

# Investigating What, Why and Who to Teach Entrepreneurship Course in Ethiopia

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## Abstract

The purpose of the study was to investigate the current state of entrepreneurship education with particular emphasis on core content, objective of entrepreneurship course and entrepreneurship course teachers' background in four selected public universities of Ethiopia i.e. Baher Dar University, Debre Brihan University, Wollo University and Woldia University. The study used descriptive survey method of research. Both primary and secondary data sources were used. To select the four universities stratification and proportional sampling method was used. The strata here represent generation that states years of foundation i.e. first generation, second generation and third generation. 50 entrepreneurship course teachers who were conveniently selected filled the questionnaires that was prepared in line with previous work done and entrepreneurship course syllabus was also reviewed. The result presented in the form of percentage. The result shows that the core content of entrepreneurship courses summarized from entrepreneurship course not well integrated and similarly structured on the basis of the students' background and the desired entrepreneurial attitude and skills. According to this study the frequently stated intended objective of the course the students are expected to achieve at the end of the course is to prepare business plan and know the importance of entrepreneurship in the economy. There is no sound objective stated in the course syllabus that dictates that students are expected to develop entrepreneurial attitude, behaviors and skills. The study also become to know that despite the core content and objective of the course, teachers background with respect to teaching experience, publication, training and business practice experience is weak. Generally, according to the study the current state of entrepreneurship education practice is said to be infant in its practice and may be weak to enhance the students' entrepreneurial intention. This research strongly indicated that assigning fresh graduate teachers who did not have experience in teaching entrepreneurship and research in entrepreneurship, training exposure in entrepreneurship or have no their own business is simply just simply telling what entrepreneurship is. The stated core content and expected outcome of the course is also do not indicate that the course designed with greater care and thought in such a way that students who under gone entrepreneurship course intends to choose entrepreneurship after graduating. This can be one key reason why students who undergone via entrepreneurship course were also equally queen for searching job. Therefore, the ministry of education and the universities themselves have critically visit the course curriculum, provide adequate training for entrepreneurship teachers and greater care has to be taken in assigning teachers. Further research has to be conducted on the influence of core content, objectives and teachers profile towards students' entrepreneurial intention. Furthermore, new model of entrepreneurship course syllabus may be designed and comparison research has to be done with the existing course to check the different of their impact towards entrepreneurial intention. It might be possible to find one article which is done before this research with emphasis on context of entrepreneurship education in Ethiopia, but there is still shortage of literature to reach to general consensus on the current fact of entrepreneurship education with particular emphasis on why, what and who to teaches entrepreneurship course. This research, therefore, is so much helpful of develop new curriculum, open discussion, and fill the research gap, and create awareness on the existing entrepreneurship course in Ethiopian public universities.

**Keywords:** Entrepreneurship, course; teachers, content, objectives, Ethiopian, universities

## 1. Introduction

In today's fast-changing society the ability to identify and evaluate lucrative business opportunities and create or find resources in order to make use of these opportunities has become increasingly important (Lorz, 2011). Thus, to encourage young people to acquire an entrepreneurial mindset and eventually start their own business, many schools have introduced entrepreneurship in their curriculum either as a specialization or as a full degree (Reyes and Manipo, 2015). Dogan (2015) notes entrepreneurship education gives a feeling of independence and self-confidence, enabling the recognition of alternative career options, broadens the individuals' horizons, and provides the knowledge that individuals will use in developing new business opportunity. Entrepreneurship education aimed at enabling students become highly motivated and engaged by creating value to other people based on the knowledge they acquire, and this can fuel deep learning and illustrate the practical relevancy of the knowledge in question (OECD, 2015). Entrepreneurship education focuses on the development and application

of an enterprising mindset and skills in the specific contexts of setting up a new venture, developing and growing an existing business, or designing an entrepreneurial organization (QAA, 2012). It aims to produce graduates who are capable of identifying opportunities and developing ventures, through setting up new businesses or developing and growing part of an existing venture.

However, even though entrepreneurship education becomes flourishing in different universities both in developed and developing countries, the question of teaching “about” entrepreneurship or teaching “for” entrepreneurship remains a dilemma. But, several previous researchers such as Fayolle & Gailly, 2013; Piperopoulos & Dimov, 2014 cited in Sirelkhatim and Gangi, 2015, QAA, 2012; Fayolle and Klandt, 2006; Sirelkhatim and Gangi, 2015; Cooper et al., 2004 and NESTA (2008) affirmed that teaching students “for” entrepreneurship is believed to be very essential to effectively teach student to become entrepreneur after graduation. But, despite entrepreneurship education reached every public university of Ethiopia, the nature of entrepreneurship with regard to teaching about or teaching for entrepreneurship is rarely studied. Equally important, students who have taken entrepreneurship education are also being remained job seekers similar with students who do not taken entrepreneurship education. This aggravated the number of unemployment in the country. This may be resulted from inappropriateness of entrepreneurship course in terms of content being taught and the objective of entrepreneurship course aimed to achieve. Hence, this study aimed at investigating the why, what is entrepreneurship course is taught and who are teaching entrepreneurship course in the selected public universities of Ethiopia. The researcher also tried to assess the following specific objectives;

- \* To assess the entrepreneurship course objectives that the students undergone the course are expected to achieve at the end of the course
- \* To investigate the core contents of entrepreneurship course being taught in the selected public Ethiopian universities
- \* To assess the entrepreneurship teachers teaching, research, training, and business experience related to entrepreneurship

## 2. Literature Review

### 2.1. Objectives of Entrepreneurship Education

Together with increased spread of entrepreneurship course, there is also increased academic research efforts have been concerned with the nature, relevance, content and appropriateness of entrepreneurship education in order to increase entrepreneurial intention (Leitch and Harrison, 1999). The objective of the course can be different based on the audience and course content. Hannon *et al.* (2006) as cited in Arasti, Falavarjani, & Imanipour (2012) explained the objective of entrepreneurship educations to raise awareness, knowledge and understanding about enterprise/entrepreneurship concept and practice, to develop individual enterprising/entrepreneurial skills, behaviors and attitudes, to develop personal self-confidence and capability, to develop empathy with an entrepreneurial way of life, to embed entrepreneurial values and beliefs, to motivate and inspire students toward an enterprising or entrepreneurial career or life, to understand venture creation process, to develop generic entrepreneurial competencies, to develop key business, to develop personal relationship and networking skills, to prepare for becoming a freelancer or self-employed and to start a new business. The most commonly cited objectives of entrepreneurship education by previous studies are: to acquire knowledge germane to entrepreneurship, to acquire skills in the use of techniques, in the analysis of business situations and in the synthesis of action plans, to identify and stimulate entrepreneurial drive, talent and skill, to undo the risk-adverse bias of many analytical techniques, to develop empathy and support for the unique aspects of entrepreneurship, to revise attitudes towards change, to encourage new start-ups and other entrepreneurial ventures to stimulate the ‘affective socialization element’ (Alberti, Sciascia & Poli, 2004 as cited in Arasti *et al.*, 2012). Moreover, in the study of Garavan and O’Cinneide (1994) as cited in Alberti *et al.* (2004) the most commonly cited objectives of entrepreneurship education and training programs are: (I) acquire knowledge relevant to entrepreneurship; (II) acquire skills in the use of techniques in the analysis of business situations, and in the synthesis of action plans; (III) identify and stimulate entrepreneurial drive, talent and skills; (IV) undo the risk-adverse bias of many analytical techniques; (V) develop empathy and support for all unique aspects of entrepreneurship; (VI) devise attitudes towards change and (VII) encourage new start-ups and other entrepreneurial ventures.

### 2.2. Contents of Entrepreneurship Courses

It seems there is no single and comprehensive content with entrepreneurship course across the literature review. Entrepreneurship education (course) is populated by a variety of programs designed to reach a range of different population, and their goals (objectives) also vary (Mudde *et al.*, 2015). Therefore, as indicated in some previous researches, developing and refining entrepreneurship course curriculum should be based on evidence that prepare students to “make-jobs” rather than “take-jobs” (Kourilsky and Walstad, 2000). The content of the entrepreneurship course through the universities is expected to be different, however there has to be in line with the intended objectives. Entrepreneurship education (course) at university level must include skill building [...]

(contents) in negotiation, leadership, new product development, creative thinking and exposure to technological innovation (Pittaway and Cope, 2007). Other some findings recommended that entrepreneurs typically require a diversity of skills to be successful, engage in a variety of different types of enterprise, and will often be both employed and self-employed in the course of their careers, therefore, entrepreneurship education programs usually cover multiple educational aspects including: ‘employability skills; social enterprise; self-employment; venture creation; employment in small business; small business management and the management of high-growth businesses (City and Guilds Center for Skill Development, 2011). According to Lekoko, Rankhumise and Ras (2012) in order for entrepreneurship to be effective, its content should cover aspects such as idea generation, business planning to the identification of the products or services, how to conduct market research and how to write business plan.

Selcuk and Gursel (2014) also pointed out that entrepreneurship course/program must deal with growth issues, new market development and expansion strategies, institutionalizing innovation and skills such as negotiation, leadership, creative thinking and ambiguity tolerance. In the study of Gibb (2002) as cited in *Küttim et al. (2014)*, currently the programs seem to focus on new venture creation backed up by options on growing business, financing entrepreneurial businesses, law, networks, family business and social enterprise with business plan playing a central role. Hisrich and Peters (1988) further identified the content to be included in the course of entrepreneurship which is indicated as skills required by entrepreneurs to be successful. These includes; (i) technical skills which relates to oral communication, technical management as well organizing skills. (ii) Personal entrepreneurial skills –this includes attributes such as risk taking and innovation. (iii) Business management skills- relates to generic management functions, decision-making, marketing and financial accounting skills. Vesper (1998) as cited in Alberti *et al. (2004)* the course may consist of business general knowledge, venture general knowledge and opportunity specific knowledge and time management skills. According to Kelley, Singer & Herrington (2012), entrepreneurship course designed to teach students basic financial and administrative skills, marketing, strategy and a strategy all with the objective of encouraging self-sufficiency and reducing the risk of business failure. According to Dugassa (2012), however the content of many entrepreneurship education is not designed in the best way possible that they can teach entrepreneurship evidenced by researches.

There are researchers classify entrepreneurship education as teaching “for” or teaching “about” on the basis of focus and objectives of the course as well as delivery methodology. For instance, according to the literature review of Sirelkhatim and Gangi (2015), business plan, marketing, small business management, case studies and finance are the contents and teaching methods *about* entrepreneurship which are frequently indicated in entrepreneurship education studies. Education ‘about’ entrepreneurship informs students about the nature of business, innovation and small business management and their role in economic activity (Levie, 1999). Furthermore, the Quality Assurance Agency for Higher Education (2012) of England’ in the document of “Enterprise and Entrepreneurship education” explained that teaching “about” entrepreneurship courses are intended to help students to assimilate and reflect upon existing knowledge and resources that enhance their understanding of a topic or theme, for example, venture creation and business growth strategies. This type of teaching is primarily focus on information-giving and teaching concentrates on the economic contribution of entrepreneurship and aspects of government policy and this is less likely to prepare students for the world of work and render them more employable (Cooper, Bottomley and Gordon, 2004). On the other hand, teaching “for” entrepreneurship aimed at provide a portfolio of techniques to encourage entrepreneurship practice, including: generating ideas; team building; business planning; creativity; innovation; inspiration; opportunity recognition; selling; networking; unpredictable and contingent nature of entrepreneurship; adapting to change; and expecting and embracing failure (Fayolle & Gailly, 2013; Piperopoulos & Dimov, 2014 cited in Sirelkhatim and Gangi,2015).

### 2.3. Who Teaches Entrepreneurship Course?

The issue of who has to teach entrepreneurship course is important like the content and objective of the course. However, there is scarcity of literature in previous studies on the entrepreneurship teachers profile. There are some previous studies who suggested who has to teach entrepreneurship course. A study conducted on problem-based learning approach to entrepreneurship education by San Tan & Ng (2006) indicated that the practices of entrepreneurship program (course) of top business ranking school of the world, course is taught by good faculty who does lots of good and practical research; and the presence of a diverse student body which enables an enriching cross-cultural experience. This is to convey that entrepreneurship teachers have to have strong both academic, research and practical experience. The finding of Marques (2010) training programs and workshops for entrepreneurship teachers [...] are needed in the areas of experiential pedagogy and the business content, because it implies at least some operational changes in the current education model. Furthermore, as it is indicated in Bin Yusoff *et al. (2015)* business sabbaticals and continuous learning should be intensified in order to build the competency of entrepreneurship education teachers. Hence, according Marques (2010)

entrepreneurship education should be taught by a combination of both teacher and entrepreneur. In the study conducted on “The theoretical side of teaching entrepreneurship” by Fiet (2001), pointed out that the need to have an experience of research of the professors who teaches entrepreneurship theories. According the explanation given, scholars who are assigned to teach theory (entrepreneurship) that is closer to the truth than observation alone. That is to comply that, truth is knowledge of things as they are, things as they were and things as they shall be. The truth about the future is the type of truth that is most interesting to entrepreneurs. Entrepreneurs are interested in the future because they frequently must make irreversible commitments of resources with only the hope of future returns. Descriptions of how things are or were will not necessarily assist entrepreneurs to predict how things will be in the future. Theory is used to explain what is not obvious through observation. However, according to the finding of Bin Yusoff *et al.* (2015) there are universities who assign entrepreneurship trainers without considering their educational backgrounds and experience and this is considered as a fundamental and crucial issue to ensure the success of the universities’ entrepreneurship program. In the comparative study of Zhou and Xu (2012) showed that the majority of the entrepreneurship professors in China are from traditional disciplines such as economics or business administration, which reflects long-standing policies and practices. As a result, the authors evident that China needs to invest in the training and development of entrepreneurship professors and researchers. In the study of Levie (1999) “Entrepreneurship education in higher education in England: A survey” found that teachers who teach course “for” entrepreneurship and “about” entrepreneurship. Accordingly, the study indicated that in England universities 21% of the teachers of entrepreneurship course “for” entrepreneurship were part time lecturers, 98% had previous business management experience, 70% of them had set up their own businesses, where as teachers “about” entrepreneurship 7% were part time, 61% had previous business management experience and 36% of them had set up their own businesses. Furthermore, in the study of Muller, S. (2008), its recommended that entrepreneurs also have to involve in teaching entrepreneurship course. His finding states that as role modeling is important to create entrepreneurial intention, involving entrepreneurs to teach in the class will allow for regular exposure to entrepreneurial thinking and behavior. It would also bring real-life experiences to the classroom which can often not be provided by entrepreneurship educators. To promote entrepreneurship and entrepreneurship education at university level, university cross- border faculty collaboration and experience sharing is paramount. Faculty exchange and research across borders helps the university to strengthen the sharing of the best practices (European Commission, 2006). Wilson (2008) also strongly indicated the importance of having cross border faculty collaboration and research. According this author, greater mobility of the academia paves ways to the university exchanges international exposure and experience for the professors and educators to spend a significant amount of time at other institutions and /or in the private sector to truly engage, learn and develop. This cross-border exposure and real experience helps university members to better support the young population of the university (students) through presenting more real-life business experience from different dimension. In the study Mudde *et al.* (2015) however, entrepreneurship course teachers used traditional teaching methods as they teach other business courses and they lacks practical experience and training in the areas of entrepreneurship in Ethiopia. Hamid (2013) also indicated that teachers among major faculty lack training which mentioned as difficulty. In the same research, it is also indicated that there is lack of understanding among teachers, lack of expertise to handle remedial work; hours spent preparing the teaching material (insufficient pedagogical resources) and reluctance to change are among the problems.

### 3. Research Methods

The type of research method employed was descriptive survey that aimed at investigating the existing truths of entrepreneurship education. There are three university generations in Ethiopia that are fully operationalized i.e. first generation, second generation and third generation. There are also fourth generation universities but did not considered for the purpose of this research as they were not fully operationalized. There are seven universities in all three generations in Amhara National Reginal State. The region was selected using chance method from all the nine regions in Ethiopia. After dividing the universities into three strata on the basis of generation, using proportional stratified sampling techniques four universities namely Baher Dar University from first generation, Wollo University and Debre Brihan university from second generation and finally Woldia University from third generation were selected. Bothe primary and secondary data sources were used. 50 entrepreneurship teachers who were selected using convenient sampling used to answer research questions related with teachers’ profile i.e. entrepreneurship teachers’ education qualification/rank, entrepreneurship course teaching experience, entrepreneurship research/publication experience, entrepreneurship related training both locally and internationally experience as well as entrepreneurship course teachers’ business practice background. These entrepreneurship teachers were known via their respective department heads and questionnaires were also collected accordingly with the support of department heads. Apart that, five different entrepreneurship course syllabi from the four selected universities were printed from the departments’ general curriculum and reviewed then summarized to answer the research questions that related to core content and objective of entrepreneurship

course.

#### 4. Analysis

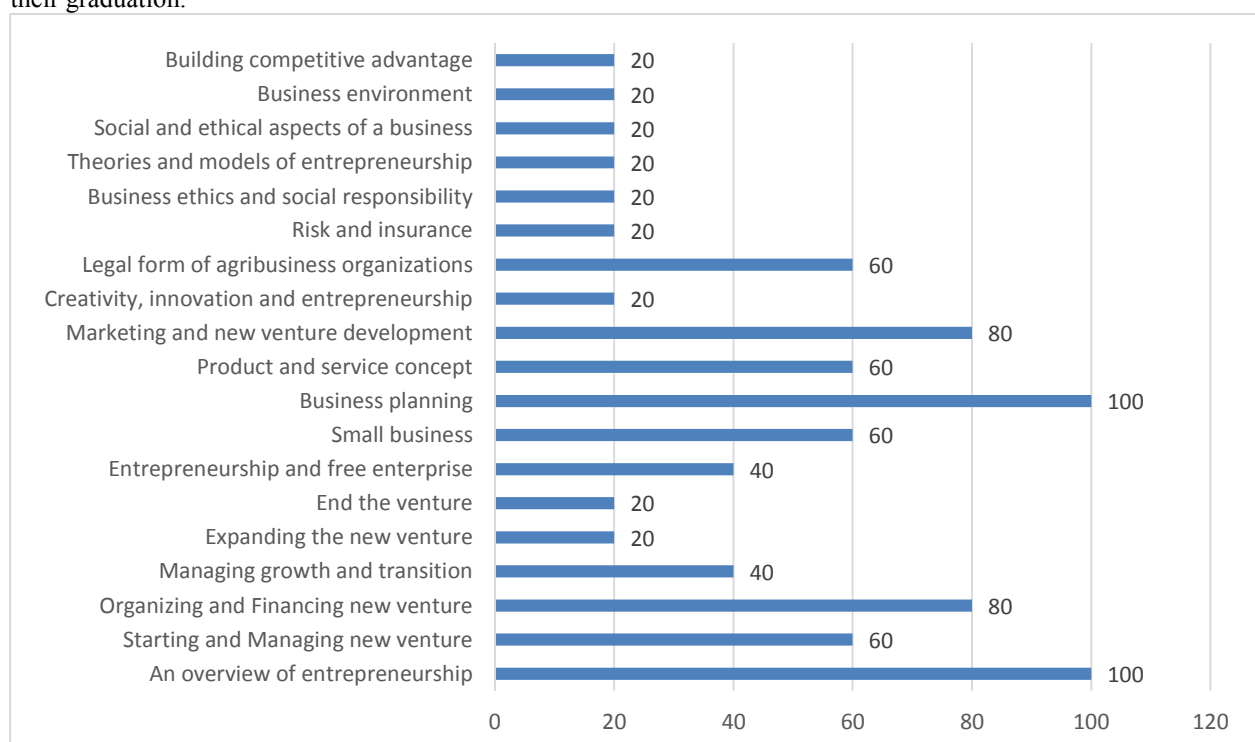
Qualitative data analysis was employed and in comparison, of other previous researchers' recommendations and other universities best experience. Microsoft excel was used for to present the data in the form of different graphs and tables. The data were analyzed using frequency and percentage distribution. The analysis was made on the basis of entrepreneurship course focus/content and objectives, entrepreneurship course teachers background in terms of age, sex, education qualification, their department, entrepreneurship course teaching experience, entrepreneurship research publication experience, entrepreneurship training experience, overseas visit exposures and having own businesses.

#### 5. Result

Entire this section result of the study in terms of core content, objectives and teachers profile has shown in detail.

##### 5.1. Entrepreneurship Course Core Contents

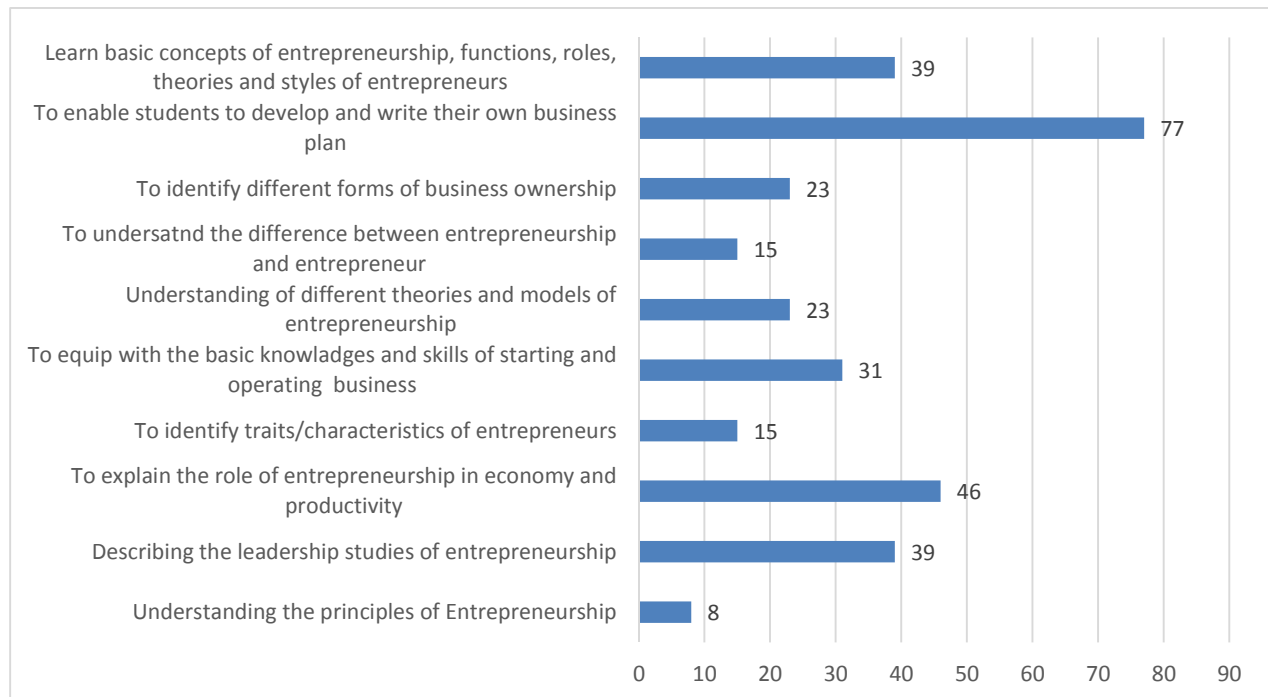
According to figure 1 shown below, business plan writing 100% and introducing about entrepreneurship and entrepreneurs 100% has the major focus in every entrepreneurship course offered in different department. Marketing and new venture development 80% and organizing and financing new venture 80% are also among the highest focus area of entrepreneurship course in the selected public universities in Ethiopia. Looking to the core entrepreneurship course core contents, it seems telling the students more on theoretical issues of entrepreneurship and not emphasized on attitudes and skills that the students require to be entrepreneur after their graduation.



**Figure 2: Percentage distribution of entrepreneurship core content (Source: Compiled from entrepreneurship course syllabus 2018)**

##### 5.2. Objectives of Entrepreneurship Course

As it is shown in figure 2, the objectives of entrepreneurship courses obtained from the course syllabus. Accordingly, as it is reviewed from the course outline, enabling the students to develop and write their own business plan 77% commonly stated as expected outcome of the course followed by to explain the role of entrepreneurship in economic development and productivity 46% and describe the leadership studies of entrepreneurs who have been successful in different sector 39% and learn basic concept of entrepreneurship, functions, roles, theories and styles of entrepreneur 39%.



**Figure 2: Percentage distribution of entrepreneurship course objectives (Sources: Compiled from Entrepreneurship course syllabus 2018)**

### 5.3. Background of Entrepreneurship Teachers

Entire this section, entrepreneurship teachers' sex distribution, age, department, field of their specialization, years of entrepreneurship teaching experience at the university level, entrepreneurship related research and publications experience, business practice experience in their own business, entrepreneurship related training exposures and their international visit for the purpose of entrepreneurship related experience sharing.

Even though it's not the objective of this research, but it would be important to have general understanding about the age and gender distribution of entrepreneurship teachers. According to table I below, female teachers who teach entrepreneurship course in the studied universities were very few in number 4(8%). Its male teachers predominantly engaged to teach entrepreneurship course 46(92%). This means female students may make less role model as there is less female entrepreneurship teachers. As a result, the both sex of students may not have equal chance of learning from male entrepreneurship teachers.

With regard to age 30(60%) of the respondents indicated that they are between the age group of 30-40, and the remaining 20(40%) of them are in the age category of 20-30. This also an implication shortage of senior and well experienced entrepreneurship teachers in the universities.

As it is depicted below, the majority of teachers who were engaged in teaching entrepreneurship in the studied universities are second degree 37(74%). According to this study teachers who have first degree 12(24%) were found in teaching entrepreneurship course at university level for under graduate students. PhD holders 1(2%) are the most list who teaches entrepreneurship. PhD teachers were found to be the list engaged teaching entrepreneurship course for undergraduate students, and this is may be mostly PhD professors engage teaching course at master level.

The researcher become to understand that the majority of teachers who teach entrepreneurship course are from management department 28(56%) followed by Mechanical Engineering 8(16%) and Marketing 6(12%) respectively. Department of Agricultural Economics, department of Cooperatives, department of Textile Engineering and department of Industrial Engineering are the least department in which entrepreneurship course teachers come from. This implies its from management department who assigned to teach entrepreneurship course across different department outside college of business and economics. Its an implication that teachers from management teachers without even having any entrepreneurial specialization and knowing the background of audiences (students' department) teaches similar course as that of management department students.

Despite the majority of teachers who teach entrepreneurship at undergraduate level in the studied universities have second degree and are from the department of management, there is none of them have specialization in entrepreneurship. As it is indicated in the table below, half 25(50%) of entrepreneurship course teacher in the studied universities have specialization in the field of general MBA. Following general MBA, specialization in International Businesses 5(10%) is the second highest specialization and marketing

management specialization 4(8%) and Mechanical Engineering-generic 4(8%) are the third highest. According to this study, there is none of entrepreneurship teachers who teach entrepreneurship in the studied universities have specialization in entrepreneurship.

Furthermore, the study shows that the majority of teachers who teach entrepreneurship in the study area are found less experienced. Table 1 below depicts that 17(34%) have an experience of teaching entrepreneurship course for less than one year. As entrepreneurship course offered in semester basis (for only one semester), these teachers have taught entrepreneurship maximum for two semesters or they started teaching for the first time. 14(28%) of teacher who were teaching entrepreneurship course have 1-3 years of teaching entrepreneurship experience followed by 12(24%) who have an experience of 3-5 years. Teacher who have taught entrepreneurship for more than 5 years are the least among the group i.e. 7(14%). This implies that entrepreneurship in Ethiopian public universities is taught by less experienced teachers. This may be resulted due to the faculties and departments who have the responsibility of assigning teachers to deliver entrepreneurship course assign teachers with out considering the importance of experience.

Items	Response rate	
	No	%
<b>Sex</b>		
Male	46	92
Female	4	8
<b>Age</b>		
20-30	20	40
30-40	30	60
40-50	-	-
Above 50	-	-
<b>Education qualification</b>		
First Degree	12	24
Second Degree(Master)	37	74
Third Degree(PhD)	1	2
<b>Specializations</b>		
MBA-Generic	25	50
MBA-International Business	5	10
MBA-Finance	2	4
MBA-Marketing Management	4	8
Textile Technology	2	4
Sustainable Energy Engineering	2	4
Product Design and Development Specialization	3	6
Mechanical Engineering-generic	4	8
Human Resource Management	3	6
<b>Field of study/Education background</b>		
Textile Engineering	1	2
Mechanical Engineering	8	16
Industrial Engineering	3	6
Agricultural Economics	2	4
Marketing Management	6	12
Cooperative	2	4
Management	28	56
<b>Entrepreneurship teaching experience at the university</b>		
Less than one year	17	34
1 to 3 years	14	28
3 to 5 years	12	24
More than 5 years	7	14
<b>Research and publication experiences in the areas of entrepreneurship</b>		
Have research and publication	6	12
Have no Research and Publication	44	88
<b>Business practice experience in own enterprise</b>		
Have own enterprise	4	8
Have no own enterprise	46	92
<b>Entrepreneurship training experience</b>		
Have training experience	16	32
Have no training experience	34	68
<b>Overseas visit for the purpose of entrepreneurship experience sharing</b>		
Have a visit	4	8
Have no any visit	46	92

**Table 1: Entrepreneurship teachers profile(n=50)**  
**Sources: Survey 2018**

Moreover, the study has come to understand that, on top of teachers lack entrepreneurship teaching experience and specialization, but also almost all 44(88%) of these teachers do not have research and publication experience in the areas of entrepreneurship and its only 6(12%) of them have research publication in entrepreneurship. If teachers do not work research and publish, they may not have a deeper understanding about entrepreneurship and this in turn weak experience and knowledge sharing to their students.

The research also revealed that teachers who teach entrepreneurship their own business enterprise is hardly available. According to this research 46(92%) of the entrepreneurship course teachers do not have their own business. This implies that, almost all teachers teach entrepreneurship with having real business experience and skills. This may result for weak role modeling for the students and the students may lack interest and trust on what the teachers deliver.

Finally, among entrepreneurship teachers from the four universities, 34(78%) have no training in entrepreneurship and 46(92%) have no any experience of visiting abroad to share entrepreneurship experience. Its only 16(32%) of them have training experience in entrepreneurship and 4(8%) have made a visit aimed at entrepreneurship experience sharing outside their home country. This also additional evidence that entrepreneurship education is well considered among entrepreneurship teachers themselves, departments, colleges, universities and ministry of education at large.

## 6. Discussion

The study was conducted with special emphasis on the core content and objectives of entrepreneurship course which is in function currently in Ethiopian Universities and come to understanding the teachers' general profile to teach entrepreneurship.

The entrepreneurship course objectives summarized from entire entrepreneurship course offered in different departments in the studied universities shows that enabling the students to prepare their own business plan and students are expected to explain the role of entrepreneurship in the economy and productivity are given more priority

According to the finding of this study, the core content and the objectives of entrepreneurship course which is commonly stated in all entrepreneurship course syllabus entire the departments who offer entrepreneurship course at undergraduate level is writing/preparing business plan followed by introducing the students about entrepreneurship and entrepreneurs. According to previous findings teaching which are focuses on business plan, marketing, small business management, case studies and finance are the contents and teaching methods *about* entrepreneurship which are frequently indicated in entrepreneurship education studies (Sirelkhatim and Gangi, 2015). This type of teaching is primarily focus on information-giving and teaching concentrates on the economic contribution of entrepreneurship and aspects of government policy and this is less likely to prepare students for the world of work and render them more employable (Cooper, Bottomley and Gordon, 2004). Though there is no general accepted literatures or findings that sets the general contents to be taught in order to stimulate students' entrepreneurial intention, there are recommendations that entrepreneurship contents have to focus on. Accordingly, the finding affirms that the contents stated in entrepreneurship course are deviate from the recommendations of Pittaway and Cope (2007), which the authors agree entrepreneurship course taught at the university level must include skill building [...] (contents) in negotiation, leadership, new product development, creative thinking and exposure to technological innovation. Furthermore, the focus of entrepreneurship course in the studied universities does not seem teaching "for" entrepreneurship and main contents of the course from the generating ideas; team building; business planning; creativity; innovation; inspiration; opportunity recognition; selling; networking; unpredictable and contingent nature of entrepreneurship; adapting to change; and expecting and embracing failure (Fayolle & Gailly, 2013; Piperopoulos & Dimov, 2014 cited in Sirelkhatim and Gangi, 2015). This finding is also supports Dugassa (2012) which the author stated in his research, the content of many entrepreneurship education in Ethiopia is not designed in the best way possible that they can teach entrepreneurship evidenced by researches.

To successfully support the students to be motivated entrepreneurial incline and choose entrepreneurship their future career, entrepreneurship teachers education qualification, teaching and research experience, and business profile is paramount importance. Accordingly, this research has come to understand that most of the teachers have no deep experience and senior in teaching entrepreneurship course at the university level. Furthermore, almost all the entrepreneurship teachers also found that they did not have their own business, entrepreneurship training experience, entrepreneurship related research and publications, and overseas visit for entrepreneurship experience sharing. Finally, majority of entrepreneurship teachers were from the department of management assigned even inter colleges including informatics college, social science and agriculture. These facts imply that entrepreneurship education in Ethiopian universities are at very infant stage, its practices is not in the right way in which it has to be effectively support the students incline entrepreneurially after graduation. This finding more over evidenced that, the entrepreneurship education teachers teach entrepreneurship course are inconsistent with previous findings such as San Tan & Ng (2006) who shown that, the practices of



entrepreneurship program (course) of top business ranking school of the world, course is taught by good faculty who does lots of good and practical research; and the presence of a diverse student body which enables an enriching cross-cultural experience, Fiet (2001) the need to have an experience of research of the professors who teaches entrepreneurship theories and England universities 21% of the teachers of entrepreneurship course “for” entrepreneurship were part time lecturers, 98% had previous business management experience, 70% of them had set up their own businesses, Marques (2010) training programs and workshops for entrepreneurship teachers [...] are needed in the areas of experiential pedagogy and the business content and Bin Yusoff *et al.* (2015) business sabbaticals and continuous learning should be intensified in order to build the competency of entrepreneurship education teachers. Finally, the finding of this research goes with the previous researches such as Bin Yusoff *et al.* (2015) there are universities who assign entrepreneurship trainers without considering their educational backgrounds and experience and this is considered as a fundamental and crucial issue to ensure the success of the universities’ entrepreneurship program; Zhou and Xu (2012) showed that the majority of the entrepreneurship professors in China are from traditional disciplines such as economics or business administration, which reflects long-standing policies and practices. As a result, the authors evident that China needs to invest in the training and development of entrepreneurship professors and researchers, Mudde *et al.* (2015) entrepreneurship teachers lack practical experience and training in the areas of entrepreneurship in Ethiopia, Hamid (2013) and also indicated that teachers among major faculty lack training, lack of understanding among teachers, lack of expertise to handle remedial work and reluctance to change which mentioned as difficult and finally Wilson (2008) also strongly indicated the importance of having cross border faculty collaboration and research, greater mobility of the academia paves ways to the university exchanges international exposure and experience for the professors and educators to spend a significant amount of time at other institutions and /or in the private sector to truly engage, learn and develop, helps university members to better support the young population of the university (students) through presenting more real-life business experience from different dimension.

## 7. Conclusion

This research is conducted to examine the state of entrepreneurship course with special emphasis on content, objectives and teachers profile. This assessment is done in line with previous researchers’ recommendations and best practice. Generally, entrepreneurship education/course is found infant enough and indifferent from other traditional management courses and more specifically the researcher drawn the following conclusions;

- \* The content of entrepreneurship course that is functioning in the studied universities is not well integrated, did not consider the interest and background of the students
- \* The objectives of the entrepreneurship course in the studied universities did not focus on enhancing self-employability, venture creation skills and entrepreneurial attitudes. Its found that teaching entrepreneurship focuses more of teaching “about” which leads merely inculcating the theoretical aspects of entrepreneurship and ignore very important element of entrepreneurship such as attitude and skills.
- \* Entrepreneurship teachers in the selected public universities of Ethiopia are very weak in terms of entrepreneurship teaching, research/publication and training experience, and all most all have no their own business experience. This may be resulted students for weak entrepreneurial orientation and interest to choose self-employment after graduation.

## 8. Limitations

This research was basically focus on disclosing the current contexts of entrepreneurship education practices in terms of focuses and objectives of entrepreneurship course and entrepreneurship teachers profile. The research did not examine the effects of these components on students’ future entrepreneurship career selection. Its also be difficult to make generalization for all public universities based on this finding.

## 9. Future Research Directions

Series and frequent researches have to be produced in order to get ample evidences for management level discussion and pave new ways for curriculum changes and new model development. To this end, researchers has to spend time of examining the effect of such weak course content, objective and teachers profile of students’ future entrepreneurial career selection decision. Moreover, the effectiveness of the current entrepreneurship education has to be further investigated.

## 10. Recommendation

Based on the finding of this study, the researcher has come with some recommendations. First, the universalities management and ministry of education need to revisit the existing entrepreneurship course curriculum with respect to its content and objective against the intended reason of included the course as part of the curriculum of

many departments. Second, the universities have to seriously consider teachers' teaching experience, research publication experience with specific to entrepreneurship to assign to teach entrepreneurship courses in order to effectively impact on students' entrepreneurial intention. Third, the universities have to create entrepreneurship training exposure for entrepreneurship teachers both locally and internationally. Finally, the universities have to create an environment where real entrepreneurs can sometimes teach entrepreneurship course jointly when there are entrepreneurship teachers from the university lacks the stated experience.

## 11. Conflict of Interest

The research has no declare any conflict of interests with any one.

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