

ENTREPRENEURSHIP INTEREST OF TERTIARY STUDENTS IN SWAZILAND

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Abstract

Entrepreneurship education was introduced in tertiary institutions to inculcate the entrepreneurial spirit and prepare learners for self-employment. Factors contributing to tertiary education students' interest in entrepreneurship in the Swaziland context have never been determined. Therefore, the purpose of the study was to identify factors contributing to entrepreneurship interest among tertiary students. The population comprised of tertiary students who have taken (an) entrepreneurship course(s). Stratified random sampling was employed to ensure representativeness of the institutions. The design had two approaches to data collection; namely: Phase I focus group interviews and Phase II survey with questionnaire. The study was an ex post facto using descriptive, correlational, and regression analysis for data analysis. This paper presents key selected parts of the study. The findings of the study reveal that tertiary students have a high entrepreneurship interest evidenced by mean rating range in the "agree to strongly agree" category for the items relating to operating own business and being successful. In the regression model, learner expectations contribution was (7%), which was second to self-employability (37%). However, the learners are somewhat reluctant or less willing to take risks and participate under uncertain rewards. Self-employability qualities, expectations and intentions were explanatory and predictor variables for entrepreneurship interest. The study recommends that tertiary institution should mentor students in entrepreneurship and inculcate the spirit of risk taking. Students should be encouraged to mobilize resources for their start-up capital. Consideration should be given to establishing an "Entrepreneurship Fund" to loan student for start-up capital. Further, tertiary institutions should bring successful entrepreneurs to make presentations to students.

Keywords: entrepreneurship interest, self-employability, intentions, predictor variables

1.0 Introduction

Entrepreneurship is one of the main factors contributing to the improvement of a country's economy as it enables creation of wealth for entrepreneurs. The ability to create jobs and reduce unemployment is among the major reasons many countries foster and realize the importance of entrepreneurship education (Nian, Bakar & Islam, 2014).

Unemployment rate in Swaziland stands at an alarming 40% (KPMG, 2012), and is mainly concentrated among youth, and women and predominant in rural population (UNDP Swaziland, 2013). Entrepreneurship, Small and Medium Enterprises (SMEs) remain the major option to reduce unemployment rate in the country. Entrepreneurship and SMEs create new jobs, offering people without an income to develop (Ministry of Enterprise and Employment, 2002).

Youth unemployment in Swaziland is higher than in most Sub-Saharan African countries; and the government of Swaziland established the Youth Enterprise Fund at the end of the year 2009 to provide entrepreneurial start-ups for young people. The Fund, however, experienced low repayment rates from members who obtained loans and its sustainability was not guaranteed as a result (Brixiova, Kangoye & Fakudze, 2012). For the time being, assistance of young entrepreneurs is rather poor, rendering many young people of Swaziland

dependent on government and private employment. Inadequate access to finance remains the strongest barrier to youth entrepreneurship (UNDP Swaziland, 2013).

Introducing entrepreneurship education in tertiary institutions increases awareness among graduates about the demands of the employment sector. Tertiary education alone, without entrepreneurship, will not help generate jobs. For graduates to secure jobs, therefore, they have to be groomed to create these jobs (Simuyu, 2010). Entrepreneurship has gained momentum and spilled even to non-business students such as science, technology studies, humanities as well as creative arts and design (Commission Communication, 2008).

2.0 Institution profile

At tertiary level, entrepreneurship in Swaziland is offered by the University of Swaziland (UNISWA), Swaziland Collage of Technology (SCOT), Limkokwing University of Creative Technology (LUCT) and Gwamile Vocational Training Institute (VOCTIM). At UNISWA, entrepreneurship is offered as a compulsory course for students who specialize in commerce in the Faculties of Agriculture and Consumer Sciences, Commerce and Education. Willing students in the other Faculties in the institution take entrepreneurship as a separate course—that is, it is not part of their programme and they pay a separate fee for it. Students who take entrepreneurship as an additional course are awarded a certificate after passing the examination. The course is open to every student of UNISWA indiscriminate of the year of study, though most students take the course in their final year which is year 4 for most or Post Graduate Certificate of Education (UNISWA, 2013).

In the Faculty of Health Sciences, located in Mbabane, students also take the entrepreneurship course in third year of their diploma programme or fifth year of their degree programme. The entrepreneurship course is offered to students who are willing and register with the Head of Department from the Faculty of Business Administration. The course instructor comes from the Faculty of Commerce in the Kwaluseni campus.

At Swaziland College of Technology, entrepreneurship has been offered to all students in Commercial Studies. Students do theory and then make business plans which are then used to source funding for the projects which entrepreneurship students undertake as the course requirement. Other Departments that offer entrepreneurship course are Business Administration, Design and Technology, Information Technology and Automotive Engineering.

At Limkokwing University of Creative Technology entrepreneurship is offered as a module in all Faculties (Faculty of Information and Communication Technology, Faculty of Business and Globalisation, Faculty of Communications, Media and Broadcasting and the Faculty of Design Innovation, Creative Multimedia and Architecture & Interior Design). The teaching and learning or training involves theory as well as preparation and presentation of business plans.

Another institution that offers entrepreneurship to students is GwamileVoctim Institute where entrepreneurship course is offered to students in their second year of study. There is a Department of Accounting and Finance that offers the course to all of its students. The other departments such as Plumbing, and Motor Repairs also offer entrepreneurship to their students.

3.0 Review of literature and conceptual framework

3.1 *Entrepreneurship interests of tertiary students*

In a study by Stangler (2009), business ownership was the main interest of students in entrepreneurship. Becoming successful in a business of their own was also mentioned amongst the interests of students in entrepreneurship education. Students are, therefore, seeking success in business, and not just owning the business. Interests of tertiary students in entrepreneurship

vary from furthering their studies in entrepreneurship, increasing their chances of being employed, preparing for employment and part-time business as well as creating possibilities of self-employment (Owusu-Ansah, 2004).

Ndedi (2009) found the inclusion of entrepreneurship in the curriculum of tertiary institutions as a way of empowering the graduates in self-employment, income generation and provision of employment opportunities for others—which contribute to welfare improvement. University of Swaziland students who had completed a course in entrepreneurship were interested in taking entrepreneurship as a career option, and some even aspired to start businesses (UNDP Swaziland, 2013).

3.2 Self-employability qualities of an entrepreneur

In order to promote entrepreneurship in African countries, training remains a key issue. Educators in schools, colleges, vocational and technical training institutions in Africa can make a useful curriculum if they can have an understanding that anyone can be trained to be an entrepreneur from the base of minimum certain personal qualities (Zindove, 2011). The qualities include desire for achievement, locus of control, risk taking propensity, proactiveness, tolerance for ambiguity, creativity, competitiveness, leadership and endurance (Izedoni & Okafor, 2010), technical competence, understanding of the interrelation of jobs in the business and human relations skills (Isaacs, Visser, Friedrich & Brijlal, 2007). Kent (1990) found willingness to act on an idea, taking responsibility of own future life, belief that success is possible and worth the effort, self-confidence, goal orientation, innovativeness and desire to take the best possible job with one's talents as important qualities of a successful entrepreneur. On another note Mndebele and Mkhweli (2006) found business management skills and knowledge of business finance as main characteristics of an entrepreneur.

3.3 Intentions of entrepreneurship education

The increasing number of offerings in entrepreneurship in post-secondary institutions can be explained, to a greater extent, by two factors; namely: ability of entrepreneurs to create job opportunities, and the need for persons to obtain business knowledge and skills (Ooi & Nasiru, 2015). The rationale for the inclusion of entrepreneurship education in post-secondary institutions is to help graduates acquire increased understanding of entrepreneurship, equip them with entrepreneurship thinking approaches to the world of work, and thus prepare them for entrepreneurship (Ekpoh & Edet, 2011). Exposure to entrepreneurship education can ginger-up the entrepreneurial drive and spirit by raising learner awareness of self-employment opportunities as career paths, developing personal qualities that speak to entrepreneurship to include creativity, risk taking and business skills. In that regard, the chronic and soaring unemployment challenges of the educated college graduates are addressed.

Obstacles to entrepreneurship intension among university students at Tallinn University of Technology in Estonia were identified as lack of business ideas, insufficient knowledge and skills and fear of business failure (Neneh, 2014). In Singapore the following obstacles were observed: inadequate business knowledge and perceived risk. In South Africa the obstacles were identified as inadequate capital, inadequate support from the government, economy and crime (Neneh, 2014).

3.4 Expectations of students enrolled in an entrepreneurship course

Wadhwa, Aggarwal, Holly and Salkever (2009) found that the interest of college students enrolled in entrepreneurship was to be an entrepreneur. Students were willing to start their own entrepreneurship endeavours for the benefit of building wealth, owning their company and capitalizing on a business idea they had before enrolling in an entrepreneurship course. Early starters in entrepreneurship have a business idea in their mind they want to

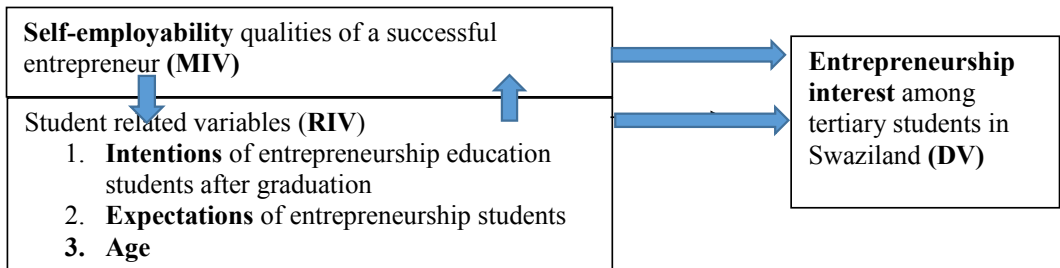
execute. It is the late majority who enrol in entrepreneurship without any business idea and hope that the course will unveil ideas to be changed into business.

The College of Agriculture in Swaziland adjusted its curricula to producing graduates that will be employers and job creators through entrepreneurship courses (Dlamini, Dlamini & Mdluli, 2011). It is vital that in the acquisition and maintenance of entrepreneurship, behaviour training encompasses making the trainee to lead in thinking about the opportunities he or she can utilize, and self-employment becomes the product (Rehman, 2012).

As entrepreneurship is associated with risk taking, people need training to change the way they think about themselves and how people look at them, towards a risk taking and innovative type of behaviour (Chandler, 2001). Regardless of whether learners enrol in entrepreneurship by choice or by regulation, they have to be in one way motivated through the course of study. Students, therefore, who enrol in the course, must have certain factors that motivate them to do so and more often they are intrinsically motivated and those that enrol in the course because it is part of their programme of study may be extrinsically motivated through the course (Deci, Vallerand, Pelletier & Ryan, 1991). Education, therefore, needs to address the development of skills required to generate an entrepreneur mind-set and prepare future leaders for solving more complex and fast changing problems. Education in entrepreneurship should be first priority of governments and private sectors because it is a fundamental mechanism for attaining sustainable economic development and societal progress (Rehman, 2012).

4.0 Conceptual framework for the study

Figure 1: Conceptual Framework for the study



This paper is drawn from a bigger study and this conceptual framework focuses on some of the constructs studied include: Self-employability (Major Independent Variable-MIV), Intentions, Expectations and Age (Rival Independent Variables), and Entrepreneurship (Dependent Variable-DV)

In Ekpoh, Calabar and Edet (2011, p. 173) the objectives of entrepreneurship education succinctly presented include, in the main, “raising students awareness of self-employment as a career option; promoting development of personal qualities (*creativity, risk taking, responsibility*) and providing technical and business skills needed to start a new venture relevant to entrepreneurship.”

According to the Theory of Planned Behaviour, entrepreneurship, which is planned behaviour, can be predicted by intention. Thus behavioural intent is a determinant of planned behaviour. The theoretical framework for explaining pre-start up process is the Theory of Planned Behaviour (Sondari, 2014). Intentionality is a state of mind directing a person’s attention, and therefore experience and action, to a specific objective. Entrepreneurial intention is a state of mind in starting new ventures (Sondari, 2014, p. 47). Demographic variables affecting entrepreneurship are cited as age, sex, education, work experience and role models.

Development of an entrepreneurial mindset or/and enterprising skills among graduates enhances their skills employability. This is the expectation of college graduates. Employers are looking for graduates equipped with that will enable them to act in enterprising ways (Fatoki, 2014).

Individual difference variables such as age, gender, and education impact on entrepreneurial behaviour (Sondari, 2014, p.47). Students are potential entrepreneurs needing an entrepreneurial environment to foster their growth and development and stimulate entrepreneurship interest (Ooi & Nasiru, 2015, p.32).

5.0 Statement of the problem

The poverty rate in Swaziland stands at 63 % of the population. Swaziland faces a major youth employment challenge. The unemployment rate in the country stands at 30 %, which indicate that the unemployment rate in the country is above that of neighbouring countries (Brixiova & Kangoye, 2013) and is almost the highest unemployment rate in Africa. KPMG (2012) estimate unemployment rate in Swaziland to be 40%, suggesting the need for small and medium enterprise growth as well as direct foreign investment to be means that can be used to address the unemployment crisis. Current employment data continues to suggest that a lot more is required to increase the capacity of individuals to create job opportunities. Job creation must engage young people because completing high school education is no longer an adequate qualification to guarantee a job or gain acceptance at institutions of higher learning with full government sponsorship (Kunene, 2013). The factors contributing to Swaziland tertiary education students' interest in entrepreneurship are not well understood, nor documented. This raises a challenge when entrepreneurship education is proposed as part solution to addressing unemployment, in particular of youth in Swaziland. Entrepreneurship interest of school leavers and tertiary students remain unknown and not understood. Therefore, the research question of the study is: What is the entrepreneurship interest among tertiary students in Swaziland?

6.0 Purpose and objectives

The purpose of the study is to predict and explain factors contributing to entrepreneurship interests among tertiary students in Swaziland. The objectives of the study are to:

- a) Establish why tertiary students enrol for entrepreneurship courses
- b) Determine self-employability qualities of tertiary entrepreneurship students
- c) Describe differences among the respondent tertiary students with respect to the dependent variable (entrepreneurship interest of tertiary students) and key rival independent variables (intentions, expectations, attitude, promotion, improvement and demographic characteristics of respondent tertiary students)
- d) Describe the relationship between the dependent variable (entrepreneurship interest of tertiary students) and selected independent variables
- e) Identify explanatory and predictor variables contributing to student entrepreneurship interest among tertiary students

For the study, it was hypothesised that self-employment qualities of students was the main factor contributing to students' interest in entrepreneurship. These qualities include: intentions of entrepreneurship education, and expectations of entrepreneurship students as captured in the Conceptual Framework.

7.0 Methodology

7.1 Research design

The design of the study was descriptive research which included triangulation of data collection and analysis. The qualitative dimension (Phase I) consisted of focus group interviews. The quantitative dimension (Phase II) entailed a survey with a closed-ended questionnaire. Qualitative and quantitative methods are used in the same study to elucidate complementary aspects of the phenomenon being studied.

The study was *ex post facto* with participants having different training backgrounds in their respective tertiary institutions. The study population comprised of final year students who had taken (an) entrepreneurship course(s) in the four tertiary institutions of Swaziland (N=1456) offering (an) entrepreneurship course(s). Proportional stratified sampling was conducted in the four institutions to have a fair representation of all the institutions in the sample (n= 302).

Table 1: Stratified samples by institution

Tertiary Institution	Population	Percentage of total population	Sample size
GwamileVoctim	87	6	18
Limkokwing University	684	47	142
Swaziland College of Technology	129	9	27
UNISWA (Kwaluseni)	292	20	61
UNISWA (Luyengo)	240	16	50
UNISWA (Mbabane)	24	2	5
	N=1456	100	n= 302

7.2 Instrumentation

Phase I was a focus group interview with sixteen tertiary students from all the institutions that were in the study. Phase II was a survey questionnaire developed from responses of participants in the focus group interview and also relevant literature. The questionnaire was validated by six experts from the different institutions offering entrepreneurship and pilot tested on a class of 35 third year students from the University of Swaziland, Faculty of Agriculture, who had studied entrepreneurship and were not participating in the study. Reliability coefficient was 0.80 and the response rate was 81% usable questionnaires which was 242 out of 302 questionnaire distributed. The alpha was set at an *a priori* 0.05 level.

7.3 Data collection and analysis

A Focus group interview was conducted on sixteen final year students from different tertiary institutions offering entrepreneurship. The students were selected on the bases of having completed the course(s) on entrepreneurship and have been group coordinators in their entrepreneurship projects/business plan writing. Participants were asked questions from an interview guide. The questions were unpacking each research objective. The following questions were used to construct the interview guide:

- How can you describe entrepreneurship interest of tertiary students in Swaziland?
- What self-employability qualities do tertiary entrepreneurship students possess?
- What are the intentions of students with entrepreneurship education upon graduation?
- What are the expectations of tertiary students in an entrepreneurship course?

Responses from the focus group interview and also information from the literature were used in to formulate the questionnaire for the survey research in Phase II. For data analysis, responses of participants from focus group interview were analysed using qualitative measures. Respondents were categorized by their tertiary institutions and then developed into thematic areas and tabulated for each objective. The data from the survey questionnaires were analysed using computer Statistical Package for Social Science (SPSS) version 17.

8.0 Findings

The study population comprised of final year students who had taken an entrepreneurship course(s) in the four tertiary institutions of Swaziland (N=1456) offering (an) entrepreneurship course(s). Proportional stratified sampling was conducted in the four institutions for representativeness of all the institutions in the sample (n= 302). This paper presents a portion of the findings focussing on the quantitative survey research (Phase II). Therefore, the objectives presented in this paper are a partial representation of the bigger study.

8.1 Entrepreneurship interest

Table 2 presents findings on entrepreneurship interest of tertiary students. The findings show that tertiary students rated all eleven interests high from mean 4.60 to 5.55 with the average domain mean of 5.22.

Table 2: Entrepreneurship interest among tertiary students

	Level of Agreement		
	n ^a	M	SD
1. Success in own business	244	5.55	0.79
2. To be own boss	246	5.49	0.92
3. Love to operate own business	245	5.38	0.89
4. Creation of jobs in the country	244	5.37	0.99
5. Freedom to make own decisions	246	5.28	0.93
6. Contribute to the country's economic Growth	246	5.23	0.99
7. Achieving monetary rewards	246	5.22	1.00
8. Executing own business strategies	244	5.14	0.99
9. Improve self-image through self-Employment	245	5.10	1.17
10. Introducing new inventions	245	5.05	1.28
11. Improving an existing business	246	4.60	1.21
Domain mean		5.22	1.01

n^a= 244-246

Rating scale: 1= Strongly disagree, 2= Slightly disagree, 3= Disagree, 4= Slightly agree
5= Agree, 6= Strongly agree

Self-employability qualities of entrepreneurship

The findings presented in Table 3 show that all sixteen self-employability qualities of tertiary students were rated high with mean 4.37 to 5.55. The domain mean was 5.05.

Table 3: Self-employability qualities of entrepreneurship students

Item	Level of Agreement		
	n ^a	M	SD
1. High self-discipline	246	5.55	3.27
2. Self- motivation	246	5.45	0.92
3. High commitment	246	5.31	0.97
4. Setting achievable goals	246	5.26	0.98
5. Future oriented	246	5.21	0.93
6. Creativity	245	5.20	0.98
7. High self-confident	246	5.18	1.05
8. Identifying of business opportunities	244	5.12	1.02
9. Taking initiative	246	5.00	0.97
10. Task oriented	245	4.96	0.94
11. High competitiveness	246	4.95	2.75
12. Identifying own strengths/weaknesses	245	4.91	1.06
13. Possession of business skills	243	4.90	1.13
14. Risk taking	246	4.80	1.13
15. Identifying people to employ	242	4.67	1.17
16. Participating in uncertain rewards	242	4.37	1.40
Domain mean		5.05	1.29

n^a=242-246

Rating scale: 1= Strongly disagree, 2= Slightly disagree, 3= Disagree, 4= Slightly agree
5= Agree, 6= Strongly agree

8.2 Relationships between entrepreneurship interest and independent variables

Correlated with the dependent variable of entrepreneurship interest of students, the independent variables that present high correlations are: 1) Self-employability qualities, 2) Student expectations, 3) improvement of entrepreneurship education, and 4) intentions of entrepreneurship students. These data are presented in Table 4.

Table 4: Correlation coefficients between entrepreneurship student interest and the independent variables

Variables	Scale of measurement	Correlation coefficients
1. Self-employability qualities tertiary students	Interval	.59 _r
2. Intentions of entrepreneurship students education after graduation	Interval	.35 _r
3. Expectations of entrepreneurship students	Interval	.55 _r
4. Attitude of entrepreneurship students	Interval	-.13 _r
5. Promotion of entrepreneurship education by tertiary institutions	Interval	.20 _r
6. Improvement of entrepreneurship education in tertiary institutions	Interval	.44 _r

Variables	Scale of measurement	Correlation coefficients
7. Institution	Nominal	-.09 _{pb}
8. Field of study	Nominal	.07 _{pb}
9. Sex	Nominal	.02 _{pb}
10. Age	Ratio	.25 _r
11. Parent level of education	Ordinal	.02 _b
12. Number self-employed persons in family	Ratio	-.07 _r
13. Source of start-up capital	Nominal	.08 _{bp}
14. Role model	Nominal	-.09 _{pb}
15. Business experience	Ratio	.04 _r
16. Business skill possessed	Nominal	.10 _{pb}

8.3 Explanatory and predictor variables for entrepreneurship interest

Predictors of student entrepreneurship interest in tertiary students were self-employability qualities, expectations of students when enrolling in an entrepreneurship course, intentions of the student with entrepreneurship after graduation and age of the student (Table 5).

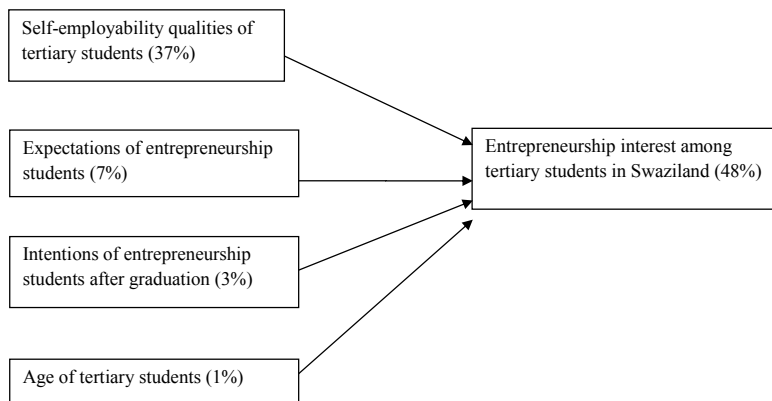
Table 5

Factors predicting student entrepreneurship interest among tertiary students

Independent variable	R	R ²	Adjusted R	R ² Change	B	Beta	t-value	P
Qualities	.61 ^a	.37	.36	.37	.36	.41	6.44	.00
Expectations	.66 ^b	.44	.43	.07	.25	.26	3.99	.00
Intentions	.68 ^c	.46	.45	.03	.14	.16	2.73	.01
Age	.69 ^d	.47	.46	.01	.09	.11	1.99	.04
Constant					1.39			

P<.05, Adjusted R²=.46, Standard error =.32

Figure 2: Explanatory and predictor variables for student entrepreneurship interests



9.0 Discussion

Tertiary students have a high interest in operating own business and being successful in their chosen enterprises. The results showed to be in line with Stangler (2009) who mentioned that the interest of tertiary students is success in a business of their own. UNDP Swaziland (2013) mentioned that entrepreneurship students aspire to start businesses. Students love to operate their own business and to create jobs in the country. This will allow them the freedom of making own decisions unlike when they are employed and told what to do at work. Entrepreneurship education prepares students for employment and part-time business (Owusu-Ansah, 2004). Ndedi (2009) found entrepreneurship education to be a tool for empowering the graduates in self-employment, income generation and provision of employment opportunities to others. This is in line with the results of the study were creation of jobs in the country, monetary rewards have means of more than 5.0. Tertiary students do not have an interest in improving an existing business. This can be attributed to the fact that entrepreneurship is a new endeavour and most families do not have businesses. Most of the students in tertiary institutions fall in group of youth therefore do not have businesses of their own.

The qualities of a successful entrepreneur include willingness to act on an idea, willingness to take responsibility of own future life, self-confidence, goal oriented, competitiveness, risk taking propensity, achievement, technical competence and skills such as management, innovation and human relations (Zindove, 2011; Izedoni & Okafor, 2010; & Kent, 1990). Tertiary students in Swaziland may appear to be somewhat sceptical operating in an environment of uncertain rewards (as presented at the bottom of Table 3). Zindove (2011) and Izedoni and Okafor (2010) found risk-taking and operating in uncertain rewards to be an important feature or characteristic of an entrepreneur.

Tertiary students in Swaziland see themselves as having some of these qualities but still lacking skill. This may be the case because most tertiary institutions only provide theory sessions in entrepreneurship and students do not undertake any practical. Entrepreneurship needs technical competence, which is a skill needed by an entrepreneur, and is obtainable through training and experience (Isaacs *et al.*, 2007).

Independent variables that can be used to explain entrepreneurship interest among tertiary students are self-employability qualities of tertiary students with a coefficient of (.59), expectations of entrepreneurship students with a coefficient of (.55), intentions of entrepreneurship students with a coefficient of (.35) and age of the student with a coefficient of (.25). These variables therefore have a relationship with the dependent variable (entrepreneurship interest among tertiary students) (Table 4).

The regression analysis revealed that a significant model emerged because $p < 0.05$. Adjusted $R^2 = .46$ (Table 5). This model accounted for 46% of the variance. This means that the variables predicted 46% of the entrepreneurship interest of tertiary students in Swaziland. The contribution of the independent variables to the dependent variable was: 1) Self-employability qualities of tertiary students (37%), 2) expectations of students in entrepreneurship education (7%), intentions of tertiary students on entrepreneurship after graduation (3%) and age (1%) (Table 5).

10.0 Conclusion and recommendations

The current investigation has shown that tertiary students have an interest in entrepreneurship and want success in their own businesses; they have love for operating their business as well as being their own bosses. The students have no existing businesses. The students would go into self-employment to avoid being unemployment and idling; and they have fear for risk taking. Qualities of a good entrepreneur included high self-discipline, self-motivation, high commitment, setting achievable goals, future orientation, creativity,

high self-confidence and identifying business opportunities. When the relationship between the dependent variable and selected independent variables was determined, the findings revealed that there was a substantial association between entrepreneurship interest among tertiary students and self-employability qualities of the students ($r = .51$), expectations of entrepreneurship students ($r = .55$), intentions of students with entrepreneurship after graduating ($r = .35$), and age ($r = .25$). The conclusion reached by the study, therefore, is that 1) self-employability qualities of tertiary students, 2) intentions of students with entrepreneurship after graduation, 3) expectations of students when they enrol entrepreneurship, and 4) age of student have a relationship with students' entrepreneurship interest.

Regression analysis revealed variables that predict entrepreneurship interest among tertiary students were: 1) self-employability qualities of tertiary students (37%), 2) expectations of entrepreneurship students (7%), 3) intentions of entrepreneurship students after graduation (3%) and 4) age (1%). For this study, self-employability qualities of tertiary students and expectations of entrepreneurship students are the predictors of student entrepreneurship interest among tertiary students. A conclusion is drawn therefore that, students need to have self-employability qualities in order to have an interest in entrepreneurship education. Another conclusion drawn is that what students expect to obtain when enrolling in an entrepreneurship course as well as their intentions with the course upon graduation also influence the interest of the student in entrepreneurship education.

The following recommendations may therefore be made. The results revealed that tertiary students in Swaziland have shown that they are not keen in taking risks and the uncertainty of rewards. It is recommended that tertiary institution should mentor students in entrepreneurship, inculcate the spirit of risk-taking and encourage students to mobilize resources for their start-up capital, and consideration should be given to establishing an "Entrepreneurship Fund" to loan student for start-up capital as well.

Role models can positively impact entrepreneurship students. It is recommended therefore that tertiary institutions should bring in successful entrepreneurs to make presentations to students. This will afford the students the opportunity to rub shoulders with model entrepreneurs and expand their network.

The findings of the study revealed that most students have no existing businesses and most would go into self-employment to avoid being unemployed and idling. It is recommended that students be taught and mentored in entrepreneurship as first preference to create jobs not to avoid unemployment. The latter will result in the majority of people found in entrepreneurship being those who could not lead in utilizing available opportunities, leading to high rate of business failure.

The findings of the study also revealed that self-employability qualities of tertiary students contributed to entrepreneurship interest among tertiary students. It is recommended, therefore, that tertiary institutions dwell much on inculcating self-employability qualities of a successful entrepreneur in their students in teaching and that the qualities be made part of all the entrepreneurship courses in tertiary institutions. Some of these qualities are more of a skill and can be taught better by practice (projects) rather than theoretical approaches. High self-discipline, self-motivation, high commitment and creativity can be seen when students practise entrepreneurship in the context of entrepreneurial projects.

Expectations of students when enrolling in an entrepreneurship course are a contributing factor to entrepreneurship interest among tertiary students. Students enrol in an entrepreneurship course with a high expectation of acquiring the ability of changing a business idea into action. It is recommended that entrepreneurship business project be identified and supported for students to pursue their dreams whiles at college. Tertiary institutions should make these expectations a reality through compulsory entrepreneurship projects, in the teaching

of entrepreneurship. This will also make the students leave their respective institutions, upon graduation, with some business experience.

The study only involved students at Limkokwing, UNISWA, SCOT and Gwamile Voctim Institute. There is a need for a study on entrepreneurship interest of students in the other colleges that offer the course to students who enrol from self-interest only.

Regression analysis shows that the variables self-employability qualities of tertiary students, expectations, intentions and age explained 46% of the dependent variable (entrepreneurship interest among tertiary students). It is recommended that a similar study be done to find the other variables that explain entrepreneurship interest among tertiary students.

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