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A Comparative Study of Entrepreneurship Curriculum Development and Review at the University of Zimbabwe and Botho University, Botswana

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Abstract
The purpose of this research was to make comparative study of the development and review process of the entrepreneurship curriculum at the University of Zimbabwe (UZ) Faculty of Commerce and Botho University, (BU) Faculty of Business and Accounting in Gaborone, Botswana. The study focused on the processes and influences of curriculum development and review as well as on what skills graduates of the programme are expected to have after successfully completing the programme. A sample of 16 staff members from the UZ and 23 staff members from BU participated in the study. Results of the study showed that lecturers at the two institutions are the main drivers of curricula development and review. Major factors considered in curriculum design included students, industry needs, legislation, competition as well as external examiners. The findings also recommended courses which should be taught from first year which include Small Business Management, Entrepreneurial Skills Development, Introduction to Finance and Economics.
Keywords: entrepreneurship, curriculum, review process, critical skills, foundational courses

1. Introduction

This research is a comparative study of how the entrepreneurship curriculum is developed and reviewed in two selected universities, one in Botswana and the other one in Zimbabwe. Entrepreneurship has become a buzzword that has gained a lot of currency in the social and economic world at both national and global levels hence the importance of entrepreneurship curriculum. A study by Iqbal, Melhem and Kokash (2012) showed that the world has become global, uncertain and complex and hence requires diversified entrepreneurial knowledge and skills to respond to the twin challenges of shrinking economies and unemployment. The importance of entrepreneurial knowledge and skills in graduates is also echoed by Teshome (2014) who argued that modern day universities are now under pressure to produce graduates with the ability to take advantage of opportunities and come up with their own businesses as a means of mediating the challenge of unemployment. According to Munyanyiwa and Mutsau (2015), the global economic crises as well as domestic political and economic developments have resulted in low levels of industrialization and high employment hence the need for entrepreneurship education in universities which traditionally churned out graduates for the job market rather than for employment creation. The above is also supported by Basu and Virick (2008) who argued that due to the now perceived critical importance of entrepreneurship in curbing unemployment and most importantly in the socio-economic development of nations, universities are now tasked with the unenviable responsibility of introducing entrepreneurship curricula as a mitigatory measure.

In the context of Botswana whose economy has been ravaged by low commodity prices and the onset on HIV/AIDs (Statistics Botswana, 2015), providing students with practical entrepreneurship knowledge and skills is viewed by Cloete, Bailey, Pillay, Bunting and Maassen (2011) as very important in reducing the unemployment rate currently at 18%. For Zimbabwe, Munyanyiwa and Mutsau (2015) argue that socio-economic shifts due to the effects of globalization, sanctions, and HIV/AIDs, have reduced economic activity leading to rampant unemployment. Such a situation in Zimbabwe according to Munyanyiwa and Mutsau (2015) necessitated greater emphasis on the development of entrepreneurial skills among graduates in colleges and

universities. Furthermore, literature shows that the Zimbabwe unemployment rate is currently pegged at 90% and rising and also that industry utilization is pegged at 34% (Finscope, 2014). While it is accepted that entrepreneurship and entrepreneurship curriculum in Botswana and Zimbabwe are still work in progress (Mapfira & Setibi, 2014; Government of Zimbabwe, 2013), both countries have introduced a number of initiatives to ensure the development of entrepreneurship culture among the populace. In Botswana for example, among some of the initiatives introduced included approval of entrepreneurship curricula in higher education institutions, and the creation of two main parastatals namely the Citizen Entrepreneurial Development Agency (CEDA) and the Local Enterprise Authority (LEA) to spearhead the entrepreneurship agenda (Mapfaira & Setibi, 2014). In the context of Zimbabwe, the Government of Zimbabwe (2013) as cited in Munyanyiwa and Mutsau (2015), introduced the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIMASSET) and also approved the introduction of entrepreneurship curriculum in higher education institutions to promote entrepreneurial skills among the populace.

2. Literature review

According to Munyanyiwa and Mutsau (2015), the prominence of entrepreneurship education dates back to the late 1950s and late 1960s though the history of entrepreneurship as a practice dates back to the 1930s through the works of a Japanese Professor (Keate et al, 2011). As a programme of learning, entrepreneurship education was pioneered in American universities with the aim of producing graduates who were able not only to identify business opportunities but also to turn those opportunities into businesses (Bilic, Prka & Vidovic, 2011).

Entrepreneurship education or curriculum has been defined differently by various authorities. According to Gerba (2012), entrepreneurship education is a means of developing entrepreneurial skills in people which skills manifest through creative strategies, innovative tactics, uncanny identification of trends and opportunities in the market (Gerba, 2012). Fayolle and Klandt (2006) viewed entrepreneurship education as a three –dimensional construct defined as a matter of state of culture or mind, a matter of behaviour, and a matter of creating specific situations. As a matter of culture or state of mind, entrepreneurship education encompasses those aspects of entrepreneurship that focus on values, beliefs and attitudes which play a critical role in shaping a person's attitude towards entrepreneurship (Fayolle & Klandt, 2006). Entrepreneurship education as a matter of behaviour relates to specific skills such as identifying and seizing opportunities, making decisions and developing social skills to be able communicate well with stakeholders (Mapfira & Setibi, 2014). Entrepreneurship education as a matter of creating specific situations relates to the influence of entrepreneurship in the creation of new ideas, new firms and entrepreneurship (Fayolle & Klandt, 2006; Jarna, 2007).

The above definitions of entrepreneurship education are further articulated in a discussion paper by Bassey and Archibong (2005) who argued that entrepreneurship education empowers graduates with skills that enable them to engage in income generating activities if they are unable to secure employment. According Ekpoh and Edet (2011) the focus of entrepreneurship education therefore should therefore be the development of skills of how to plan, start and run a business as well as the development of entrepreneurial behaviours and mindset. The Global Entrepreneurship Monitor (2010) also aver that the role of entrepreneurship education should be to drive and shape innovativeness in people as a means of stimulating economic growth. In their discussion of the four main objectives of entrepreneurship education, Munyanyiwa and Mutsau (2016) presented the four main objectives of entrepreneurship education as the following: a) development of the *know why* (developing the right attitudes and motivation for start-up), b) development of *know how* (acquiring the technical abilities and skills needed to develop a business), c) development of *know who* (fostering networks and contacts for entrepreneurial ventures), development of *know when* (achieving the sharp intuition to act at the correct moment), and development of *know what* (attaining the knowledge base and information for new venture development).

In order therefore to build a strong entrepreneurship foundation in graduates, Henry, Hill, and Leitch, (2003), argue that when developing or reviewing the entrepreneurship curriculum, courses such as the development of new organisations, new markets, and new products must form the basis of an entrepreneurship curriculum whilst business management courses must emphasise the knowledge and skills required for business practice. For such a curriculum to be effectively developed or reviewed, Munyanyiwa and Mutsau (2015) argue that four perspectives need to be taken into consideration namely: a) the programme can be developed or reviewed from the perspective of the educators (lecturers) where curriculum is defined based on the expertise of the educators, b) it can also be developed based on the needs of students, c) the entrepreneurship curriculum can be analysed from the point of view of those who designed it, and d) evaluators and reviewers of the curriculum can influence the curriculum by making judgements on the curriculum content based on the pre-set criteria of programme quality and effectiveness.

As regards the duration for reviewing curricula, The University of Northern Iowa in USA used to review curriculum after every 2 years but from 2014 began to review on a yearly basis to ensure that their curriculum continued to meet the ever changing needs of industry (Posinasetti, 2014). Furthermore, in the United

Kingdom (UK), Portugal, Russia, Ireland, South Africa and South Korea have their reviews done after every 3 years (Schwarz & Westerheikden, 2003). At the University of South Australia (UniSA), curriculum review is done every 2 years (University of Australia (1993).

3. Methodology

The study adopted a mixed methods approach that employed a structured questionnaire and a semi-structured interview guide. The purpose of adopting a mixed methods approach was to ensure that by combining both the qualitative and quantitative approaches, the mixed methods approach ensured that weaknesses in one method could be compensated for by the strengths in the other (Connelly, 2009; Tashakkori and Teddlie, 2010; Creswell and Plano Clark, 2011). As an example, the shortcomings of the quantitative approach which included the fact that it is a highly structured approach that imposes pre-arranged limits and boundaries to knowledge, making it very difficult to capture the complex interplay of phenomena in a single research, are compensated for by the qualitative results which provide clear and vivid descriptions and meanings of the interplay of phenomena in a social setting.

Simple random sampling was used to select participants for the quantitative phase of the study in the mentioned faculties of both universities. 16 participants and 23 participants were randomly selected from the Faculty of Commerce at the UZ and from the faculty of Business and Accounting from BU respectively. Purposive sampling was used to select participants to the qualitative phase of the study. 4 senior staff from each of the two faculties of the two universities which included deans of faculties and HODs were purposively selected to participate in the interviews.

3.1 Instrumentation

A structured questionnaire and a semi-structured interview guide were used for data collection. A structured questionnaire is defined as a research instrument based predominantly on closed questions which produce data that can be analyzed quantitatively for patterns and trends (Creswell, 2012). The questionnaire employed a 5-point Likert scale from strongly agree (SA), Agree (A), Neutral (N), Disagree (DA) to strongly disagree (SDA) with each of the points assigned a value as follows: SA =5, A=4, N=3, DA=2, SDA=1. A semi-structured interview is a method of research used in the social sciences. While a structured interview has a rigorous set of questions which does not allow one to divert, a semi-structured interview is open, allowing new ideas to be brought up during the interview as a result of what the interviewee says (Creswell, 2013).

Before being administered, the questionnaire was subjected to reliability and validity testing. Using the Cronbach Alpha test, the questionnaire was tested for internal consistency reliability. The α was calculated and was found to be equal to .071 hence the questionnaire was considered reliable enough for the study. With regards to validity, both the questionnaire and the interview guide were subjected to expert opinion for content validity and recommendations from the experts were factored into the final instruments before they were administered. All questionnaires administered were returned at the two universities.

3.2 Data Analysis

Descriptive statistics were used to present and analyse quantitative results. SPSS version 21 was used to analyse the quantitative data. Statistical tools that included graphs and tables were used as part of quantitative data presentation and analysis. With regards to the analysis of qualitative data, thematic analysis was used in the study.

4.   Results and Discussion
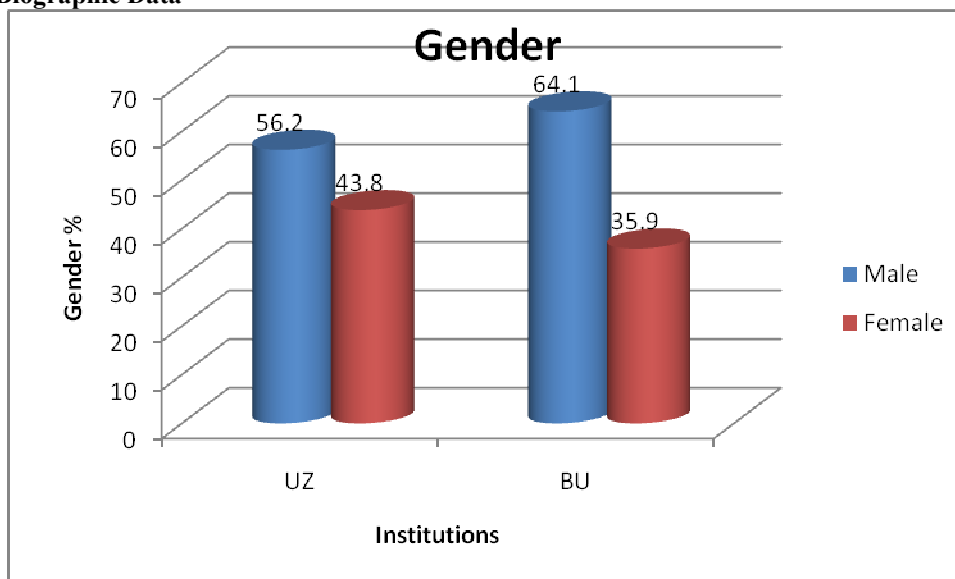**Figure 1: Biographic Data**

Figure 1 highlights that at The UZ, 56.2% of the respondents were male and 43.8% were females. On the other hand, the demographic attributes at BU were such that males accounted for 64.1% of the respondents, with the remainder being females. This finding may suggest that males account for a greater proportion of the workforce at UZ and BU since they are in the majority. *Figure 2* highlights the job titles of repondents in the faculties of the two Universities.

Figure 2: Faculty Positions
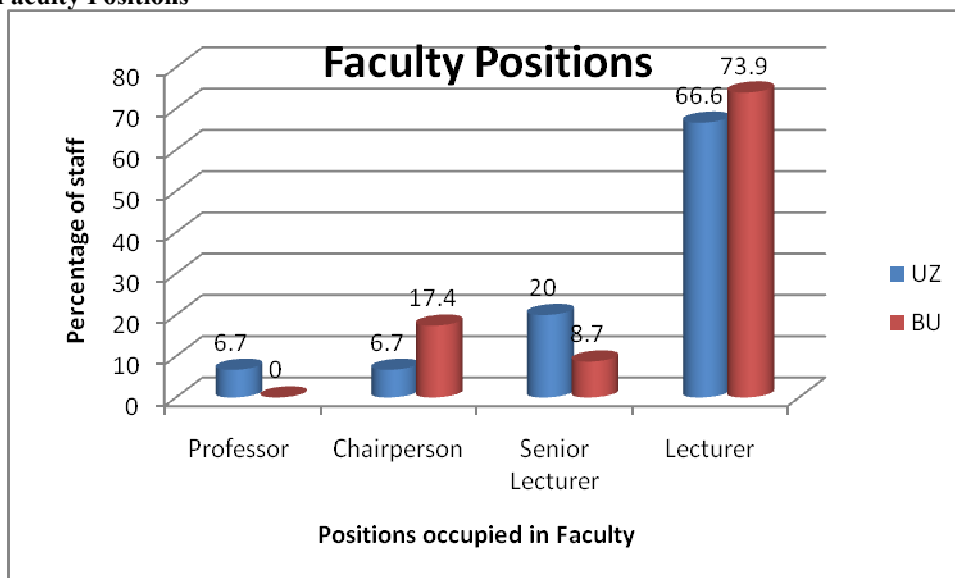
In terms of positions occupied in the respective faculties, at The UZ there was 1 Professor, I Chairperson, 3 Senior Lecturers and 10 Lecturers while at BU there were 4 Chairpersons, 2 Senior Lecturers and 17 Lecturers. Figure 3 below shows the different experience levels of the respondents at the two Universities under study. The mean number of years that the lecturers have taught at the UZ is 11.5; the mode is 10 and the median 11. The range was 12 since the lowest was 4 and the highest 16. On the other hand, at BU lecturers have taught for a mean number of years which is equivalent to 7.8; mode of 7 and the median of 7.2. The range was 18years, with 3years being the lowest and 21 years as the highest. Based on the ranges of 12years and 18 years for the two respective Universities, one can conclude that lecturers had adequate time and experience in their respective departments to have a good grasp of curriculum development and review.

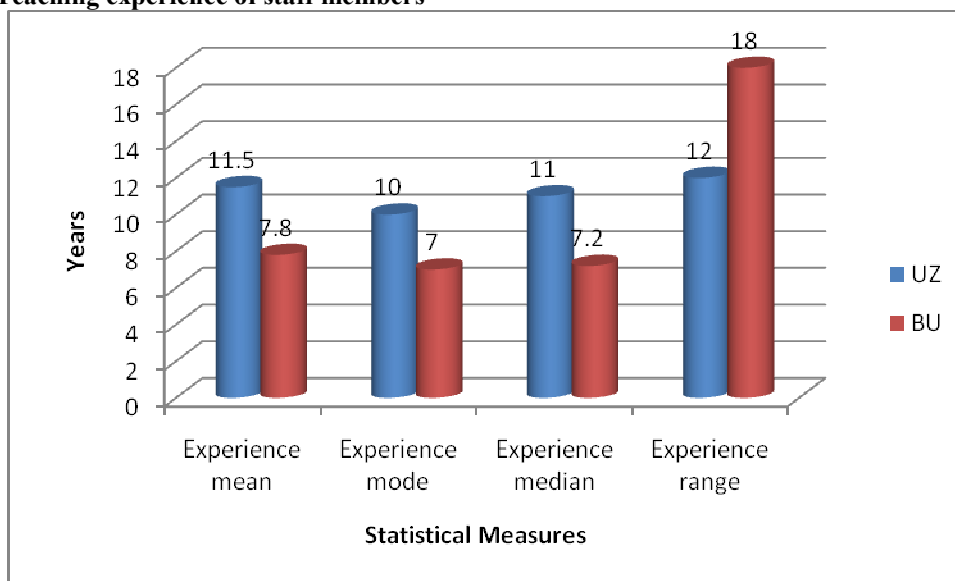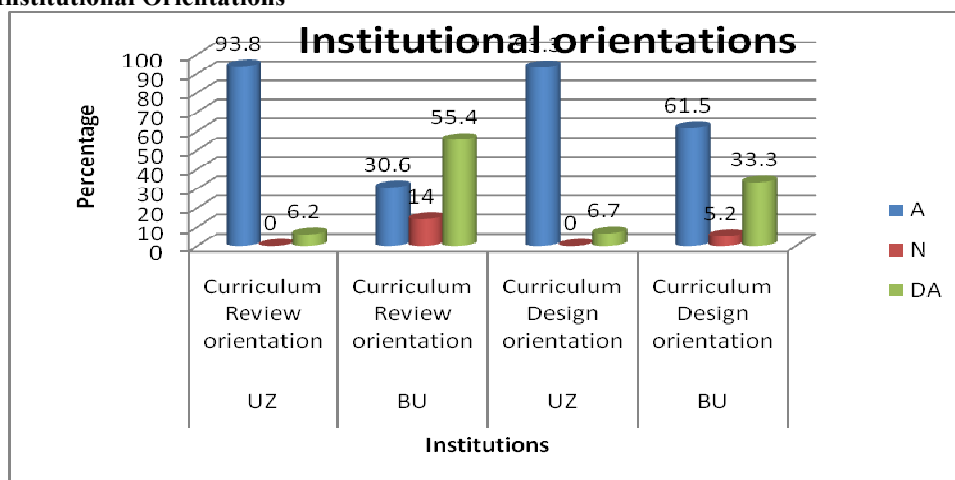**Figure 3: Teaching experience of staff members**

Figure 4 shows curriculum design and review orientations for the two Universities under study.

Figure 4: Institutional Orientations

From *Figure 4,* 93.3% of the respondents at The UZ confirmed that they went through curriculum design orientation while 6.7% did not. As for curriculum review, 93.8% of the respondents affirmed that they were oriented whilst 6.2% indicated that they did not. The scenario for BU was somewhat different in that 61.5% of the respondents indicated that they were oriented in currriculum design; 5.2% had no opinion and 33.3% said that they were not oriented. With regard to curriculum review, 30.6% of the respondents agreed that they were oriented; 14% had no opinion and 55.4% said they were not oriented. It is somehow interesting to note the wide discrepancy that exists between the two instituitions in terms of orientation in curriculum review, with the majority of UZ lecturers getting orientation as opposed to BU minimal lecturers of 30.6% who got orientation. The study also looked at the periods during which curriculum is reviwed at both UZ and BU which are highlighted in *Figure 5*.

Figure 5: Programme Review
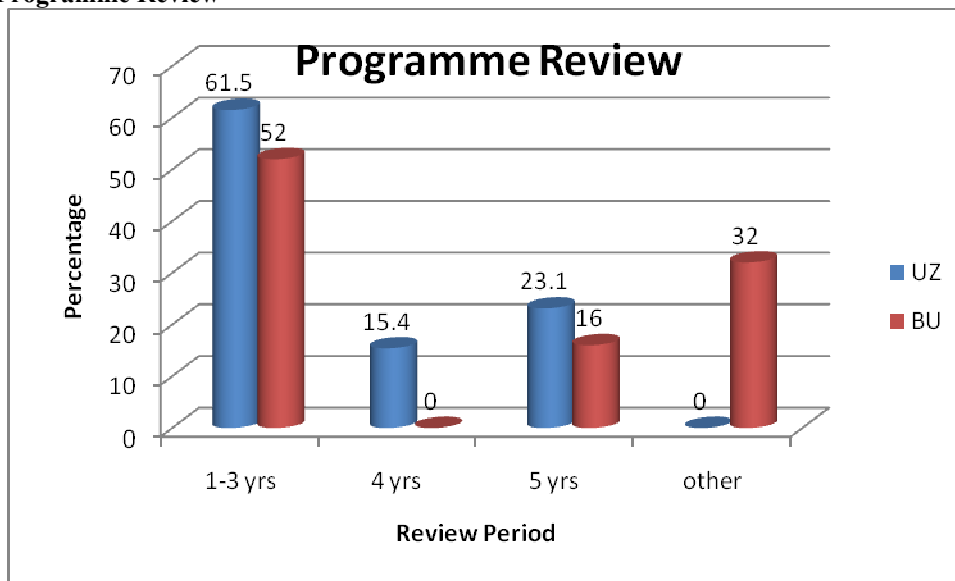
61.5% of the respondents at UZ pointed out that curriculum is reviewed every 1 to 3 years; 15.4% indicated that it is reviewed every 1 to 4 years while 23.1% were of the view that curriculum is reviewed every 1 to 5 years. On the contrary, 52 % of BU lecturers were of the opinion that curriculum review is done every 1 to 3 years; 16% indicated that curriculum is reviewed every 1 to 5 years, while 32% of the respondents indicated "other," meaning that curriculum review occurs after every two years and this is not correct as it occurs after every three years. These findings on curriculum review at the two institutions are consistent with previous studies for instance, in UK, Portugal, Russia, Ireland, South Africa and South Korea have their reviews done after every 3 years (Schwarz & Westerheikden, 2003), while The University of Northern Iowa in USA used to review curriculum after every 2 years but from 2014 began to review on a yearly basis (Posinasetti, 2014).

One of the objectives of the study was to establish whether there were mechanisms in place to measure changes in curriculum at the two institutions. 71.4% of the respondents at UZ confirmed that indeed there were mechanisms in place to measure the changes in curriculum with the remainder saying such mechanisms were not available. On the other hand, 85.1% of the respondents at BU indicated that mechanisms to measure the changes in curriculum were in place with the remainder in disagreement. *Figure 6* shows the mechanisms which are in place to measure changes in curriculum.

Figure 6: Mechanisms to measure changes in curriculum
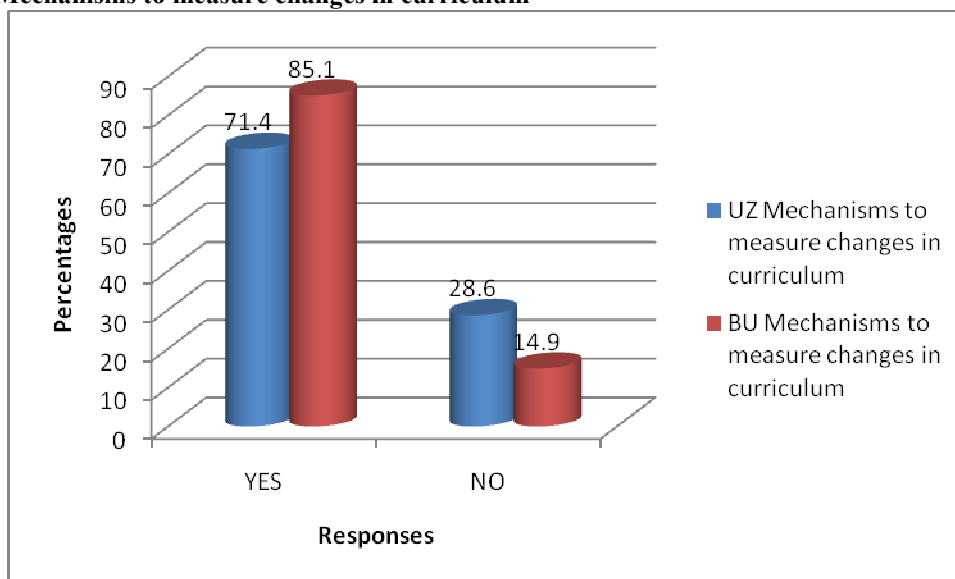
Establishing the presence of entrepreneurship content in the curriculum was also one of the objectives of the study and the responses are highlighted in *Figure 7* below. Combining strongly agree and agree(agree), 68.7% of the respondents at UZ indicated the presence of entrepreneurship content in curriculum; 6.2% were neutral while the remainder disagreed (after combining disagree and strongly disagree). 67.2% of the

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respondents at BU agreed that there was entrepreneurship content in the curriculum (after combining agree and strongly agree); 8.3% were neutral with the remainder disagreeing(combined disagree and strongly disagree).

Figure 7: Presence of entrepreneurship content in curriculum
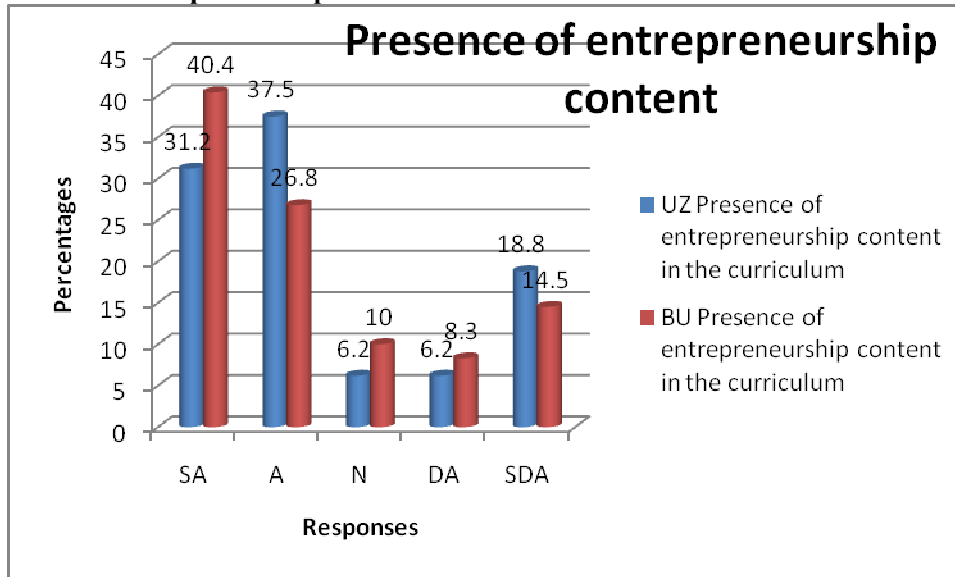
Furthermore, the research also sought to establish the adequacy of entrepreneurship content in curriculum and the results are shown in Figure 8 below for the two Universities. Results indicate that for the UZ, 40% of the respondents agreed that there was adequacy of entrepreneurship content in curriculum(after combining agree and strongly agree); while 20% were neutral while 40% of the respondents disagreed(after combining strongly disagree and disagree). In contrast, at BU 63,1% of the respondents highlighted that there was adequacy of entrepreneurship content in curriculum(combined strongly agree and agree); 12.1% were neutral while 24.9% disagreed with the statement(combined disagree and strongly disagree).

Figure 8: Entrepreneurship content adequacy
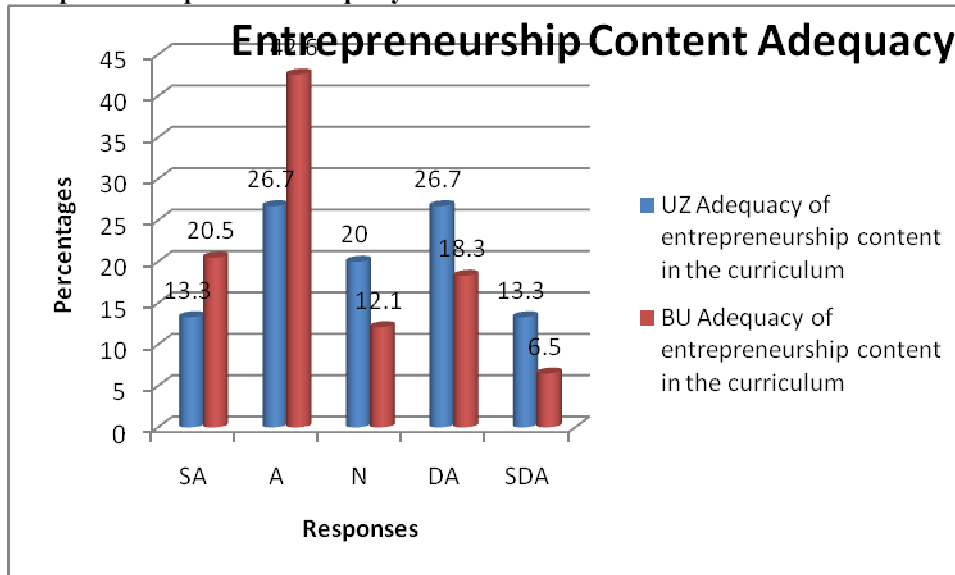
Participants were asked on the guidelines used during course selection. At the UZ the curriculum review process is done at the department through departmental board meetings and this was confirmed by one lecturer who said that, *"A meeting is organised at unit or departmental level in which each lecturer outlines proposed changes and improvements."* On the other hand, at BU the process is such that the Dean of faculty selects a few people to constitute a curriculum development committee together with the HOD to come up with different programmes. One participant had this to say: *"Usually there is a committee in each faculty called the curriculum development committee which is not formalised. The Dean selects a few people to participate in that committee to come up with different programmes like degree programmes and Masters programmes. The selected lecturers are the authors of the programme."* This finding confirms previous research studies by Lee and Wong (2003) in Munyanyiwa and Mutsau (2015) who opined that curriculum development and design

should be based on four major factors and one of those are the contributions of lecturers and in this instance, lecturers play a key role in curriculum development at the two institutions. Furthermore, another participant pointed out a key issue in that students are not consulted in curriculum development and he pointed: *"Students at my institution are never involved in curriculum development at all yet the curriculum is meant for them to be able to address their needs.We need to improve on this."*

Whilst at the UZ the majority of participants indicated that they were oriented on curriculum design, at BU it is the complete opposite of what is happening at UZ in that the majority are not oriented at all. One participant at BU confirmed this as examplified in his statement: "I have not heard of any orientation given to lecturers on curriculum design. However I am of the opinion that this orientation is important for all lecturers." These statements were also corroborated by yet another lecturer: "No there is no orientation. The committee does not go through any form of orientation in curriculum development. It is presumed that lecturers arrive here with prior knowledge on curriculum development." Furthermore, at BU, lecturers also go through some orientation as regards the implementation of curriculum. This fact is confirmed by one of the lecturers who articulated that: "There is a procedure at my institution that before lecturers teach any course, they must go through a pre-semester orientation on how to teach the course. Unfortunately, this orientation is not always done and where attempts to do the orientation is noted, module leaders who are in charge of the orientation just concentrate on the content part of the orientation and do very little on the methodology or pedagogy part of how to teach the course."

As regards curriculum review, the majority of the participants at UZ indicated that curriculum is reviewed for a period over 1 to 3 years. On the other hand, at BU there were variations in responses from participants. One participant pointed out that, "Curriculum at my institution takes place every two years. I believe this cycle of time is appropriate as it ensures that the curriculum keep pace with the changes in society especially the needs of society." This view was different from yet another lecturer who proffered that, "Curriculum is reviewed after one year of being introduced. Thereafter there is no time frame on when it should be reviewed next."

In terms of curriculum development, the process at the two institutions vary. At the UZ the process starts at departmental level; the lecturer can have his personal input; external examiners as well as students evaluation inputs. Industry is also consulted in the process, and one lecturer confirmed this as highlighted in the statement: *"Lecturers look at the needs of industry and develop the curriculum accordingly."* However, at BU the process is succinctly summarised by one lecturer: *" The curriculum development process at my institution follows the design process whose steps are as follows: needs analysis; development of the curriculum based on needs analysis results; developed curriculum sent to external examiner; developed curriculum sent to the faculty programme committee for review; adopted curriculum sent to the Accreditation office; Accrediatation office sents curriculum to Botswana Qualifications Authority(BQA); Curriculum sent to external reviewers again by BQA,; final curriculum approval after all corrections have been done by developers at the institution."*

The research also sought to establish the factors which influence the choice of curriculum at the two respective institutions. It emerged from the data at the UZ that industry determines the kind of curricula that could be developed and this was evidenced by statements from participants such as, *"Trends in industry," "comments from industry"* as well as *"The need to satisfy the needs of the economy."* On the contrary, at BU while industry has a role to play in the choice of curriculum that can be developed, there are other factors which include cost of programme, competition, as well as legislation. This view is buttressed by one of the participants who indicated that: *"In my view, demand of the programme by industry and the cost of implementing the curriculum are the main factors that influence the development of a programme at my institution. Other factros which I believe have an influence though not as much as the above are competition among private higher education institutions and legislation which is passed stating which programmes are going to be supported through government funding and which ones will not."*

Regarding the adequacy of entrepreneurship content in the current form, at the UZ there was an equal number of participants who agreed with the assertion as well as those who disagreed. On the other hand, some participants at BU were also of the opinion that the entrepreneurship curriculum in its present form was adequate. One lecturer affirmed that, *" The entrepreneurship curriculum has been benchmarked against similar programmes at top universities locally, regionally and internationally."* On the contrary, another lecturer had a different opinion which he put across as follows: *"The current module is a one semester module. And if you are aware, entrepreneurship is a discipline which can cover up to four years full time at degree programme. The module addresses one semester expectations which is far short of the four year programme."*

In light of the above-mentioned divergent opinions from different partcipants, the researchers sought the opinions of participants as regards their recommendations on foundational courses for entrepreneurship. Participants at the UZ recommended the following foundational courses: Fundamentals of Entrepreneurship(at first year), Small Business Management, Entrepreneurial Skills Development, Introduction to Finance, Financial Management, Business Management, Project Management, Economics, Business Operations, and Business

Research Methods.   On the contrary, BU lecturers recommended the following foundational courses: Introduction to Finance, Financial Behaviour, Small Business Management, Economics, Operations and Marketing Management. One participant at BU added that, *"In the current module we teach business plans, and business plans are comprised of three or four major areas: production plan, finance plan, management plan and marketing plan. Those areas need to be taught before one can competently write a plan about that area."* Furthermore, the Entrepreneurship module at the two institutions is done by students in their final year of study.

The final objective of the study sought to establish the kind of skills which students should demonstrate after undergoing the course/module of entrepreneurship at the two institutions under study. Lecturers at the UZ were of the opinion that students should exhibit the following skills namely: financial skills, business skills, public relations skills, public presentation, communication and networking, self motivation, taking initiative and creativity. On the contrary, BU lecturers pointed out the following critical skills: scholar, innovativeness, networking skills, effective planning and management skills, competencies to start a business, that is self employement, effective communicator and expert.

5.   Conclusion

In summary, lecturers at UZ and BU are the main drivers of curriculum development and review. The findings confirmed that lecturers at the two institutions are oriented on curriculum development. Whilst 93.8% of the respondents at the UZ are oriented on curriculum review only 30.6% of the lecturers at BU are oriented on curriculum review. The UZ normally relies on departmental board meetings in developing curricula, with other contributions coming from industry, students and external examiners. On the other hand, at BU in coming up with curriculum, issues which are considered include carrying out a needs analysis for the programme, industry analysis, cost of the new programme to the institution, competition and legislation.

Most of the curriculum reviews at the UZ take place in 3 year intervals(61.5%), followed by 5 year intervals(23.1%) and lastly 4 year intervals(15.4%), (Munyanyiwa and Mutsau, 2015). Reviews at BU normally take place in 3 year intervals(52%), followed by 2 year intervals(32%) and lastly 5 year intervals(16%).

Furthermore, lecturers suggested foundational courses for Entrepreneurship which included, among others: Small Business Management, Entrepreneurial Skills Development, Introduction to Finance, Financial Management, Business Management, Project Management, Economics, Business Operations, and Business Research Methods. The other modules also included   Introduction to Finance, Financial Behaviour, Small Business Management, Economics, Operations and Marketing Management.

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