose and your identity will also be treated with maximum confidentiality.

INSTRUCTION. Write your answers in the space.

1. Would like to share with me the following;

Sex _____

Age _____

Field of study _____

4. Do you do any business at Chalimbana University? (if YES) Kindly specify below in the line provided _____

5. What are some of the challenges do you face as a business education student? (Kindly tick)

(a) Financial support

(b) Time management

(c) Competition

(d) Lack of support from the school management

6. What do you think are the best skills needed for a start-up entrepreneur?

7. Do think entrepreneurial competencies are important in the establishment of small medium enterprises?

(tick YES or NO)